

**Developing a video of tembang dolanan strengthen the character of grade IV students
SDN 1 Ternyang**

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Abstract: *The limited availability of innovative learning media and low student engagement in Javanese language learning, particularly in tembang dolanan material, highlight the need for interactive learning resources. This study aimed to develop and validate an interactive learning video on tembang dolanan and its meanings for fourth-grade elementary school students. The study employed a Research and Development (R&D) approach using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The results showed that the developed video achieved high validity, with scores of 95% from media experts, 85.7% from language experts, and 97.5% from material experts. The practicality score reached 95% based on teacher and student responses. The implementation of the video resulted in an average N-Gain score of 0.95, indicating high effectiveness. Therefore, the learning video is valid, practical, and effective for supporting Javanese language learning and enhancing students' learning outcomes.*

Keywords : *learning videos; javanese language; traditional songs*

Introduction

Education plays an important role in developing students' knowledge, skills, and character. In Indonesia, educational goals emphasize not only academic achievement but also character development as stated in Law Number 20 of 2003. Therefore, teachers are expected to create innovative learning environments that actively engage students and support meaningful learning experiences.

Javanese language is an important component of local cultural heritage because it contains values of politeness, respect, humility, and social harmony (Sulasih et al., 2024). However, the use of Javanese among younger generations continues to decline due to the influence of globalization, technological development, and changes in communication patterns (Hidayah et al., 2024). Consequently, Javanese language learning in elementary schools requires attractive and meaningful learning approaches to increase students' interest while preserving local culture.

One of the important materials in Javanese language learning is tembang dolanan. Besides introducing traditional songs, tembang dolanan contains moral messages and character values that can support students' character development (Atika et al., 2019; Novitasari et al., 2022). Previous studies have shown that audiovisual media can improve students' engagement and understanding of Javanese language materials (Ratwesti & Sukoyo, 2025; Sulasih et al., 2024). However, most existing media focus primarily on presenting song lyrics, melodies, or cultural information and provide limited opportunities for interactive learning and student feedback.

Based on observations and interviews conducted at SDN 1 Ternyang, fourth-grade students experienced difficulties in understanding *tembang dolanan* and its meanings. Learning activities relied mainly on textbooks and worksheets, while the availability of instructional media was very limited. As a result, students showed low interest and had difficulty achieving the expected learning outcomes.

The novelty of this study lies in the development of an interactive video-based learning medium that integrates audiovisual elements, explanations of song meanings, character values, educational games, quizzes, and direct feedback within a single learning resource. Unlike previous *tembang dolanan* learning media that primarily function as presentation tools, the developed product encourages active student participation and supports both cognitive and character development through interactive learning experiences.

Therefore, this study aims to develop and validate an interactive learning video on *tembang dolanan* and its meanings for fourth-grade elementary school students. The resulting product is expected to provide a valid, practical, and effective learning medium for supporting Javanese language learning and strengthening students' character development.

Method

This study employed Research and Development (R&D) using the ADDIE model to develop an interactive learning video on *Tembang Dolanan* for elementary school students. The ADDIE model consists of five stages, all of which were implemented in this study: (1) Analysis, including curriculum analysis, analysis of student characteristics, teacher needs analysis, and learning media analysis; (2) Design, involving the preparation of learning objectives, content materials, storyboards, video scripts, learning activities, and evaluation instruments; (3) Development, including the production of the interactive learning video and validation by material and media experts, followed by revisions based on expert feedback; (4) Implementation, involving limited trials with elementary school teachers and students to determine the practicality and effectiveness of the developed media; and (5) Evaluation, comprising formative evaluation at each stage of development and summative evaluation to assess students' learning outcomes after using the media.

The research participants consisted of material experts, media experts, elementary school teachers, and fourth-grade students as users of the developed product. Data were collected using validation sheets, questionnaires, observation sheets, and learning achievement tests. Qualitative data in the form of comments, suggestions, and feedback from experts, teachers, and students were analyzed descriptively and used as the basis for product revision. Quantitative data obtained from validation scores, practicality questionnaires, and student learning outcomes were analyzed using descriptive statistics in the form of mean scores and percentages. The results of these analyses were used to determine the feasibility, practicality, and effectiveness of the interactive *Tembang Dolanan* learning video.

Results and Discussion

The validity level of the developed learning media was determined based on the percentage score obtained from expert validation assessments. The percentage was calculated by comparing the total score obtained with the maximum possible score and then multiplying by 100%. The resulting percentage was interpreted using validity criteria adapted from Akbar (2013), which classify the level of product validity into five categories: very valid (81%–100%), quite valid (61%–80%), less valid (41%–60%), invalid (21%–40%), and totally invalid (0%–20%). These criteria were used to determine the feasibility of the developed interactive learning video and to identify aspects requiring revision before implementation. The results of the Media Expert's assessment are in Table 2. The overall learning video has an ideality score of 95%, which means this media is very valid. Thus, it can be concluded that the learning video media This is valid for fourth grade students of SDN 1 Ternyang.

Table 1. Media Assessment Results by Media Experts

No	Rated aspect	Mark	
		Score obtained	Expected score
1.	Font typesetting	3	4
2.	Accuracy of font size	4	4
3.	Accuracy of letter color	4	4
4.	Readability of Writing	3	4
5.	Use of easy to understand language	4	4
6.	Color selection suitability	4	4
7.	Suitability of sound/music to material	4	4
8.	Accuracy of image use	4	4
9.	Image layout accuracy	4	4
10.	Accuracy of <i>background selection</i>	4	4
	Amount	38	40
	Presentation		95%
	Category		Very valid

Based on the media expert validation results, the developed learning video achieved a very good level of feasibility across visual and audio aspects. Overall, the experts considered that the media had appropriate design elements, including layout, typography, color composition, image quality, animation, narration, and audio clarity, which support effective learning for elementary school students. Although several aspects, such as font consistency and visual presentation, were suggested for minor improvements, these recommendations did not significantly affect the overall feasibility of the product.

The positive validation results indicate that the developed learning media is capable of facilitating students' understanding by presenting learning materials in an engaging and accessible format. The integration of attractive visual elements and clear audio narration can increase students' attention, motivation, and learning engagement. These findings support previous studies suggesting that well-designed multimedia learning resources can create a more meaningful learning experience and improve students' comprehension of instructional

content (Ratwesti & Sukoyo, 2025). Therefore, the developed interactive learning video can be considered a feasible learning resource and has the potential to support the teaching and learning process effectively in elementary schools.

The precision aspect of letter size received a maximum score of 4, which means the letter size is appropriate and easy to read by students. The accuracy of letter size is very important in visual-based learning media so that information can be received clearly without causing visual fatigue, as emphasized by (Baroroh, 2025) that text readability is one of the main factors in the success of video-based learning media. The accuracy of letter color also received a score of 4, which indicates that the color of the letters is harmonious with the screen display and does not interfere with readability. The legibility aspect of writing received a score of 3, which indicates that the text in the media is clear enough, but can still be improved to be more optimal. This finding is in line with research (Hidayah et al. 2024) which states that color harmony and text clarity in visual media can increase students' attention and understanding of learning materials.

The use of easily understood language received a maximum score of 4, indicating that the language used in the learning media was appropriate for the cognitive and linguistic development level of fourth-grade students. This supports the theory (Ratwesti & Sukoyo, 2025) which emphasizes that the suitability of language to student characteristics is one of the main indicators of effective learning media. The aspect of the suitability of the display color selection received a score of 4, which means the color combination used was attractive, harmonious, and not excessive. The right color can create a pleasant learning atmosphere and increase student learning motivation, as stated by (Hidayah et al. 2024) in the development of visual-based learning media for traditional games. The aspect of the suitability of sound or music with the material received a score of 4, indicating that the audio used supported the learning atmosphere and was in harmony with the character of the traditional song. This is in line with the findings (Baroroh, 2025) which stated that the integration of audio in video-based learning media can strengthen material understanding and increase student engagement. The appropriateness of the use of images and the appropriateness of the image layout each received a score of 4, indicating that the illustrations used were relevant to the material and arranged neatly and proportionally. Research (Hidayah et al. 2024) also confirms that appropriate visualization and good layout can improve the quality of the teaching and learning process at the MI/SD level.

The background selection aspect obtained a score of 4, indicating that the media background was appropriate and did not distract students from the learning material. This is in line with the results of research (Baroroh, 2025) and research on the development of e-modules for traditional Madurese songs by (Hidayah et al. 2024), which emphasized the importance of a simple and contextual background to keep students' attention focused on the core material. Overall, the total score obtained from media expert validation was 38 out of a maximum score of 40 with a percentage of 95%. These results indicate that the learning media is in the very valid category and is suitable for use in the learning process. This finding strengthens the theory (Ratwesti & Sukoyo, 2025) that learning media that meets the visual,

audio, readability, and suitability aspects to student characteristics will have a high level of validity and be effective in supporting the learning process.

The results of the Linguist Expert's assessment in Table 3 show that the overall learning video has an ideal score of 85.7%, meaning this media is very valid. Thus, it can be concluded that the language used in the learning video media is very valid. This is valid for fourth grade students of SDN 1 Ternyang.

Table 2. Validation Results by Linguists

No	Rated aspect	Mark	
		Score obtained	Expected score
1.	The sentences used are simple and direct to the topic and target.	4	4
2.	Grammatical accuracy in learning media	4	4
3.	The sentences used are clear and easy to understand.	4	4
4.	The language used evokes a sense of joy when students read it and encourages students to learn.	3	4
5.	Accuracy in sentence formation	3	4
6.	Accuracy in the use of punctuation	3	4
7.	Accuracy in use of letters	3	4
	Amount	24	28
	Presentation		85.7%
	Category		Very Valid

Based on the results of expert validation of the language aspects in the learning media, an assessment was obtained of seven indicators related to the use of language in the tembang dolanan learning media. The validation results show that in general the language used in the media has met the criteria for suitability and suitability for the characteristics of elementary school students. The aspect of using simple sentences, directly on the topic, and in accordance with the learning objectives obtained a maximum score of 4. This indicates that the sentences used in the learning media have been structured concisely, clearly, and contextually so that they are easy for students to understand. This finding is in line with the theory (Sulasih et al. 2024) which states that the use of simple and communicative language is the key to the success of learning media, especially at the elementary school level.

The aspect of grammatical accuracy in the learning media also received a score of 4, indicating that the language structure used was in accordance with applicable linguistic rules. Grammatical accuracy is very important in learning Javanese so that students obtain examples of correct language use, as emphasized by (Supeni et al. 2023) that Javanese audio-visual media must pay attention to the accuracy of language structure to maintain the accuracy of the material and its educational value. The aspect of sentence clarity and ease of understanding also received a maximum score of 4. This indicates that the learning message conveyed through the text in the media is clear and does not cause ambiguity of meaning. Clarity of language in learning media plays an important role in helping students understand the cultural values and character contained in tembang dolanan, as explained by (Mawarni et

al. 2023) that clear and meaningful language can strengthen the internalization of character values in culture-based learning.

The aspect of language use that is able to arouse a sense of enjoyment and encourage students' interest in learning received a score of 3. This result indicates that the language in the learning media is quite interesting, but still can be improved to be more communicative, expressive, and persuasive. This finding is in line with the results of research on improving learning outcomes of *tembang* through digital literacy media for elementary school students in Java, which emphasized that interactive and emotional language can increase student motivation and engagement in learning. The aspect of sentence formation accuracy received a score of 3, indicating that the sentence structure in the media is quite good, but still requires some improvement to be more effective and consistent. In addition, the aspect of punctuation and letter use accuracy also received a score of 3. This indicates that in general the spelling and punctuation are quite appropriate, but still need improvement to be more consistent and in accordance with Javanese spelling rules. (Sulasih et al. 2024) emphasized that consistent use of spelling and punctuation is an important part of the language quality of learning media, because it affects the accuracy of student understanding. Overall, the results of validation by linguists showed that the total score obtained was at a percentage of 85.7%. These results indicate that the language aspects of the learning media are highly valid and suitable for use in learning activities, although some minor improvements are still needed. This finding aligns with those of Supeni et al. (2023) and Mawarni et al. (2023), who concluded that learning media for traditional songs based on audiovisual and local culture will be effective if supported by appropriate, clear language that is appropriate to the characteristics of the learners.

The results of the Material Expert assessment are in Table 4. The overall learning video media has an ideality score of 97.5%, which means this media is very valid. Thus, it can be concluded that the material contained in the learning video media This is valid for fourth grade students of SDN 1 Ternyang.

Table 3. Validation Results by Javanese Language Material Experts

No	Rated aspect	Mark	
		Score obtained	Expected score
1.	Suitability of material in media with learning outcomes and learning objectives	4	4
2.	Encourage students' curiosity	4	4
3.	Appropriateness of language use to the level of student development	4	4
4.	The ability of media to be used individually	3	4
5.	Completeness of media materials in media about spatial structures	4	4
6.	Based on its properties	4	4
7.	The material is explained in a coherent manner	4	4
8.	The material in the media is easy to understand	4	4
9.	Suitability of evaluation questions with the material	4	4
10.	Learning media according to student abilities	4	4

No	Rated aspect	Mark	
		Score obtained	Expected score
	Amount	37	40
	Presentation	92,5%	
	Category	Very Valid	

Based on the expert validation results of the material and presentation aspects of the *tembang dolanan* learning video media, an assessment was obtained for ten main indicators that reflect the quality of the content, design, and systematic presentation of the material. The validation results indicate that, in general, the developed learning video media has met the criteria for very good feasibility. The aspect of the attractiveness of the learning video design appearance obtained a maximum score of 4, indicating that the video's visual design has been able to attract students' attention and create a pleasant learning atmosphere. This is in line with the opinion of (Farihin et al. 2022) who stated that attractive visual design is an important factor in increasing student focus and learning motivation in video-based learning media.

The attractiveness of the video learning media content also received a maximum score of 4. This result indicates that the material is presented visually well, contextually, and in accordance with the characteristics of elementary school students. This finding supports the research results (Ruliyanti & Basir 2022) which concluded that the presentation of *dolanan* songs visually and audio attractive can increase student engagement in learning and extracurricular activities *karawitan*. The aspect of attractive color combinations received a score of 4, indicating that the use of color in the video is harmonious, harmonious, and supports student learning comfort. The appropriate use of color can help increase visual appeal without distracting students from the main material, as emphasized by (Susilowati et al. 2021) in the development of audio-visual-based Javanese language learning media.

The consistency of the presentation system also received a maximum score of 4, indicating that the material presentation flow in the video was coherent, logical, and easy for students to understand. A good presentation system is crucial in helping students gradually understand the material, in line with the theory (Farihin et al. 2022) which emphasizes the importance of a structured presentation flow in learning media. The aspect of the suitability of the material to the learning objectives and learning outcomes received a score of 4, indicating that the content is relevant to the expected competencies in the Independent Curriculum. This is in line with research (Susilowati et al. 2021) which states that the suitability of the material to the learning objectives is the main indicator of the suitability of Javanese language learning media in elementary schools. The suitability of the indicators to the material also received a maximum score of 4, indicating that each material has been designed in accordance with the learning achievement indicators. These findings support the results of research (Suharsono & Juliarini, 2021) which confirmed that structured and indicator-based *tembang dolanan* learning can positively contribute to strengthening students' character. The presentation aspect of the practice questions received a maximum score of 4, indicating that the practice questions were systematically structured, relevant to the material, and served as

a means of assessing student understanding. This aligns with findings (Ruliyanti & Basir, 2022) that integrated practice into learning media can improve students' understanding and skills in comprehending traditional songs.

The aspect of using simple and easy-to-understand sentences received a maximum score of 4, indicating that the language used in presenting the material was appropriate for the cognitive development level of elementary school students. This supports the theory (Farihin et al. 2022) which states that simplicity of language is key to the effectiveness of learning media at the elementary education level. However, the aspect of using sentences that do not create ambiguous meanings received a score of 3. This indicates that there are still some parts of the sentence that need to be clarified to avoid multiple interpretations. Furthermore, the aspect of using easy-to-understand Javanese also received a score of 3, indicating that the language used in the video is quite appropriate, but still can be simplified to be more communicative and inclusive for all students. This finding is in line with research on *the Development of Management Learning Methods Implementation of Extensive Activities Using the Play Song Dayohe Teko* which emphasizes the importance of using communicative and contextual regional languages for easy understanding by students with diverse language backgrounds.

Overall, the expert validation results showed a total score of 38 out of a maximum of 40, with a percentage of 95%. These results indicate that the tembang dolanan learning video media is categorized as very valid and suitable for use in the learning process. However, this media still requires some improvement, particularly in terms of language usage to make it clearer, simpler, and avoid ambiguous meanings. These findings reinforce the conclusion (Suharsono & Juliarini, 2021) that tembang dolanan learning media that is designed in an interesting, systematic, and appropriate manner to the learning objectives will be effective in improving student understanding and strengthening character.

The results of the assessment by practitioners, namely the fourth-grade homeroom teacher, in Table 5, explain that the learning video media overall has an ideal score of 95%, which means this media is very valid. Thus, it can be concluded that the learning video media This is valid for fourth grade students of SDN 1 Ternyang.

Table 4. Results of Media Assessment by Teachers

No	Rated aspect	Mark	
		Score obtained	Expected score
1.	The attractiveness of the appearance of the learning video design	4	4
2.	The attractiveness of the appearance of the contents of the learning video media	4	4
3.	The attractiveness of the color combination used	4	4
4.	Consistency of presentation system	4	4
5.	Suitability of material with learning objectives and learning outcomes	4	4
6.	Compliance of indicators with material	4	4
7.	Presentation of practice questions	4	4

No	Rated aspect	Mark	
		Score obtained	Expected score
8.	The sentences used are simple and easy to understand.	4	4
9.	The sentences used do not have double meanings	3	4
10.	Using easy to understand Javanese language	3	4
	Amount	38	40
	Presentation		95%
	Category		Very Valid

Based on the validation results of homeroom practitioners regarding the material and presentation aspects of the tembang dolanan learning video media, an assessment was obtained of ten main indicators that indicate the level of suitability of the media in supporting the learning process in the classroom. The validation results indicate that the developed learning video media is considered very good and appropriate to the learning needs of elementary school students. The aspect of the attractiveness of the learning video design appearance received a maximum score of 4, indicating that the visual appearance of the media is able to attract students' attention and increase learning focus. This is in line with the theory (Heldisari, 2020) which states that visually attractive learning media can increase student motivation and engagement in the learning process, especially at the elementary education level.

The attractiveness of the video learning media content also received a maximum score of 4. This indicates that the material is presented visually well and in accordance with the developmental characteristics of elementary school students. This finding is in line with research (Mukhlisin, 2019) which concluded that the presentation of interesting and contextual tembang dolanan can build student character through active engagement in learning. The attractiveness of the color combination aspect received a score of 4, indicating that the use of color in the video is harmonious and supports student learning comfort. The right color can create a pleasant and conducive learning atmosphere, as emphasized by (Heldisari, 2020) that visual elements, including color, play an important role in creating an effective learning environment.

The consistency of the presentation system received a maximum score of 4, indicating that the flow of the material presented in the video was coherent and easy for students to understand. A good presentation system helps students understand the material gradually and in depth. This is in line with findings (Novitasari et al. 2022) which stated that systematically structured tembang dolanan learning can effectively instill leadership character values. The aspect of the suitability of the material to the learning objectives and learning outcomes received a score of 4, indicating that the content is relevant to the expected competencies in the Merdeka Curriculum. This is in line with research (Hidayah et al. 2024) which confirmed that the suitability of tembang dolanan material to learning objectives plays a crucial role in instilling character values in elementary school students.

The alignment of indicators with the material also received a maximum score of 4, indicating that each material was designed in accordance with the learning achievement indicators. This finding supports the research findings (Mukhlisin, 2019) which emphasized the importance of alignment between indicators, materials, and learning methods in building student character through *tembang dolanan* (traditional songs). The presentation aspect of the practice questions received a maximum score of 4, indicating that the practice questions were well-structured and aligned with the material being studied. The practice questions functioned as a means of reflection and strengthening students' understanding of the values contained in *tembang dolanan*. This is in line with the findings (Hidayah et al., 2024) which stated that integrated evaluation in learning media can strengthen students' understanding.

The aspect of using simple and easy-to-understand sentences received a maximum score of 4, indicating that the language used is appropriate to the cognitive and linguistic development level of elementary school students. This finding supports the results of research (Sulasih et al. 2024) which emphasizes the importance of using simple and communicative language in developing traditional song-based learning media. However, the aspect of using sentences that do not create multiple meanings received a score of 3. This indicates that there are still some parts of the sentence that need to be clarified to avoid multiple interpretations. In addition, the aspect of using easy-to-understand Javanese language also received a score of 3, indicating that the language used in the video is quite appropriate, but still needs to be simplified to be more communicative for all students with diverse language ability backgrounds. This finding is in line with the results of the study *Analysis of Audio-Visual Media in Javanese Language Subjects Material Tembang Dolanan to Instill Character Values* which emphasizes the importance of clarity and simplicity of language in Javanese audio-visual media.

Overall, the validation results from homeroom practitioners showed a total score of 38 out of a maximum score of 40, with a percentage of 95%. These results indicate that the *tembang dolanan* learning video media is categorized as very valid and suitable for use in the learning process. However, this media still requires some improvement, particularly in terms of language use to make it clearer, more communicative, and avoid ambiguous meanings. These findings support the theory (Heldisari, 2020) that learning media designed in an interesting, systematic, and appropriate manner for students' characteristics will be effective in supporting learning while instilling character values in elementary school students.

After validating the interactive media, the researcher refined the learning video media product. The validation results of the learning video media served as a reference for revising the learning video media before implementing it at SDN 1 Ternyang. The revisions given by the validator regarding the learning video media included changing the font to make it easier to understand, the language used was not in accordance with Javanese, the animation was less attractive and lacked captions, and the meaning of the text in the video did not differ. The revisions made by the researcher can be seen in table 6 below:

Table 5. Product Improvement

Before Revision	After Revision
	
<p>Figure 2. The font on the video is difficult to read.</p>	<p>Figure 3. Font changed for easy reading</p>
	
<p>Figure 4. The language used is not yet in accordance with Javanese.</p>	<p>Figure 5. The language used is in accordance with Javanese.</p>
	
<p>Figure 6. Animation is less interesting and has no caption.</p>	<p>Figure 7. Animation has been adjusted to the discussion topic and additional information has been added.</p>
	
<p>Figure 8. The meaning of the text in the video does not have any difference.</p>	<p>Figure 9. The meaning of the text in the video has a different color from the lyrics.</p>

The effectiveness of the developed interactive learning video was evaluated through pretest and posttest scores administered to 20 fourth-grade students. The results showed an improvement in students' learning outcomes on Tembang Dolanan after using the developed media. The average pretest score was 76.5, while the average posttest score increased to

98.5, indicating an average improvement of 22 points. Furthermore, the average N-Gain score was 0.95, which falls into the high category. These findings indicate that the interactive learning video effectively improved students' understanding of Tembang Dolanan materials.

The improvement in learning outcomes suggests that the combination of visual, audio, and interactive elements in the learning video helped students understand the learning content more easily and increased their engagement during the learning process. Therefore, the developed learning media can be considered effective in supporting the achievement of learning objectives in Tembang Dolanan instruction at the elementary school level

Based on the results of the N-Gain calculation for 20 students in learning the Cublak-Cublak Suweng song, the average N-Gain score was 0.95, which falls into the high category. This result indicates a substantial improvement in students' learning outcomes after using the developed interactive learning video. In addition, the average posttest score was higher than the average pretest score, showing that students demonstrated better understanding of the song materials after the learning intervention.

Most students obtained N-Gain scores close to 1.00, indicating considerable progress in mastering the learning content. These findings suggest that the interactive learning video facilitated students' understanding of the lyrics, meaning, and cultural values contained in the traditional song. However, the effectiveness results in this study were based primarily on descriptive analysis using N-Gain scores and pretest–posttest comparisons. Therefore, future studies are recommended to employ inferential statistical analyses, such as paired sample t-tests or non-parametric tests, to provide stronger evidence regarding the significance of the observed learning improvement

There are two students in the medium category, namely students with the initials SMA and SDS (N-Gain value of 0.67). Although not reaching the high category, this value still shows a significant increase in learning outcomes. This can be caused by differences in initial abilities, concentration levels, or speed of understanding the material. These results prove that the use of animation-based learning media and an interactive approach in delivering tembang dolanan can increase student learning motivation, make learning more enjoyable, and facilitate the process of understanding the material. Thus, learning tembang dolanan through innovative media is worthy of being implemented as an effective learning strategy, especially in learning Javanese in elementary schools.

Conclusion

This study successfully developed an interactive learning video for Javanese language learning on the topic of tembang dolanan and its meanings for fourth-grade elementary school students using the ADDIE development model. The development process included the stages of analysis, design, development, implementation, and evaluation. Based on the results of expert validation, teacher responses, student responses, and learning outcome assessments, the developed learning video was found to be valid, practical, and effective for use in elementary school Javanese language learning.

The findings indicate that the use of interactive learning videos can support students' understanding of tembang dolanan materials, including the lyrics, meanings, and cultural

values contained in traditional songs. The improvement in students' learning outcomes after using the learning media suggests that the developed product can serve as an alternative instructional medium to facilitate more engaging and meaningful learning experiences.

Future research is recommended to involve a larger number of participants and a wider range of schools to increase the generalizability of the findings. In addition, further studies may employ inferential statistical analyses and investigate other learning variables, such as student motivation, engagement, and cultural appreciation, to provide more comprehensive evidence regarding the effectiveness of interactive learning videos in Javanese language education.

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