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The Influence of Dance Utilization *Kabeloa* Ethnoscience-Based on Learning Outcomes of Dance Arts Subjects in Class V SDN 22 Palu

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A B S T R A C T

This study aims to find out whether there is an effect of the use of ethnoscience-based Kabeloa dance on the learning outcomes of Dance Arts subjects in grade V of SDN 22 Palu. This research method uses a quasi-experimental research method. In this study, there are two groups that will be studied, namely the first group with treatment using the ethnoscience approach method (X1) and the other group with treatment using conventional methods (X2). The instrument of this research is a learning outcome test in the form of 15 multiple-choice questions. Data were analyzed using SPSS to find out the significant achievements between the two groups, the experimental group used the ethnoscience approach method while the control class used the conventional method. Based on the significant value of the Independent Sample T-test is 0.000, with a significant value of the T-test < 0.05 (0.000 < 0.05) and a significant level of 5% (0.05), then Ha is accepted and Ho is rejected. So it can be concluded that there is an influence of the use of ethnoscience-based Kabeloa dance on the learning outcomes of Dance Arts subjects in grade V of SDN 22 Palu.

1. Introduction

Learning Cultural Arts and Crafts is a subject that includes various art concepts as well as knowledge about culture and crafts that are relevant to daily life (Hasanah et al., 2024). Cultural arts education is art education which includes: fine arts, dance arts, and skill arts (Wati & Iskandar, 2020). Law Number 20 of 2003 Chapter X Article 37 states that one of the curriculums of primary and secondary education must contain art and culture subjects. The content of cultural arts and crafts as mandated in Government Regulation No. 32 of 2013 as an amendment to Government Regulation No. 19 of 2005 concerning National Education Standards clearly explains the changes in the content of cultural arts and crafts that do not cover only one subject, because culture itself essentially covers various aspects in

terms of life. Cultural arts subjects at the primary education level are contextually taught in a concrete, whole, and comprehensive manner by covering all aspects of student development including fine arts, music arts, dance arts, and crafts through a thematic approach (Fitriyani, Pujiasti, & Hakim, 2024).

In the educational curriculum unit, the subjects of cultural arts and crafts are also realized and integrated as learning that has the purpose of spurring students to become creative and expressive human beings according to their level of development. Not only students are encouraged to be creative, teachers' creativity as educators is also needed in the learning process. Through art education, it can develop students' creativity in developing ideas and ideas in their minds to help solve a problem in daily life and to make a new work (Yulianto, 2020). In line with this, (Hariana et al., 2022) also explained that art education is a suggestion for the development of children's creativity. The purpose of art education is not only to nurture children to become artists, but to educate children to be creative.

Cultural arts learning is given in elementary schools because of its uniqueness, meaningfulness and usefulness to the integrity of student development. In addition, the uniqueness of art lies in providing aesthetic experiences in the form of expression, creativity, and apperception activities (Dewi et al., 2023). In the current independent curriculum, SBdP (Arts, Culture and Crafts) learning at the education level has undergone slight changes where the school is free to choose one of the four aspects contained in it. As in SDN 22 Palu, the school chose dance education for art learning at the school. Learning dance art is the learning of human gestures that are used to express the ideas, feelings, and experiences of the artist to others accompanied by certain music or rhythms (Putri, 2019)

Based on initial observations and interviews conducted with the homeroom teacher of grade V of SDN 22 Palu, the researcher found that students' learning outcomes when learning dance in the subject of Dance Arts are still not optimal, and according to him, support is needed to help improve learning outcomes. Meanwhile, the KKM score that must be achieved by students in the Dance Arts subject is 68. Based on the results of the interview, information was also obtained that students' knowledge of dance art is still low, so there are still many students whose scores have not reached KKM, which is 65%. Students still do not dare to express their ideas through dance artworks. Students are also passive in learning activities and do not focus on learning if it is only delivered in lectures, so that learning in class only feels monotonous and unpleasant.

The learning outcomes of students in dance arts subjects in grade V of SDN 22 Palu are still very low due to the incompatibility between the model and approach applied by teachers with the needs of students and the characteristics of the material taught. The learning model is also still dominated by lectures and questions and answers, while lectures have not been able to optimize student activities. In addition, teachers are also not optimal in paying attention and paying attention to the existing situation so that the learning process that occurs in the classroom is not effective. This can make students feel bored and less interested in learning dance arts. When the teacher explained the traditional dance material in class, he was still

fixated on the things in the book. While the material in the book only explains the traditional dance arts that come from outside the Central Sulawesi area, even though there are also quite a lot of traditional dances of the Central Sulawesi people that students need to know as a form of local cultural preservation.

According to Wat dalam (Muzdalifah, Arafat, & Selegi, 2023) states that noble values and diverse local wisdom must be preserved through cultural arts education based on local wisdom or ethnoscience. Ethnoscience is one of the methods of preparing and planning learning that incorporates culture into the learning process in elementary schools. Ethnoscience studies can describe the uniqueness of teaching materials, learning environments, and culture-based learning methods. Therefore, for learning that supports ethnoscience, the researcher uses *Kabeloa* Dance to learn Dance Arts because this dance is one of the creative dances that develop in the Central Sulawesi community. (Wijayanto, 2024) explained that *the Kabeloa* dance is in line with the theory expressed by Sumandiyo Hadi where this dance is also inspired by a habit of the Kaili community in helping and providing help and is the basis for the development of movements that are traditionally presented and wrapped in performance presentations that give their own color in the *presentation of the Kabeloa* dance as a virtue dance.

This research is supported by the results of the research (Muzdalifah, Arafat, & Selegi, 2023) which states that the background of the research is the lack of knowledge of students about regional creative dances, and the low learning outcomes of students in regional creative dance materials. To support ethnoscience-based learning, the researcher uses the Project Based Learning (PjBL) model in the Arts, Culture and Crafts (SBdP) sub-material of regional creative dance.

The results of the study (Setiawan et al., 2021) state that ethnoscience learning is learning that makes the environment or culture of a surrounding community a source of learning. Ethnoscience combines scientific science with the wisdom of the surrounding community. Ethnoscience-based learning is not only a teaching material but also a form of cultural preservation. The application of ethnoscience will facilitate students' understanding of the material and will improve learning outcomes, besides that learning will be more meaningful.

Based on these problems, improvements can be made so that they can improve student learning outcomes in SBdP learning, especially dance education. One of the appropriate learning approaches in dance arts education in elementary school is the ethnoscience approach. Learning using an ethnoscience approach is learning in which there is the implementation of regional culture or local wisdom as an object of science learning. In other words, ethnoscience can hone students' reasoning skills in finding causal relationships by collaborating and exploring values in culture (Nurroniah et al., 2023).

Some of the research results on learning Dance Arts using an ethnoscience approach include; (Muzdalifah, Arafat, & Selegi, 2023) entitled "The Influence of the Ethnosais-Based *Project Based Learning* Model on SBdP Learning Outcomes at SD Muhammadiyah Prabumulih" shows that the ethnoscience-based *Project Based*

Learning (PjBL) model provides a significant difference in influence on students' creativity and learning outcomes on dance arts materials in SBdP learning.

This study aims to find out whether there is an effect of the use of ethnoscience-based *Kabeloa* dance on the learning outcomes of Dance Arts subjects in grade V of SDN 22 Palu. To achieve this goal, the researcher carried out the teaching and learning process of Dance Arts material in grade V of SDN 22 Palu by utilizing ethnoscience-based *Kabeloa* Dance in improving student learning outcomes.

2. Methodology

The research used is quantitative research using quasi-experimental research methods, According to Sugiyono in (Rifmasari, Sukandar, & Nuvus, 2021) the experimental research method is defined as a research method used to find the effect of treatment on others under controlled conditions. So, this study is a study to determine the effect of the use of ethnoscience-based *Kabeloa* tar on the learning outcomes of Dance Arts subjects due to different treatments given to two classes, namely the experimental class and the control class.

The design used in this study is *Quasi Experimental Design*. According to Sugiyono in (Sari, Lusa, & Yusuf, 2017), *Quasi Experimental Design* has a control group, but it cannot fully function to control external variables that affect the implementation of experiments. There are two groups to be studied in this study, namely the first group with treatment using the ethnoscience approach method (X1) and the other group with treatment using conventional methods (X2). The group that was treated using the ethnoscience approach method was called the experimental class and the group that was not treated using the ethnoscience approach method was called the control class. See table 1 for more information.

Table 1. PreTest-Postest *Control Experimen Design*

Class	Pretest	Treatment	Posttest
Experimental classes	O1	X1	O2
Control class	O1	X2	O2

Information:
X1 : Treatment using an ethnoscience approach
X2 : Treatment using conventional methods
O1 : Initial test (*Pretest*)
O2 : Final test (*Posttest*)

The population in this study is VB class students at SDN 22 Palu as an experimental class with a total of 25 students and VA class students at SDN 22 Palu as a control class with a total of 25 students. So that the total population is 50 people. For more details, see table 2.

Table 2. Number of Research Population

Yes	Class	L	P	Number of Students
1.	Experimental classes	12	13	25
2.	Control class	11	14	25
	Total Population			50

3. Result and Discussion

Result

Learning by utilizing *the ethnoscience-based Kabeloa* Dance can be seen in the Figure 1. Learning by utilizing ethnoscience-based Kabeloa Dance is a learning approach that combines local science (ethnoscience) with traditional dance, especially the Kabeloa Dance which originates from the culture of the Maluku people. Brief Explanation: This approach makes the Kabeloa Dance a medium to introduce scientific concepts, such as ecosystems, body anatomy, movement patterns, to the environment, which are naturally contained in these cultural practices. That way, students learn science in the context of their local culture, so that learning becomes more contextual, fun, and meaningful.

Figure 1. The Utilization of *Kabeloa Dance* Based on Ethnoscience

Pre-test results

The test is a measuring tool used to determine the learning outcomes of students in the subject of Dance Arts. According to (Kartikasari, 2020) a test is a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups. A total of 25 students in the control class (VA class) and 25 students in the experimental class (VB class) participated in the *pre-test* or initial test. *The pre-test* is an initial assessment used to determine students' proficiency in dance arts, especially in the material "Traditional Dance Group Design". The validity and reliability of the questions given to students have been checked prior to testing in the control and

experimental classes. For more details on the results of *the Pre-test* of the control class and the experimental class, please see table 3 below.

Table 3. Data Description *Pre-test* Control and Experimental Classes

Description	Pre-test data	
	Control Class	Experimental Classes
Subject	25	25
Minimum Score	13	20
Maximum Value	73	80
Average Score	39,64	41,84

In accordance with the statistical table above, it can be seen that the average score (mean) of students in the experimental class is 41.84, while the average score (mean) of students in the control class is 39.64. So that the initial ability of the experimental class and the control class is almost the same. The results *of the control class pre-test* were obtained with a minimum score of 13 and a maximum score of 73. In contrast, the experimental class obtained a minimum score of 20 and a maximum score of 80.

Post-test results

Post-test is the final assessment used to determine the outcome and effectiveness of the learning process. *Post-test* was carried out to determine the effect given in both the control class and the experimental class after treatment (Setiawan, & Wahyuningtyas, 2019) More information regarding the results of *the post-test of* the control and experimental classes can be seen in the following table 4.

Table 4. Description of *Control Post-test* Data and Experimental Classes

Description	Post-test data	
	Control Class	Experimental Classes
Subject	25	25
Minimum Score	53	73
Maximum Value	87	100
Average Score	64,80	81,76

Based on the results of the final test or *post-test* in the control class whose learning uses a conventional model, utilizes dance textbooks that do not associate culture and science in students' daily lives, and does not use interactive learning methods but uses learning methods in the form of lectures, assignments and questions and answers, an average score of 64.80 with a minimum score of 53 and a maximum score of 87, while in the experimental class that used an ethnoscience approach by utilizing the *Kabeloa Dance, an* average score of 81.76 was obtained with a minimum score of 73 and a maximum score of 100.

Normality Test Results

A normality test is a test that is carried out to find out whether or not the data obtained from a normally distributed population (Dewi, & Firman 2023). Using *the kolmogrov-smirnov* algorithm assisted by IBM *SPSS statistic* 25, the normality test

was carried out on the data obtained from the *Pre-test score*. The test criteria used to measure normality in this study are that if the sig value is > 0.05, then the data is normally distributed and if the sig value is < 0.05, then the data is not normally distributed. The following table 5 provides a description of the data normality test findings for the experimental and control classes.

Table 5. Normality Test Results of Control and Experimental Class Data

	Kolmogrov-Smimov		
Class	**Statistics**	**Df**	**Sig**
Control Class (*pretest*)	0,125	25	0,200
Control Class (*posttest*)	0,167	25	0,071
Experimental Class (*pretest*)	0,136	25	0,200
Experiment Class (*posttest*)	0,096	25	0,200

Using *Liliefors* (*Kolmogrov-smirnov*) with the help of the IBM SPSS statistical program 25, the table above shows that all the research data have a sig value of > 0.05. It can be seen that *the pre-test* value of the experimental class is 0.200, and *the pre-test* value of the control class is 0.200. Then the *post-test score of the* experimental class was 0.200 and *the post-test score of* the control class was 0.071. So it can be concluded that all data is distributed normally.

Homogeneity Test Results

Homogeneity tests were performed to see if there was variance between the two groups (Dewi, & Firman 2023). Homogeneity testing was carried out using *the levene* test or *barlett* test with the help of *the statistical SPSS* program 25. The results of the homogeneity test on *the post-test* data can be seen in table 6 below.

Table 6. Experimental and Control Class Homogeneity Test

Result	**Living Statistics**	**df 1**	**DF 2**	**Sig**
Posttest	0,265	1	48	0,609

The significance value of the experimental class and the control class as shown in the table above, is 0.609 greater than the set α level which is 5% (0.05) which means 0.609 > 0.05. Thus, the data from the experimental class and the control class can be said to be homogeneous.

Hypothesis Test Results

Testing the Effect of Ethnoscience-Based *Kabeloa* Dance Utilization on Learning Outcomes of Dance Arts Subjects in Class V SDN 22 Palu using *Independent Sample T-test* analysis through the *SPSS for windows* 25 program. The hypotheses tested in the *Independent Sample T-test* analysis are:

Ha: The use of ethnoscience-based *Kabeloa* Dance has an effect on the learning outcomes of Dance Arts subjects in grade V of SDN 22 Palu.

Ho: Utilization of Dance *Kabeloa* based on ethnoscience, has no effect on the learning outcomes of Dance Arts subjects in grade V of SDN 22 Palu.

The following table 7 shows the findings of the *Independent Sample T-test* analysis with calculations assisted by IBM *SPSS Statistic* 25. The hypothesis was tested at a significance level of 5% (0.05).

Table 7. Independent *Sample T-test Results*

Class	Mean	Std Deviation	Std Error Mean	t	Df	Sig (2 tailed)
Experiments and Controls	81,76	8,343	1,669	-6,813	48	0,000

Table 7 above shows that *the Independent Sample T-test* has a significant value of 0.000. Because the significant value of the T-test was less than 0.05 (0.000 < 0.05), Ha was accepted and Ho was rejected. Thus, it can be said that the use of ethnoscience-based *Kabeloa* Dance in the subject of Dance Arts has an effect on improving the learning outcomes of grade V students of SDN 22 Palu.

Discussion

Based on the results of the research tests that have been carried out, it is found that the use *of ethnoscience-based Kabeloa* Dance can affect the learning outcomes of students in the subject of Dance Arts in grade V of SDN 22 Palu. This is motivated by the curiosity of students to learn new things, namely learning by utilizing *this* ethnoscience-based Kabeloa Dance. In addition, Khoiri and Sunarno in (Khotimah, Suryaningsih, & Muslim, 2022) stated that the importance of ethnoscience learning is to explore and improve the knowledge that exists in students so that they can develop original knowledge in the community. In line with that, (Sari, Mapuah, & Sunaryo, 2021) also explains that ethnoscience learning teaches science which is contained in local wisdom in society, in this case learning about local culture can improve students' critical thinking skills. Therefore, ethnoscience is needed that can directly observe learning about culture as a learning environment in the learning process in elementary school, so that students can identify scientific problems and explain phenomena scientifically. According to Wahyu in (Nuralita, 2020) states that the form of ethnoscience will be easier to identify through the educational process about daily life developed by culture, both the process, methods, methods, and content. Ethnoscience identification is included in learning related to the cultural knowledge possessed by the local culture.

In addition, based on the research data that has been carried out, it was found that the significant *value of the Independent Sample T-test* is 0.000. Because the significant value of the T-test was less than 0.05 (0.000 < 0.05), Ha was accepted and Ho was rejected. Thus, it can be said that the use of ethnoscience-based *Kabeloa* Dance in the subject of Dance Arts has an effect on improving the learning outcomes of grade V students of SDN 22 Palu. A similar research has been carried

out by (Muzdalifah, Arafat, & Selegi, 2023) entitled "The Influence of the Ethnoscience-Based *Project Based Learning* Model on SBdP Learning Outcomes at SD Muhammadiyah Prabumulih" shows that the ethnoscience-based *Project Based Learning* (PjBL) model provides a significant difference in influence on students' creativity and learning outcomes on dance arts materials in SBdP learning. In line with that, (Setiawan et al, 2021) in their research entitled "Ethnoscience-Based Learning in the Art of Braided Horses″ also explained that the application of ethnoscience facilitates students' understanding of the material and will improve learning outcomes, besides that learning will be more meaningful. The purpose of this study is to describe the learning of ethnoscience in the arts.

In connection with what has been conveyed above, the use of ethnoscience-based *Kabeloa* Dance has been proven to have a positive impact on student learning outcomes. This is shown by the high enthusiasm and enthusiasm of students for learning ethnoscience-based dance art during the research. The researcher uses *Kabeloa* Dance as content in explaining the subject matter of dance art about "Traditional Dance Group Design". In this learning, in addition to increasing students' knowledge of dance arts, students are also trained to be able to build their personality character in relation to God and others. This can be seen from the meaning contained in the three movement patterns of *the Kabeloa* Dance as explained as follows:

1) The first movement, the dancers march into the arena still with a vertical pattern of perpendicular lines which gives meaning to how to communicate and have a strong relationship to the creator by asking or asking for all the goodness that exists in the world to be given to all his people and accompanied by the verse of the tabe song which is an excuse to say goodbye to all invited guests, nature and its contents to honor the ancestors. In the first movement pattern in *the Kabeloa* Dance, students can express their gratitude to the creator and build a good relationship with the creator.
2) The second movement, with a horizontal pattern which is a relationship between humans that must be established in harmony, harmony, balance, mutual care and mutual cooperation. This reinforces the meaning implied in the *Kabeloa dance*. In the second movement pattern in *the Kabeloa* Dance, students can build relationships with friends, and people around them based on the attitude of mutual care, help-help and mutual cooperation.
3) The core motion is in the circular movement pattern which has an implicit and very broad meaning that circular in the perspective of life is a wheel that rotates in a cycle and has great power in understanding the world and the natural conditions of the environment, so that we as humans can make the best use of it in protecting the environment as a sign of gratitude to the creator. The circular pattern in the *Kabeloa Dance* also has a philosophy about the geographical location of Palu City, Central Sulawesi, which is shaped like a bowl. The city of Palu is located in the valley of Palu and Palu bay. In this third movement pattern, students can interpret and be

grateful for each of the creator's gifts and together can protect the natural environment as a sign of gratitude to Him.

Learning Dance Art with the use of ethnoscience-based *Kabeloa* Dance can also create a sense of love for local culture for students. Ethnoscience-based learning combines materials with the environment and culture of the local environment. Through this merger, students can experience learning activities directly related to the state of the surrounding environment (Fahrozy, Irianto, & Kurniawan, 2022).

This study aims to prove whether or not there is an influence of the use of ethnoscience-based *Kabeloa* Dance on the learning outcomes of Dance Arts subjects in grade V of SDN 22 Palu. The sample in this study was the VA class as a control class of 25 people and the VB class as an experimental class of 25 people. In the experimental class, the researcher carried out the learning process by utilizing *the ethnoscience-based Kabeloa* Dance, while in the control class, the researcher carried out learning using conventional methods in the form of lectures and assignments and still used the *Kabeloa Dance* as a learning medium for the material "Traditional Dance Group Design".

After students experience different learning processes and treatments, students are given a learning outcome test or the end, which is *a posttest*. Based on the tests that have been carried out, the average score of the *posttest* results of the experimental class is 81.76 and the control class is 64.80. The average score between the two classes shows a significant difference. To further clarify and ensure that there is a difference between the learning outcomes of the two classes, a t-test (*independent simple t-test) is carried out*. Based on the analysis of *the independent simple t-test* as a tool in testing the hypothesis, it shows that there is a significant difference in the average learning outcomes of students between students who participate in learning Dance Art by utilizing the ethnoscience-based Kabeloa Dance and students who participate in learning without using an ethnoscience approach. Based on average scores and hypothesis testing, the learning outcomes of students who use the ethnoscience-based *Kabeloa* Dance are better than the learning outcomes of students who do not use an ethnoscience approach. On this basis, it can be concluded that the use of ethnoscience-based *Kabeloa* Dance has an effect on the learning outcomes of Dance Arts subjects in grade V of SDN 22 Palu.

4. Conclusion

The learning model by utilizing ethnoscience-based *Kabeloa* Dance can motivate students so that they can improve student learning outcomes. Based on the significant value of *the Independent Sample T-test* is 0.000, with a significant value of the T-test < 0.05 (0.000 < 0.05) and a significant level of 5% (0.05), then Ha is accepted and Ho is rejected. So it can be concluded that there is an influence of the use of ethnoscience-based *Kabeloa* dance on the learning outcomes of Dance Arts subjects in grade V of SDN 22 Palu. The use of ethnoscience-based *Kabeloa* dance makes students active in the learning process so that it can improve students' Dance Art learning outcomes. Therefore, teachers should apply Dance Art learning by

using contextual learning media and connecting learning with science, culture and the daily environment of students.

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