

## **The Revolution in Art Learning in the Digital Era: A Conceptual Study of the Use of Merak Ulin Dance Video in FBS UNNES Dance Arts Education Students**

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### **ABSTRACT**

The transformation of art learning in the digital era necessitates an innovative approach to addressing the challenges of higher education, particularly in dance arts. This study aims to conceptually analyze the use of video media in learning Merak Ulin Dance as a pedagogical strategy to improve the effectiveness and quality of dance education in the FBS UNNES Dance Arts Education Study Program. Through a literature review and a descriptive-analytical approach, this study identifies four main aspects: the challenges of dance learning in the digital era, the potential of video media as a solution, implications for student learning outcomes, and its contribution to quality education. The study's results demonstrate that the limitations of time, space, and direct interaction can be overcome through video media, which offers the flexibility of access, visualization of movement techniques, and support for independent learning. Videos also strengthen reflective skills, digital literacy, and student collaboration through online platforms. Integrating the Outcome-Based Education (OBE) approach in video-based learning design encourages more measurable, contextual, and aligned learning outcomes that meet the demands of the Industrial Revolution 4.0 and Society 5.0. The Merak Ulin Dance video serves as a medium for transferring

dance techniques and as a means of preserving Sundanese culture that is adaptive to the times. The implication is that this approach encourages the transformation of the dance arts curriculum to incorporate digital and cultural aspects, strengthens the role of lecturers as facilitators of creative learning, and produces graduates who possess technical competence, cultural values, and the readiness to face global challenges. This research recommends strategically integrating learning videos into the dance arts curriculum and developing the digital capacity of lecturers and students to create quality, adaptive, and transformative art learning experiences.

**Keywords:** *Merak Ulin Dance, learning videos, Outcome-Based Education, digital literacy, digital era.*

## INTRODUCTION

Identifying and characterizing educational challenges in different societies requires varied methodologies in contemporary globalization. These observations underscore that educational strategies differ significantly and are influenced by various sociological determinants, including the stratification of educational technology, national culture, political framework, population aspirations, instructional resources, and pedagogical techniques. In addition, the existing educational frameworks and institutions in various regions across Indonesia place considerable emphasis on systems to evaluate and measure students' progress in achieving educational competence and proficiency. From this perspective, contemporary society prioritizes increasingly efficiently applying pedagogical tools and interactive instructional methodologies. The integration of educational technology in higher education classrooms facilitates greater flexibility and accessibility to information, in addition to the provision of electronic educational resources, thereby accelerating the development of academic and professional competencies, especially in the framework of outcome-based education (OBE) (Husna & Rigianti, 2023; Rivalina & Siahaan,

2020).

According to the findings of the Master of Arts Education research conducted at UPI Bandung, the purpose of the study of the Sundanese Dance, specifically the Ulin Merak Dance, goes beyond just the preservation of cultural heritage; it is also considered a modern dynamic cultural form, where the Ulin Peacock Dance is regarded as a significant contemporary dance genre characterised by aesthetic expression. Thus, this aspect of modernist dance makes it remarkable as a component of cultural heritage and a valuable contribution to the global dance heritage. As a result, the preservation of this traditional dance inspires young people to develop an appreciation for the arts, while fostering an understanding of their community's identity and cultural foundations, which evolve in conjunction with the educational vision that supports cultural preservation. Incorporating fusion methodology into the instructional design of the Ulin Peacock Dance is crucial for upholding this cultural heritage in the face of globalisation's challenges. (Aswita, 2022; Lismawati & Sabarudin, 2023).

However, teaching traditional dance in the classroom often encounters challenges. Conventional teaching methods may struggle to attract students, reducing the younger generation's interest in the art of dance. Furthermore, the absence of a practical and interactive teaching approach, combined with the lack of modern teaching aids, significantly hinders the learning process. Therefore, students will better understand the techniques and expressions of the Melak Ulin dance through the videos, and these videos will serve to create a more engaging and enjoyable learning experience. (Andriyani et al., 2023).

Within the Ministry of Education's "Independent Campus" (MBKM) policy, which aims to provide students with flexible learning opportunities, creating contextual and relevant learning experiences is necessary. The MBKM curriculum integrates various supporting learning modes, including field practice, internships, and community service, which help students develop skills and connect with the real world. Learning videos allow students to explore Merak Ulin dance in various contexts, better understand its culture, and

interact more deeply with this art form. (Bhakti et al., 2022; Syamsuadi et al., 2022).

Furthermore, it is essential to identify specific learning outcomes that students are expected to achieve within the framework of Outcome-Based Education (OBE). Using the OBE approach, the teaching of Merak Ulin dance can be strategically developed to foster specific skills and abilities in students, enabling them to understand theoretical concepts and apply them in practice. Student learning outcomes can be assessed through demonstrations and video presentations, which provide valuable feedback to enhance the learning experience. (Sari et al., 2024).

As a research question, the core question is: How can Merak Ulin dance learning videos be utilised to address the challenges of art education in the digital era? This research will analyse in-depth how video media can answer existing challenges and open new avenues for learning the Merak Ulin dance. This analysis aims to identify strengths, weaknesses, and potential for optimisation in the learning process. (Cholilah et al., 2023).

This manuscript presents a new, contextually relevant, and quality-oriented framework for arts education within the context of higher education. Using video as a pedagogical tool, students are expected to participate more actively in the educational process through increased interactivity. As a result, we also intend to develop educational models that cater to the diverse needs of students and provide more effective feedback, thereby promoting their ongoing growth in the artistic field. (Jufriadi et al., 2022).

Therefore, research efforts concentrate not only on the results but also on the methodology used. A comprehensive educational process will integrate components such as creativity, critical analysis, and interpersonal skills, essential in a contemporary environment. By leveraging the right digital technologies, learners can engage in practice, innovation, and knowledge cultivation within the framework of their cultural heritage while remaining aligned with current advances. (Rahim & Suryani, 2022).

This scientific oral is expected to provide practical

guidance to dance instructors and educators on incorporating instructional videos into their pedagogical practices, and it is anticipated that students will gain a better understanding and appreciation of the Merak Ulin dance. Thus, efforts to apply 'old school' education methodologies that still rely conventionally on digitalisation, not only to advocate for the preservation of cultural heritage, but also to create graduates who must be ready to face global challenges in the field of art (Salim & Wahidah, 2023) (Salim & Wahidah, 2023).

## METHODS

This theoretical framework aims to elucidate the conceptual foundations underlying the investigation of Ulin Peacock Dance videos in contemporary dance education, emphasising the evolution of art education and the integration of technology as a progressive educational medium. The domain of art education in Indonesia, especially regarding dance, is increasingly shaped by advances in information and communication technology, which has catalysed a paradigm shift from a conventional pedagogical approach to a more interactive and technology-enhanced learning modality. This evolution aligns with the conceptual framework of Society 5.0, in which the synergy of humans and technology is harnessed to grow sustainable ecosystems, as articulated by (Lesmana et al., 2023; Wicagsono, 2022).

Within the framework of Society 5.0, art education must demonstrate the ability to evolve in response to contemporary advancements. Digitalisation presents challenges and opportunities for implementing a more learner-centred pedagogical approach. In this context, the function of technology as a supporting tool in the acquisition of performing arts is essential. Technology enhances the teaching process and changes how students understand and appreciate the arts, including the Ulin Peacock Dance, which represents a respected cultural asset. Integrating technologies such as video in the performing arts education domain allows students to engage with diverse and relevant learning resources that resonate with today's realities. (Arizona et al., 2020).

As a new instructional medium, video is supported by

strong pedagogical reasons. Empirical studies demonstrate that integrating video into educational settings can enhance student understanding and provide rich visual scaffolding for more complex concepts, such as movement dynamics in dance. Psychologically, videos can appeal to different learning styles, engage both visual and auditory channels, and make the material accessible to all learners, thereby increasing motivation and engagement. (Wiswanti & Belaga, 2020; Zulfa & Prastowo, 2023). As an audio-visual resource, videos enhance the educational experience by providing authentic demonstrations of the dances taught, allowing learners to observe, imitate, and practice much more effectively. (Efriani et al., 2020).

However, the effectiveness of using graphic media in learning dance movement techniques still depends on how the videos in the media are presented. Several studies indicate that well-presented videos can enhance students' dance skills and deepen their mastery of the aesthetic and emotional aspects of the performances. Through drawing (visual) tools, students can overcome difficulties in perceiving movements and capture the taste of the Melak Ulin dance, which in turn, will improve their performance. (Alatas et al., 2022).

Similarly, pedagogical elements that enable students to engage with the material must be integrated when designing videos. The use of the internet in today's global era presents both challenges and opportunities in the development of learning media for art. Therefore, teachers are expected to be able to design and develop teaching materials tailored to the current needs. Thus, training educators in the use of digital media is essential. There is a fact that training teachers in the development of teaching materials using information and communication technology (ICT) will improve the overall quality of the learning process. (Rizal et al., 2023; Zubaidah & Susanto, 2023). Here, educational institutions must respond by strengthening incentive policies and providing support to enhance teachers' ICT skills.

Through the video, it is hoped that dance education students can understand the concepts and perform the Melak Ulin Dance. The integration of videos into the curriculum, along with traditional lessons, will enhance the learning experience.

It also supports the goal of instructional design to go beyond mastery of techniques by incorporating exploration and understanding of culture in dance (Hadiyanti, 2021; Sidabutar et al., 2022). Furthermore, additional research is required to explore how video teaching can effectively address some of the challenges in dance pedagogy. These challenges include inadequate facilities, limited practice time, and the need for innovative curriculum design. Incorporating videos into teaching strategies increases students' motivation to perform and preserve culture (Taulany et al., 2020).

In the context of dance education, Merak Ulin Dance has a significant position as a learning object that reflects the rich culture and aesthetics of the Sundanese people. The Merak Ulin dance is not just a dance, but also a means of expressing rich cultural values, which include an appreciation for beauty, local wisdom, and a strong cultural identity. The history of the Merak Ulin Dance reveals that this dance originates from the traditions and rituals of the Sundanese people, which not only emphasises the beauty of movement but also is rich in symbolic meanings related to the social and spiritual life of the people. By understanding the characteristics and history of the Ulin Peacock Dance, students can appreciate and comprehend the cultural context behind it, which is crucial in the dance art learning process.

The cultural and aesthetic values inherent in the Melak Ulin dance also serve as the foundation for forming students' characters. Through this dance learning, students learn movement techniques and live moral values such as hard work, cooperation, and respect for culture. This aligns with efforts to strengthen character and morals in universities, requiring young artists to possess superior skills and uphold integrity.

The paradigm of quality education is the core theme of this study, particularly within the framework of Merak Ulin dance, which serves as the focus of the analysis. UNESCO's education quality indicators emphasise several important dimensions: relevance, sustainability, and character development. In arts education, it is essential to integrate these indicators with the Outcomes-Based Education (OBE) paradigm, which prioritises achieving measurable, experiential learning outcomes for students. Taking the example of the

Merak Ulin dance, we hope that implementing the OBE framework will result in more realistic and productive educational goals.

The importance of dance education within the Outcome-Based Education (OBE) framework is growing, particularly in developing students' innovative capacity and interpersonal competence. Interpersonal competencies, including communication, teamwork, and social skills, are essential in the contemporary work landscape. The discipline of dance, which requires involvement and synergy among participants, creates an environment conducive to improving this competence. Through Merak Ulin Dance, learners gain the nuances of body coordination and the skills necessary for collaborative effort, empathy, and adaptability in various dance instruction contexts.

Incorporating video technology as an instructional tool in dance education presents a new methodology to facilitate the learning experience. Video resources can effectively illustrate complex dance techniques, provide examples of optimal performance, and help students master the Ulin Peacock Dance more effectively. The pedagogical principles underlying the use of video in artistic education suggest that audiovisual materials can significantly improve understanding and retention of knowledge, enabling students to respond to visual stimuli more proficiently. By utilising video, the educational process can be carried out independently and reviewed according to students' individual needs, thereby increasing the efficacy of the practice and deepening their understanding of the curriculum presented.

The effectiveness of audiovisual media in learning dance movement skills, including the Merak Ulin Dance, has received attention among academics. Research indicates that the use of video can enhance students' focus and motivation, while also contributing to the development of their technical skills. The video offers a comprehensive visual context, facilitating a deeper understanding of the nuances and intentions behind each dance move.

Additionally, integrating video in the dance arts education curriculum can help overcome the challenges in



traditional teaching methods that sometimes lack students' attention. By utilising digital technology, teaching can be presented in a way that is more interactive, engaging, and tailored to the learning styles of today's young generation. Therefore, educators need to adapt and develop teaching materials that are both relevant and accessible through effective digital media.

Thus, developing a learning model that combines the Ulin Peacock Dance with video in learning is expected to provide a meaningful learning experience. This model provides students with technical knowledge of the cultural tools studied and allows them to experience and appreciate the cultural values and beauty of the arts embodied in dance. By adopting this innovative approach, it is hoped that students will become artists and agents of change who understand and appreciate their cultural heritage. By writing this scientific paper, it is expected to provide a deeper understanding of the use of video in learning Merak Ulin Dance and its implications for dance education. Through the combination of quality education theory and video-based practice, the teaching and learning process in dance will be more effective and relevant. This research will also contribute to the development of an art education model that is adaptive and responsive to the changing times, especially in this digital era.

## **RESULTS AND DISCUSSION**

### **Problems and Challenges of Learning Dance in the Digital Era**

This analysis focuses on the revolution in art learning in the digital era, particularly in the context of utilising Merak Ulin Dance videos for FBS UNNES Dance Arts Education students. Problems often faced in learning dance in the digital era include limited time, space, and direct interaction between teachers and students. Time constraints are one of the biggest challenges for college students, particularly when balancing various academic and non-academic responsibilities. This can reduce students' opportunities to practice intensively and understand the nuances of dance movements, thereby hindering their overall learning process. (Sucipto, 2022).

Additionally, space limitations pose a significant challenge. In traditional dance learning, direct interaction between teachers and students is essential to confirm understanding of movement techniques. However, in the context of online learning, students often lack a physical presence and direct guidance from teachers. This can lead to confusion about the correct movement and slow the learning process. Research shows that the video-based learning method is expected to enable students to learn independently and gain a clearer understanding of dance movements that are difficult to comprehend through verbal instruction alone. (Islamia & Sofyan, 2023)).

The need for flexible and interactive learning media is also increasingly urgent, where video is a promising medium to answer these challenges. Videos provide detailed visualisations of movements and allow students to access learning materials at any time according to their needs. This flexibility supports a different learning rhythm for each individual, allowing students to learn and master dance materials more engagingly and effectively. In this case, research by Sucipto emphasises the importance of utilising information technology in online learning methods, which enables innovation and adaptation to enhance teaching methods. (Sucipto, 2022).

The advantage of video in dance practice lies in the ability to repeatedly watch dance movements that are not understood, and techniques and expressions that can enrich the learning experience. Students are not bound by limited class time and can decide when and how often they want to practice. This repetition is a key factor in mastering dance techniques; the more students practice, the better their skills will be. Video can enhance the overall effectiveness of learning by providing students access to repeat movements that they find challenging. (Nahdi & Jatisunda, 2020).

While there are challenges in transitioning to video-based learning, evaluating the type of video content used is important. This includes selecting high-quality videos that present content relevant to the curriculum and effectively communicate dance techniques. Students must possess adequate digital literacy skills to choose high-quality, practical

learning resources that meet their needs. Understanding the importance of good video content is crucial so that their learning experience is not distorted by incorrect information. (Kusyafira & Rosiana, 2022).

Additionally, enhancing students' digital skills is also crucial, particularly in light of the learning challenges presented by the digital era. In this case, training and support from educational institutions are crucial for enhancing technology use skills, enabling students to continue learning and adapting to the dynamic online learning environments. Several studies have shown that technology use training for students profoundly impacts their learning and classroom involvement. (Maisarah et al., 2022).

While in-person interaction between faculty and students may be reduced in a digital environment, technology can address this shortcoming through online learning platforms that provide chat, discussion forums, and video-based collaboration. Thus, students can still interact with their teachers and peers, allowing for the social bonds necessary for learning dance. Research emphasises the importance of interaction in learning to create a holistic experience and support learning development. (Mulyani & Asmendri, 2021).

The success of applying video as a learning medium depends on teachers' ability to utilise technology effectively. Effective teaching requires teachers to stay creative and innovative in creating engaging learning experiences by leveraging existing technologies. Research shows that the successful integration of technology in art teaching will change how students learn, allowing them to become more involved in the learning process. (Fransisca et al., 2023).

In conclusion, dance learning in the digital era faces several significant challenges, including limited time, space, and direct interaction. However, by adopting video as a learning medium, this challenge can be overcome using visual content that can be accessed flexibly. Students can study independently and repeatedly, allowing them to improve their skills and understanding of the Ulin Peacock Dance. Collective efforts to enhance digital literacy skills, foster interactive engagement, and improve the quality of learning content are

crucial steps in ensuring the effectiveness of dance arts learning at the higher education level. (Yanto et al., 2020).

### **The Potential of Merak Ulin Dance Video as a Solution**

In the context of the art learning revolution in the digital era, the use of video as a learning medium offers several potential benefits to improve the quality of education for Dance Education students at FBS UNNES. Videos are a very effective tool in visualising the details of dance movements, allowing students to learn techniques and performance more enrichingly. Research shows that video media can provide a more precise and more detailed picture compared to conventional teaching, which often relies only on live demonstrations. (Cantika & Alhayat, 2023).

Another advantage of video is that it allows students to repeat their studies independently. Among the challenges students face is the limited time available, as conventional dance learning requires physical presence in class. With videos, students can reaccess and practice dance moves as needed, providing additional opportunities for deeper understanding. Research shows that this self-paced repetition reinforces the dance techniques learned, and with video, students can slow down or stop the show to focus on the details of complex movements. (Lo et al., 2022).

The flexibility of access provided by video is also invaluable, especially in today's digital era. Students can access learning videos anytime and from anywhere, whether at home or in an educational environment. This reduces the barriers that often occur in the classroom, where limited time to practice can be a barrier. They can schedule their practice sessions with videos and learn at a pace that suits them best. (Sunra et al., 2024).

In addition, the comparison between conventional and video-based learning methods at the dance learning level also reveals that videos can lead to a more interactive learning experience. With traditional methods, students are often fixated on verbal instruction and physical demonstrations, which may not always be clear. With videos, students can adopt a more visual and interactive learning approach, and the

study's results indicate that this can enhance their motivation and engagement with the material. (Wang, 2024).

The quality of the video used in teaching should also be a concern. The audiovisual quality of the video must be adequate, with a clear focus on the learning presented. Careful video content analysis is necessary to help students understand movement techniques effectively, ensuring that the content they access is valuable and does not compromise the expected educational standard. (Rao, 2020).



*Figure 1. Performance of the results of learning the merak ulin dance in the Unnes dance education study program*

The use of video also enables the creation of a more flexible and collaborative interaction space between students. With access to online platforms, students can discuss, collaborate, and provide feedback on each other's artwork, even if they are physically separated. This fosters a learning environment that promotes the social and collaborative dynamics essential in arts education. (Raof et al., 2022).

Although video offers exciting potential, students' challenges in implementing this technology cannot be ignored. Digital skills and good video platform usability must be developed for optimal use. The development of digital skills training for college students is crucial to ensure that they can fully utilise the features offered by video media and enhance their learning outcomes. (Amirtharaj et al., 2021).

Not to mention, the role of teachers is no less important in facilitating video-based learning. Teachers need to think creatively when designing video modules that are not only informative but also interesting for students. Research shows that teachers who can innovate and adapt to technology effectively develop learning methods that lead students to learn in new and more interactive ways. (Deluria, 2024).

In conclusion, the potential of video as a learning medium in the digital era is quite significant. With advantages in visualisation, self-repetition, and flexibility of access, videos can answer the challenges of learning the art of dance. Comparisons with conventional methods reveal video's numerous advantages in providing a more immersive learning experience. Although there are challenges to face, with proper development and training, it is hoped that students can leverage the potential of video in the future development of dance art. (Bhatti, 2023).

### **Implications of Using Video on Student Learning Outcomes**

In the context of art learning in the digital era, using Merak Ulin Dance videos as a teaching method has significant implications for student learning outcomes. One of the main potentials of using video is the improvement of motion comprehension. Videos enable students to see movements clearly and in detail, allowing them to focus on various aspects, such as posture, rhythm, and facial expressions. Research shows that visualising dance movements through video can strengthen students' understanding of correct techniques and improve their ability to express movements more accurately. (R. Li et al., 2023).

Additionally, videos also support self-repetition, a crucial aspect of dance learning. With video, students can follow the instructions once and repeat the movement as many times as needed. This is especially useful in complex dance techniques, where repetition is often required to achieve a certain level of proficiency. Research shows that students who reiterate learning materials tend to have higher levels of mastery than those who receive only verbal instruction from teachers. (Hayes et al., 2021).

Flexibility of access is another advantage video offers. Students can access learning videos on and off campus anytime and from anywhere. This allows them to learn at their own pace and by their own learning style. Research shows that college students tend to be more engaged and motivated when they can learn flexibly and adjust their own time. (White, 2021). The existence of video as a teaching medium also helps overcome time and space limitations that are often a barrier in conventional dance learning.

Comparisons between conventional and video-based methods show some differences in teaching effectiveness. In conventional teaching, direct interaction with the teacher is at the heart of learning dance. However, in many cases, teachers may not provide the individualised attention needed to help all students. On the other hand, videos enable students to see different interpretations of movements and learn from multiple sources, enriching their learning experience. (H. Li, 2021).

However, some challenges associated with implementing video also need to be addressed. One of them is the importance of the video quality used. Videos that do not demonstrate the technique or are of poor quality can negatively impact students' understanding of movements. Therefore, teachers and curriculum developers must select and recommend high-quality educational videos. (Meyer & Wood, 2020).

More than that, videos serve as a tool to learn techniques and improve students' artistic expression. Students can develop confidence in their performance by better understanding movement and effective repetition. Research indicates that exposure to various dance styles can stimulate creativity, enabling college students to explore different styles and interpretations. (X. Li & Qiu, 2023). This is important in art education, where individual expression and creativity are highly valued.

Strengthening prospective art teacher students' pedagogical and reflective competence is also essential to using video in this learning. Through videos, students are directed to learn to dance, evaluate, and reflect on their practice. Research shows that learning models that utilise digital media encourage



students to be more reflective in their teaching approach, which can strengthen their abilities as arts educators in the long run. (Kammerlohr et al., 2021).

There are also benefits of integrating reflective techniques, where students can discuss their learning experiences after watching videos. These discussion forums can be held online, allowing students to exchange ideas and gain new perspectives on the movements they study. Thus, learning occurs individually and fosters a collaborative environment that supports the development of critical and analytical thinking (Kastner et al., 2021).

Overall, the implications of incorporating the Merak Ulin Dance video into digital learning offer a wide range of opportunities to enhance student learning outcomes. By strengthening students' understanding of movement, technical skills, and artistic expression, as well as improving their reflection and pedagogic competence, videos can support students in pursuing a higher quality of art education. However, it is essential to continue developing and evaluating this approach to truly meet the needs of students and their educational goals in the field of dance arts. (Davies & Trowsdale, 2021).

### **Implications for Quality Education in the Dance Education Study Program**

In addressing the challenges of education in the digital era, the use of video in dance learning, particularly in the Merak Ulin Dance, has significant implications for quality education in the FBS UNNES Dance Arts Education Study Program. One of the main aspects is the connectivity between the preservation of local culture and digital literacy. Amid the rapid development of information technology, art education serves as a tool to pass on traditions and equip students with the digital literacy skills needed in the modern world. This aligns with research indicating that integrating local culture with digital literacy can enhance the learning experience and foster students' cultural identity. (Achmad & Utami, 2023).

The role of lecturers in this context is also an equally important element. In the digital era, lecturers function as



facilitators, not the only source of knowledge. They must be able to design interactive learning and use videos to guide students in understanding the Merak Ulin Dance. The adaptive role of lecturers in utilising educational technology can enhance student learning and engagement. (Özer & Üstün, 2020).

Strengthening a digital and culture-based curriculum is essential to art education. By integrating videos into the curriculum, students not only learn dance techniques but also gain an understanding of the overarching cultural context. It provides a solid foundation for a deeper understanding of the art of dance, allowing students to explore and preserve their cultural heritage. This initiative aligns with the need for education to develop a curriculum that connects the arts to relevant social issues. (Xiao, 2024).

Through videos, students are introduced to various delivery methods encompassing techniques and artistic interpretations. This broadens their horizons and enhances their ability to adapt to different teaching styles. Digitalisation corresponds to the era of the third and fourth industrial revolutions, where technological innovations continue to develop and shape how knowledge is delivered. (Siregar et al., 2024). Thus, students are prepared to face more complex challenges in art and education.

Using video in learning also improves reflective skills among prospective art teacher students. By observing the videos and discussing them, students not only deepen their understanding of the technique but also learn to evaluate their progress critically. This creates the ability to reflect on the learning experience and identify areas that need improvement. (K. Li, 2024). These reflective skills are essential in their careers as educators, where they must continually assess and refine their teaching strategies.

Furthermore, video media also encourages social interaction among students. Online platforms that provide learning videos allow students to collaborate and communicate despite being separated by distance. Discussions about the videos that have been watched create a collaborative learning atmosphere, where students can give each other feedback and

share experiences about dance techniques and interpretation. This is particularly important in arts education, where collaboration and interaction can significantly enhance learning outcomes. (Yupeni, 2024).

While the use of video offers numerous advantages, several challenges must be addressed, including limitations in device capabilities and internet access. Not all students have equal access to technology, resulting in inequities in their learning experience. Therefore, educational institutions must develop strategies to ensure all students have adequate access to digital-based learning resources. (Paek, 2021). This demonstrates that equal access is crucial for engaging all students in more meaningful learning.

This transformation also affects the development of teaching competencies among lecturers. To utilise video as a practical learning tool, lecturers must be equipped with the necessary training and resources to support its use in teaching. Continuing education in technology and pedagogy is a significant investment to ensure that teachers are not only able to use video but also able to design innovative and engaging learning activities for students. (Purnama et al., 2021).

In conclusion, the use of video in learning Merak Ulin Dance in the FBS UNNES Dance Arts Education Study Program has significant implications for improving the quality of education. By linking digital literacy with the preservation of local culture, the role of lecturers as facilitators, and digital-based curriculum strengthening strategies, students can develop the skills needed to face challenges in the digital era. Video-based learning strengthens technical skills and instills a deep sense of reflection. It also prepares students to become effective art teachers and be sensitive to their cultural context. (Achmad & Utami, 2023).

## **CONCLUSION**

Dance learning in the digital era faces various challenges, including limited time, space, and a lack of direct interaction between lecturers and students. These obstacles affect the effectiveness of the learning process of the Merak Ulin Dance, which requires technical mastery and artistic expression. As a

solution, video as a learning medium has been proven to provide detailed visualisation of movements, enable flexible and independent learning, and increase student involvement in the learning process. The Merak Ulin Dance video significantly positively impacts student learning outcomes, including understanding movement techniques, developing reflective skills, and fostering artistic expression. Videos also create learning spaces that are adaptive to individual rhythms and learning styles, encouraging discussion and collaboration through digital platforms.

In the context of quality education, the use of video also strengthens the connection between preserving local culture and mastering digital literacy, in line with the demands of the Society 5.0 era and the Merdeka Learning policy. In addition, this approach contributes to the transformation of digital and culture-based curriculum, strengthening the role of lecturers as creative facilitators, and creating graduates who are ready to become cultural preservation agents and professional educators in dance. Thus, video integration in learning Merak Ulin Dance addresses pedagogical challenges in the digital era and strengthens the foundation of quality, adaptive, and outcome-oriented art education and the nation's cultural character.

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