

EFFECTIVENESS OF DAYAK BULUSU DANCE INTERACTIVE MEDIA ON PANCASILA STUDENT PROFILE CHARACTER IN ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to investigate the impact of using interactive teaching materials based on the Dayak Bulusu traditional dance on strengthening the Pancasila Student Profile character in elementary school students. The research employed a quasi-experimental method with a nonequivalent control group design. The participants were fifth-grade students from a public elementary school in North Kalimantan, selected through purposive sampling. Data were collected using a character assessment instrument that referred to the six dimensions of the Pancasila Student Profile and were analyzed using an independent sample t-test. The findings reveal a significant improvement in students' character, particularly in the aspects of mutual cooperation, independent learning, and cultural diversity appreciation, in the experimental group using the interactive teaching materials. These results suggest that integrating local cultural content into interactive learning resources effectively promotes character education aligned with the Pancasila Student Profile. The study recommends that interactive materials rooted in indigenous culture be continuously developed as innovative media in elementary education, especially within the framework of the Merdeka Curriculum.

Keywords: *character education, Dayak Bulusu dance, interactive teaching materials, local wisdom, Pancasila student profile*

INTRODUCTION

Indonesia is a country rich in local culture spread across the archipelago, including the traditional dance heritage of the Dayak Bulusu, which has been passed down through generations by indigenous communities. Such local cultural assets hold great potential to be integrated into education as a means of instilling character values in elementary school students (Antonius, 2013; Rampan, 2021). In the educational context, character development has become a central focus of government policies, particularly through the Profil Pelajar Pancasila (P5), which emphasizes six core dimensions of national character. Education, therefore, should not only focus on the transmission of knowledge but also facilitate character building through contextual and meaningful approaches (Bakari et al., 2024; Bustomi et al., 2025).

The use of interactive media based on local culture in learning has proven effective in improving students' understanding, motivation, and character. Studies show that teaching materials or digital media based on traditional dance can foster tolerance, cooperation, and cultural appreciation (Nasution & Safitri, 2022; Maryam et al., 2023). This approach aligns with differentiated instruction and project-based learning principles, which promote active student involvement in authentic and inclusive learning environments (Yusuf, 2023; Lestari & Wibowo, 2023). Technologies such as interactive videos, augmented reality, and digital platforms are increasingly being utilized to reconnect young generations with their cultural heritage (Boboc et al., 2022; Zhao et al., 2025).

Furthermore, various studies have highlighted the importance of strengthening local wisdom values through arts and culture as part of thematic learning in primary schools. For instance, research by Handayani and Maulana (2023) and Haerunnisa et al. (2020) reveals that integrating local culture into social studies and art education can enhance students' identity awareness and reinforce national values. In this context, dance as a representation of

regional identity is not merely a form of entertainment but also a profound and meaningful educational tool for character development (Asri et al., 2023; Widiyanti et al., 2021; Winangun, 2020). Moreover, according to a literature study by Hadi and Kusumaningrum (2023), the implementation of the Profil Pelajar Pancasila in Indonesian education faces challenges in aligning curriculum design with classroom practice. They emphasize that successful implementation is not only determined by policy formulation but also by the innovation of teaching media, teacher competence, and the use of local culture to strengthen character values. Therefore, the use of interactive media based on traditional arts such as the Dayak Bulusu dance is seen as a strategic alternative to bridge macro policy goals and micro classroom practices in elementary education.

LITERATURE REVIEW

Research on character strengthening through local-culture-based interactive media has yielded promising outcomes. Haerunnisa et al. (2020) developed teaching materials based on local wisdom that effectively fostered character education among primary students. Nasution and Safitri (2022) demonstrated that traditional dance can serve as an effective medium for character building. Similarly, Maryam et al. (2023) emphasized the importance of interactive materials embedded with local character values in enhancing students' social skills.

Lestari and Wibowo (2023) found that culturally-based interactive media significantly improved students' cultural literacy. Supporting this, Yusuf (2023) conducted a meta-analysis revealing the substantial role of local wisdom-based media in shaping students' character. Moreover, Bustomi et al. (2025) stressed that strategies integrating cultural elements into learning effectively reinforce Pancasila values in elementary education.

Hence, this study fills a gap in current research by examining the effectiveness of interactive teaching materials based on Dayak Bulusu dance in cultivating Pancasila Student Profile character among elementary students. Few studies have specifically tested the link between Dayak cultural heritage and P5 values using a quantitative experimental approach.

METHOD

This study employed a quantitative approach using a quasi-experimental design with a nonequivalent control group. The participants were fifth-grade students from a public elementary school in Tana Tidung Regency, selected through purposive sampling. The data collection instrument was a character assessment sheet based on the six dimensions of the Pancasila Student Profile. Data were analyzed using an independent sample t-test to determine the significance of differences in character development between the experimental and control groups.

RESULTS AND DISCUSSION

Data analysis using the t-test revealed a significant difference between the experimental group, which used the interactive Dayak Bulusu dance teaching media, and the control group, which employed conventional methods. Students in the experimental group showed significant improvement, particularly in the dimensions of mutual cooperation, independence, and appreciation of cultural diversity. These results indicate that the integration of local culture into interactive media strongly influences character development aligned with the Pancasila Student Profile.

This finding is in line with Yusuf (2023) and Maryam et al. (2023), who reported that local culture-based teaching materials can shape students' social character. Similarly, Lestari and Wibowo (2023) emphasized that culturally-based interactive media enhance students' cultural literacy and national identity. In this study, the Dayak Bulusu dance media not only served as a form of entertainment but also as an educational tool that holistically nurtured students' character.

CONCLUSION

Interactive teaching materials based on Dayak Bulusu dance have proven effective in enhancing elementary students' character, especially in the dimensions of mutual cooperation, independence, and cultural diversity—key aspects of the Pancasila Student Profile. Integrating local cultural values into interactive learning media provides a meaningful and contextual learning experience. This study recommends that teachers and curriculum developers continue to develop culturally-rooted instructional media as an innovation in character education.

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