

DEVELOPING CHARACTER THROUGH 'SENI DENDANG' INSTRUCTIONAL MATERIALS IN ELEMENTARY SCHOOLS TO ENHANCE THE PANCASILA STUDENT PROFILE

Pebrian Tarmizi¹, Sudarwan Danim², Rendy Wikrama Wardana³

¹²³Universitas Bengkulu; Indonesia

Correspondence E-mail; pebrian_tarmizi@unib.ac.id

Submitted: 23/12/2025

Revised: 05/02/2026

Accepted: 06/03/2026

Published: 31/03/2026

Abstract

This study aims to develop feasible and practical ethnopedagogy-based Seni Dendang teaching materials to integrate character values at SDN South Bengkulu. Using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model, this research involved six expert validators (material, language, and media) and limited trials with teachers and fifth-grade students. Data were collected through interviews, documentation, and Likert-scale questionnaires, then analyzed qualitatively and quantitatively using Aiken's V index and the percentage agreement formula. Validation results showed a very high level of feasibility, with average scores of 0.86 from material experts (Highly Feasible), 0.83 from language experts (Highly Feasible), and 0.86 from media experts (Highly Feasible), with expert agreement reliability exceeding 81% (Very Strong). Field trial results demonstrated extraordinary practicality, with student responses reaching 97.71% and teacher responses at 98.33%. This study concludes that these character-based Seni Dendang teaching materials are effective and practical for use as a learning resource to enhance student character while systematically preserving local cultural identity in elementary schools. The significance of this research lies in its dual impact: practically, it provides a concrete solution to the deficit of contextually relevant learning resources by utilizing local wisdom as an active instrument for character building. Theoretically, it enriches the field of Educational Technology by demonstrating the successful integration of ethnopedagogy within the ADDIE framework to strengthen the national character values aligned with the Merdeka Belajar curriculum.

Keywords

Ethnopedagogy, Pancasila Student Profile, Seni Dendang, Teaching Material.



© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Seni Dendang from South Bengkulu Regency is a local cultural heritage rich in meaning, possessing structures, lyrics, and social functions imbued with character values. The significance of *Seni Dendang* has been a focus of in-depth study over the last two decades. Early research by Tarmizi (2010) mapped its cultural and social roles in traditional wedding ceremonies, while subsequent research in 2012 identified explicit character values embedded in the lyrics of Serawai tribe poems. The richness of this art lies not only in its melody but also in the social context and values contained in every sung verse (Dari et al., 2022). This art intrinsically reflects values such as cooperation, politeness, religiosity, and honesty—fundamental pillars of character development (Mulyadi & Herdianto, 2022). By positioning *Seni Dendang* as an object of educational study, character values can be effectively introduced to students while deepening their cultural understanding and social identity (Miranti et al., 2021).

Despite its potential as an ethnopedagogical medium, there remains a significant gap in its implementation within the formal curriculum. Current educational curricula lack structured, ethnopedagogy-based teaching materials that systematically introduce *Seni Dendang* (Pentianasari et al., 2022). Consequently, many students remain unfamiliar with or lack access to their local heritage (Karsiwan et al., 2023). Therefore, the current research serves as the culmination of a long-term roadmap, bridging identified value studies into practical and structured educational products. The development of appropriate teaching materials is not only a necessity but an urgent step to generate student interest and ensure effective cultural preservation (Wibowo, 2024).

The effort to integrate character values into the curriculum is a broader national trend, as evidenced by several studies in the last five years. Safitri et al. (2022) demonstrated that integrating character education has significant potential to strengthen students' character by positioning the Pancasila Student Profile as the primary orientation. Research by Angga et al. (2022) revealed that 21st-century skill-based learning models can optimize holistic character development. Furthermore, Anita et al. (2022) developed materials based on Social and Emotional Learning (SEL) to build character in elementary schools, while Sulastri et al. (2022) and Hamzah et al. (2022) emphasized the importance of teacher-led projects in internalizing these values.

Research Gap and Novelty, based on the review of the five studies above, a significant research gap was identified. Previous research has generally focused on electronic teaching materials or general learning models without addressing specific local wisdom. There is a lack of

research that explicitly and systematically integrates traditional performing arts, specifically "*Seni Dendang*," as a primary medium. This study offers novelty by transforming *Seni Dendang* from a mere aesthetic expression into an operational "pedagogical knowledge system." The novelty lies in the systematic mapping of lyrical structures and social practices of South Bengkulu *Dendang* to the six dimensions of the Pancasila Student Profile.

Theoretically, this integration is grounded in the strategic position of instructional materials as learning centers. Kosasih (2021) asserts that materials must be innovative to stimulate student interest, while Lickona (2022) emphasizes that effective character education must cultivate "habits of the mind, heart, and action." In the Indonesian context, this is achieved through an ethnopedagogical approach. According to Solikhah (2024), local wisdom functions as a "cultural bridge" connecting socio-cultural experiences with national values. Thus, *Seni Dendang* serves not only for knowledge transfer but also as a medium to sustainably internalize faith, mutual cooperation, and global diversity (Sugara, 2022; Bahiz et al., 2023).

Research Objectives and Significance This study aims to develop ethnopedagogy-based *Seni Dendang* instructional materials that are feasible, practical, and effective in enhancing the Pancasila Student Profile. Theoretically, it contributes to Educational Technology by demonstrating how traditional arts can be transformed into a measurable curricular framework. Pragmatically, this research offers a concrete solution for educators facing a scarcity of contextual resources. By utilizing cultural media familiar to students' lives, this study ensures that the preservation of national identity aligns with the enhancement of character quality for the next generation.

METHOD

This study employs the Research and Development (R&D) approach. According to Winarni (2021), research and development is a systematic process or series of steps used to develop a new product or refine existing ones to ensure they are scientifically accountable. In an educational context, this method serves to develop and validate instructional products (Sugiyono, 2022). The development process follows the ADDIE model, which consists of five systematic phases: Analysis, Design, Development, Implementation, and Evaluation. The research population includes all public elementary schools in Gugus III, South Bengkulu. The sample was selected using a random sampling technique through a lottery procedure, resulting in the selection of SDN 09 South Bengkulu for the limited trial (20 students) and SDN 04 South Bengkulu for the field trial (100 students).

The research procedure began with the Analysis phase, which involved identifying gaps between ideal and actual conditions through an analysis of the *Kurikulum Merdeka* and a needs assessment of teachers and students. In the Design phase, a systematic blueprint was created, covering instructional materials, learning objectives, and assessment instruments. The Development phase focused on producing the teaching materials using *Canva Premium*, which were then validated by six experts (comprising material, language, and media specialists) to ensure conceptual feasibility. Subsequently, the Implementation phase was conducted by testing the product in real classroom settings to evaluate its readability and practicality for both students and teachers. The final stage was Evaluation, which specifically assessed the practicality and attractiveness of the Seni Dendang teaching materials based on user feedback.

Data collection techniques included structured interviews with teachers to identify initial pedagogical challenges, documentation to provide a visual record of the research activities, and Likert-scale questionnaires for both expert validators and respondents. Qualitative data, in the form of suggestions and comments from experts, served as the primary basis for product revision. Meanwhile, quantitative data from the validation scores and user response questionnaires were analyzed using percentage formulas to determine the level of feasibility and practicality. This rigorous analysis ensures that the developed teaching materials are not only conceptually valid but also practically applicable and engaging for students in an elementary school setting.

FINDINGS AND DISCUSSION

Findings

This developmental research has successfully produced an instructional material for *Seni Dendang* tailored for elementary school students, focusing primarily on its feasibility, utility, and effectiveness within the learning process. The development procedure employed the ADDIE instructional design model (Analyze, Design, Development, Implementation, and Evaluation), which integrates continuous formative and summative evaluations. Formative evaluation was conducted at each phase to ensure internal process quality, while summative evaluation was conducted during field testing. This process involved the iterative development of prototypes, starting from Prototype 1 to small-scale field testing in Prototype 2, which served as the basis for revisions for large-scale testing. The final refinements in Prototype 3 (large-scale) were then established as the high-quality final product ready for broad implementation.

The development stages commenced with the Analysis Phase, aimed at identifying the fundamental requirements for developing character-building-based *Seni Dendang* instructional materials. This phase encompassed three primary steps: curriculum analysis, teacher and student needs analysis, and target characteristic analysis. In the curriculum analysis, a profound evaluation of existing music education materials in schools was conducted to map topics and content. This analysis was aligned with the *Kurikulum Merdeka* (Independent Curriculum) to ensure the product's flexibility across various elementary education units. Based on the Phase C Learning Outcomes (*Capaian Pembelajaran*), it was determined that students urgently need to develop positive musical habits and produce simple musical works rich in local wisdom. Consequently, *Seni Dendang* was designated as the core content, divided into two learning units to facilitate students' active and artistic practice of this traditional art.

Furthermore, a needs analysis was conducted to obtain preliminary data regarding the suitability of the materials with student characteristics and the potential for improving learning outcomes. The teacher needs analysis, conducted through interviews on August 22, 2025, at SDN 04 South Bengkulu, revealed that current music art references are information-poor and lack comprehensiveness. Teachers expressed a need for instructional materials that provide extensive information sources and exploratory activities capable of encouraging independent creativity, particularly since student learning outcomes in music specifically in problem-solving aspects still require improvement.

Simultaneously, a student needs analysis was carried out via questionnaires to map reading interests, technology utilization, and learning constraints. The results showed overwhelming support for the development of these materials, with five key indicators receiving an absolute support rate of 100%. Additionally, the majority of other statements received positive responses from over 80% of respondents. Despite a few points showing approval ratings between 53.33% and 60%, the overall data confirms that the development of *Seni Dendang* instructional materials is an urgent necessity. The development focus was prioritized on high-urgency aspects in accordance with student aspirations.

Moving into the Design Phase, a systematic plan was formulated, including the creation of an instructional material map, format selection, and the drafting of the initial design. All activities in this phase were guided by the data collected during the previous analysis phase. In structuring the instructional design, the *Seni Dendang* material was divided into two main sections: traditional

music appreciation and children's music appreciation. This material map was designed to integrate educational character values both implicitly and explicitly within every activity. This design serves as the blueprint for the first prototype, ensuring a logical flow of material to help students understand aesthetic concepts as well as the cultural values embedded in *Seni Dendang*. The design of the developed instructional materials is as follows:

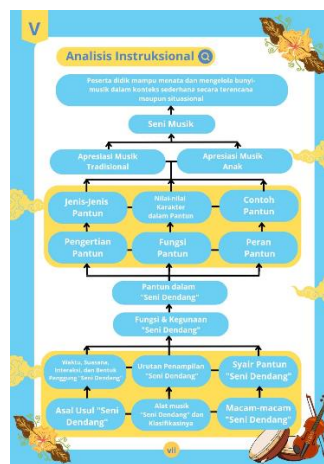


Figure 1. Instructional Material Design

In the development phase, the researcher prepared the necessary materials and tools required for the production process. Based on the initial blueprints created during the design phase, the instructional materials were developed and designed using Canva Premium to form a cohesive final product. The initial step in this process involved creating the layout design, which served as the foundational visual framework for the instructional materials.

During this stage, the designed product was presented to expert validators specializing in content, linguistics, and media/graphics. The researcher distributed the instructional materials along with the validation instruments to all validators simultaneously. The validation process lasted for one week, after which the researcher revised the materials in accordance with the feedback and suggestions provided. Once the materials were deemed accurate and appropriate, the final evaluation results were recorded from the validation sheets. The results of the expert validation regarding content, language, and design/graphics are presented below:

Results of Content Expert Feasibility

Table 1. Results of Content Expert Feasibility

No.	Assessment Aspects	No. Item	Expert Likert Scale Score		Expert Designated Score		ΣS	V	Feasibility Interpretation
			Validator 1	Validator 2	S1	S2			
			1.		1	5			
2.	I	2	4	4	3	3	6	0,75	Feasible
3.		3	5	4	4	3	7	0,88	Highly Feasible
4.		1	4	4	3	3	6	0,75	Feasible
5.	II	2	5	5	4	4	8	1,00	Highly Feasible
6.		1	4	4	3	3	6	0,75	Feasible
7.	III	2	5	4	4	3	7	0,88	Highly Feasible
8.		3	4	4	3	3	6	0,75	Feasible
9.		1	5	5	4	4	8	1,00	Highly Feasible
10.	IV	2	4	4	3	3	6	0,75	Feasible
11.		3	5	5	4	4	8	1,00	Highly Feasible
Average								0,86	Highly Feasible

Based on the results of the content validity assessment, Aiken's V values for each material feasibility item ranged from 0.75 to 1.00. Since the Aiken's V calculation for each item was 0.4, all instrument items were declared valid. On average, a feasibility score of 0.86 was obtained, placing it in the "highly feasible" category. Once the instrument was declared valid, its reliability was tested to ensure that the Ethnopedagogical *Seni Dendang* instructional material, based on character values, is reliable and consistent in terms of its content feasibility. The reliability value was calculated by determining the Percentage Agreement (PA) across all statement items. In this study, the Percentage Agreement was calculated using Microsoft Excel. The results of the expert agreement reliability test for the material aspect are presented in Table 2.

Table 2. Reliability Test Results from Content Experts

No. Item	Validator I	Validator II	Difference
1.	5	5	0
2.	4	4	0
3.	5	4	1
4.	4	4	0

No. Item	Validator I	Validator II	Difference
5.	5	5	0
6.	4	4	0
7.	5	4	1
8.	4	4	0
9.	5	5	0
10.	4	4	0
11.	5	5	0
Total Agreement			9
Total Variables/Items			11
Percentage Agreement (PA)			81,82%
Level of Agreement			Very Strong

Table 2 indicates that the expert Percentage Agreement (PA) reached 81.82%, reflecting a very strong level of consensus. Given that the PA value is > 81%, the instrument is declared reliable within the "highly reliable" category. Instructional materials are deemed feasible if the validation results fall into the "feasible" category and the reliability test results are categorized as "reliable."

Based on the calculations for both content validity and reliability, the validation yielded a "highly feasible" result, while the reliability test achieved a "very high reliability" category. Consequently, it can be concluded that the Ethnopedagogical *Seni Dendang* instructional materials based on character values, in terms of content feasibility, are fit for use in the learning process.

Results of Linguistic Aspect Feasibility

Tab 3. Language Eligibility Results

No.	Assessment Aspects	No. Item	Expert Likert Scale Score		Expert Designated Score		ΣS	V	Feasibility Interpretation
			Validator	Validator	S1	S2			
			1	2					
1.	I	1	5	5	4	4	8	1,00	Highly Feasible
2.		2	5	5	4	4	8	1,00	Highly Feasible
3.	II	1	4	4	3	3	6	0,75	Feasible
4.		2	4	4	3	3	6	0,75	Feasible
5.		3	5	5	4	4	8	1,00	Highly Feasible
6.	III	1	4	4	3	3	6	0,75	Feasible
7.		2	5	4	4	3	7	0,88	Highly Feasible
8.		3	4	4	3	3	6	0,75	Feasible
9.		4	4	4	3	3	6	0,75	Feasible

10.	IV	1	4	4	3	3	6	0,75	Feasible
11.		2	4	4	3	3	6	0,75	Feasible
.Average								0,83	Highly Feasible

The results of the linguistic feasibility validation show that Aiken's V values for each item ranged from 0.75 to 1.00. Since the Aiken's V calculation for each linguistic feasibility item was > 0.4 , all instrument items were declared valid. On average, a feasibility score of 0.83 was obtained, placing it in the "highly feasible" category. Once the instrument was declared valid, its reliability was tested to ensure that the Ethnopedagogical *Seni Dendang* instructional material, based on character values, is reliable and consistent in terms of its linguistic feasibility. The reliability value was calculated by determining the Percentage Agreement (PA) across all statement items. The results of the expert agreement reliability test for the linguistic aspect are presented in Table 4.

Table 4. Reliability Test Results from Language Experts

No. Item	Validator I	Validator II	Diference
1	5	5	0
2	5	5	0
3	4	4	0
4	4	4	0
5	5	5	0
6	4	4	0
7	5	4	1
8	4	4	0
9	4	4	0
10	4	4	0
11	4	4	0
Total Agreement			10
Total Variables/Items			11

No. Item	Validator I	Validator II	Diference
Percentage Agreement (PA)			90,91%
Level of Agreement			Very Strong

Table 4 indicates that the Percentage Agreement (PA) for the linguistic experts reached 90.91%, reflecting a very strong level of consensus. Given that the PA value is > 81%, the instrument is declared reliable within the "highly reliable" category. Instructional materials are deemed feasible when the validation results achieve a "feasible" status, and the reliability tests yield a "reliable" result. Based on the calculations for linguistic validity and reliability, the validation was categorized as "highly feasible," and the reliability test resulted in a "very high reliability" category. Consequently, it can be concluded that the Ethnopedagogical Seni Dendang instructional materials based on character values, from a linguistic feasibility perspective, are fit for use in the learning process.

Results of Media Aspect Feasibility

The instructional material product was presented to and evaluated by two expert validators with specific qualifications. The results of the media feasibility validation can be found in Table 5.

Table 5. Results of Media Aspect Feasibility

No.	Assessment Aspects	No. Item		Expert Likert Scale Score		ΣS	V	Expert Designated Score
		Validator 1	Validator 2	S1	S2			
I	1	4	4	3	3	6	0,75	Feasible
	2	5	5	4	4	8	1,00	Highly Feasible
	3	5	4	4	3	7	0,88	Highly Feasible
II	1	4	4	3	3	6	0,75	Feasible
	2	4	4	3	3	6	0,75	Feasible
	3	4	4	3	3	6	0,75	Feasible
	4	5	5	4	4	8	1,00	Highly Feasible
	5	4	4	3	3	6	0,75	Feasible
III	6	5	5	4	4	8	1,00	Highly Feasible
	7	4	4	3	3	6	0,75	Feasible
	1	5	5	4	4	8	1,00	Highly Feasible
	2	4	4	3	3	6	0,75	Feasible
	3	4	4	3	3	6	0,75	Feasible
	4	4	4	3	3	6	0,75	Feasible

No.	Assessment Aspects	No. Item		Expert Likert Scale Score		ΣS	V	Expert Designated Score
		Validator	Validator	S1	S2			
		1	2					
	5	5	5	4	4	8	1,00	Highly Feasible
	6	4	4	3	3	6	0,75	Feasible
	7	5	4	4	3	7	0,88	Highly Feasible
	8	4	4	3	3	6	0,75	Feasible
	9	5	5	4	4	8	1,00	Highly Feasible
	10	4	4	3	3	6	0,75	Feasible
	11	4	4	3	3	6	0,75	Feasible
	12	5	5	4	4	8	1,00	Highly Feasible
	13	4	5	3	4	7	0,88	Highly Feasible
	14	5	5	4	4	8	1,00	Highly Feasible
	15	4	4	3	3	6	0,75	Feasible
	16	5	5	4	4	8	1,00	Highly Feasible
	17	4	4	3	3	6	0,75	Feasible
	18	5	5	4	4	8	1,00	Highly Feasible
	Average						0,86	Highly Feasible

The results of the media feasibility validation show that Aiken's V values for each item ranged from 0.75 to 1.00. Since the Aiken's V calculation for each design and graphic feasibility item was > 0.4 , all instrument items were declared valid. On average, a feasibility score of 0.86 was obtained, placing it in the "highly feasible" category. Once the instrument was declared valid, its reliability was tested to ensure that the Ethnopedagogical *Seni Dendang* instructional material, based on character values, is reliable and consistent in terms of its media feasibility. The results of the expert agreement reliability test for the media aspect are presented in Table 6.

Table 6. Reliability Test Results from Media Experts

No. Item	Validator I	Validator II	Difference
1.	4	4	0
2.	5	5	0
3.	5	4	1
4.	4	4	0
5.	4	4	0
6.	5	5	0

No. Item	Validator I	Validator II	Difference
7.	4	4	0
8.	5	5	0
9.	4	4	0
10.	5	5	0
11.	4	4	0
12.	4	4	0
13.	4	4	0
14.	5	5	0
15.	4	4	0
16.	5	4	1
17.	4	4	0
18.	5	5	0
19.	4	4	0
20.	4	4	0
21.	5	5	0
22.	4	5	1
23.	5	5	0
24.	4	4	0
25.	5	5	0
26.	4	4	0
27.	5	5	0
Total Agreement			24
Total Variables/Items			27
Percentage Agreement (PA)			88,89%
			Very
Level of Agreement			Strong

Table 6 indicates that the expert percentage agreement reached 88.89%, reflecting a very strong level of consensus. The media feasibility reliability result, calculated using the Percentage Agreement (PA) formula, was 88.89%. Given that the PA value is $> 81\%$, the instrument is declared reliable within the "highly reliable" category. Based on the calculations for media validity and reliability, the validation was categorized as "highly feasible," and the reliability test resulted in a "very high reliability" category. Consequently, it can be concluded that the Ethnopedagogical *Seni Dendang* instructional materials based on character values, from a media feasibility perspective, are fit for use in the learning process. Furthermore, a limited field trial was conducted involving 20 students from SDN 09 South Bengkulu.

Student Response Questionnaire toward the Instructional Materials

The student response questionnaire consisted of three assessment aspects: content, language, and layout. The results of the student responses toward the Ethnopedagogical *Seni Dendang* instructional materials based on character values are presented in Table 7.

Table 7. Student Response Results Toward the Ethnopedagogical *Seni Dendang* Instructional Materials Based on Character Values

No.	Aspect	Statement Item Numbers	Number of Items	Percentage (%)	Percentage Criteria
1.	Content	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	96,88%	Highly Practical
2.	Language	11, 12, 13, 14, 15	5	97,50%	Highly Practical
3.	Layout	16, 17, 18, 19, 20	5	98,75%	Highly Practical

Based on the data in Table 4.16, it can be concluded that the use of the Ethnopedagogical *Seni Dendang* instructional materials based on character values is categorized as "highly practical." This is evidenced by the average percentage obtained from the student response questionnaires, which reached 97.71%. Furthermore, no critical or fatal obstacles were encountered during the implementation of these materials.

Teacher Response Questionnaire toward the Instructional Materials

The teacher response questionnaire comprised three assessment aspects: content, language, and layout. The results of the teacher responses toward the Ethnopedagogical *Seni Dendang* instructional materials based on character values are presented in Table 8.

Table 8. Teacher Response Results Toward the Ethnopedagogical *Seni Dendang* Instructional Materials Based on Character Values

No.	Aspect	Statement Item Numbers	Number of Items	Percentage (%)	Percentage Criteria
1.	Content	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	95%	Highly Practical
2.	Language	11, 12, 13, 14, 15	5	100%	Highly Practical
3.	Layout	16, 17, 18, 19, 20	5	100%	Highly Practical

Based on the data in Table 4.18, it can be concluded that the use of the Ethnopedagogical *Seni Dendang* instructional materials based on character values is categorized as "highly practical." This is supported by the average percentage of 98.33% obtained from the teacher response questionnaires. Furthermore, no critical or fatal obstacles were encountered during the utilization of the materials in the classroom.

Discussion

This research endeavors to develop printed instructional materials for Music Education, specifically focusing on *Seni Dendang* (Dendang Arts) for fifth-grade elementary students using the ADDIE Research and Development (R&D) model. This model encompasses various stages, beginning with a curriculum needs analysis, which underscores the importance of developing materials that are not only informative but also engaging for students. In this context, Putra and Utami (2023) indicate an urgent need for more appealing learning resources to enhance student interest in regional music education. Furthermore, Novibriawan (2023) and Pravitasari (2024) emphasize that instructional materials prioritizing local values support the integration of character traits relevant to the *Profil Pelajar Pancasila* (Pancasila Student Profile), a primary objective of modern education. This aligns with findings by Hidayah (2023), asserting that student engagement can be heightened through materials tailored to the local cultural context.

Analysis Phase

During the analysis phase, the development of these instructional materials focused on a profound understanding of student characteristics. The discrepancy between the curriculum and teaching practices suggests a need for a more contextual approach (Fernanda et al., 2024). Identifying curriculum, student, and teacher needs revealed a significant lack of engaging and comprehensive materials for traditional music (Winarno & Ramadhani, 2022). Research by Heryanto (2025) highlights the importance of integrating local values into education to support the Pancasila Student Profile, showing that student involvement increases when learning is rooted in a local cultural context. Moreover, Utami et al. (2022) affirm that culturally relevant materials enhance student engagement, making character development increasingly significant.

Studies show that integrating local culture into learning not only boosts student interest but also strengthens their self-identity as part of a larger community (Khairunnisa & Apoko, 2023). Consequently, utilizing *Seni Dendang* as a component of character education serves as an effective

medium for building critical thinking and creativity—essential dimensions of the Pancasila Student Profile (Prasiska & Rizkiana, 2023).

Design Phase

In the design phase, the materials were developed following the standards of the National Board for Educational Standards (BSNP) to ensure quality and information relevance. The design includes essential elements such as titles, learning outcomes, and assessment systems that form a framework for a more structured teaching and learning process (Aulia et al., 2022). As reported by Salimi et al., systematic structuring provides clear guidance for both teachers and students, creating a learning environment conducive to discussion and exploration (Purnianingrum & Manuaba, 2022).

In this regard, student motivation—influenced by various learning components—is crucial. Purnianingrum and Manuaba (2022) explain that attractive and comprehensive presentations encourage students to engage more actively. Given that *Seni Dendang* is deeply rooted in culture, these materials have great potential to not only educate but also instill a sense of pride in local heritage. This is consistent with the Multicultural Education Paradigm, which supports learning that respects cultural diversity (Haqqi et al., 2023; Kasmahidayat, 2025).

Development Phase

In the development phase, the visual application of the design is vital for creating an enjoyable and engaging learning experience. Using the Canva application for designing materials proved to be a relevant strategy. Khairunnisa and Apoko (2023) demonstrate that graphic design tools play a significant role in capturing student attention and encouraging participation. Applying sound design principles ensures that printed materials possess the visual appeal necessary to stimulate student creativity (Novayanti et al., 2023).

Additionally, a differentiated approach in development offers advantages by presenting various resources, including teaching aids, images, and videos, to create a dynamic learning environment. This approach aligns with findings by Aulia et al. (2022), which emphasize innovative and adaptive methods to improve students' analytical skills and understanding. By implementing diverse media and techniques, learning strategies can be multifaceted, allowing every student to learn in the manner that best suits them (Farohah & Tirtoni, 2024).

Implementation Phase

During the implementation phase, the developed materials were introduced to students and teachers following validation by subject matter experts. The trial process involved fifth-grade

students at SDN 04 and SDN 09 South Bengkulu, providing constructive feedback and evaluations regarding the quality and effectiveness of the materials (Kriswati et al., 2022). Sitompul et al. revealed that active teacher participation in the assessment and application process significantly contributes to the effectiveness and sustainability of the materials in the classroom (Sutrami & Amrullah, 2023; Winarni, 2025).

Trial results indicated that the instructional materials received highly positive responses, categorized as "highly practical" and "highly feasible" (Hiasa & Agustina, 2020). These trials demonstrated the potential of the materials not only to increase student knowledge but also to build enthusiasm for learning (Hidayah, 2023). This is consistent with Windiarti et al., who stress the importance of user feedback for the continuous improvement of material quality and relevance within a dynamic educational context (Nurlela et al., 2024).

CONCLUSION

Based on the research results and discussion, it can be concluded that this developmental research has successfully produced an Ethnopedagogical *Seni Dendang* instructional material based on character values for fifth-grade elementary school students. This product was developed through the systematic ADDIE model procedure, ranging from the identification of curriculum needs to the evaluation stage. Regarding the feasibility aspect, the instructional material was declared "highly feasible" for classroom use, based on evaluations from subject matter experts, linguists, and media specialists. The product quality is further reinforced by a high level of inter-rater agreement, demonstrating exceptional consistency and reliability.

Beyond theoretical validity, this instructional material has proven to possess a very high level of practicality in field implementation. Positive feedback from both teachers and students indicates that the *Seni Dendang* material presents traditional music content in an engaging, easy-to-understand, and enjoyable manner. The presence of this material successfully addresses the scarcity of regional music learning resources in schools and provides a tangible contribution to strengthening the Pancasila Student Profile through the integration of local wisdom values. Overall, this product meets the quality standards for superior instructional materials and is ready to serve as a primary resource in the elementary school arts learning process.

REFERENCES

- Adinugraha, F. (2019). Pendekatan Kearifan Lokal dan Budaya (kalbu) dalam Pembelajaran Biologi di Purworejo. *Jurnal Pendidikan*, 20(1), 1. <https://doi.org/10.33830/jp.v20i1.820.2019>
- Alfafan, I. & Nadhif, M. (2023). Penataran Nilai Pendidikan Islam Multikultural Berbasis Muatan Lokal Sebagai Strategi Pengembangan Kurikulum Pendidikan Islam di Indonesia. *Journal Ta Limuna*, 12(2), 167–178. <https://doi.org/10.32478/talimuna.v12i2.1758>
- Angga, A., Abidin, Y., & Iskandar, S. (2022). Penerapan Pendidikan Karakter dengan Model Pembelajaran Berbasis Keterampilan Abad ke-21. *Jurnal Basicedu*, 6(1), 1046–1054. <https://doi.org/10.31004/basicedu.v6i1.2084>
- Anita, Y., Walidi, A., Akmal, A., Kenedi, A., Hamimah, H., Arwin, A., ... & Masniladevi, M. (2022). Pengembangan Bahan Ajar Elektronik Berbasis Social and Emotional Learning untuk Meningkatkan Nilai Profil Pelajar Pancasila Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7087–7095. <https://doi.org/10.31004/basicedu.v6i4.3280>
- Anwar, U., Halidjah, S., Suparjan, S., Salimi, A., & Pranata, R. (2023). Pengembangan Buku Suplemen IPS Pendamping Pembelajaran Kelas IV Berbasis Kearifan Lokal Kota Singkawang sdn 15 Singkawang. *Islamika*, 5(1), 189-202. <https://doi.org/10.36088/islamika.v5i1.2411>
- Arini, G., Mona, D., & Darmawati, D. (2022). Penyegaran Pengetahuan Perancangan Materi Ajar Pelajaran Seni Budaya di MGMP Seni Budaya. *Komposisi Jurnal Pendidikan Bahasa Sastra dan Seni*, 23(1), 38. <https://doi.org/10.24036/komposisi.v23i1.115269>
- Armadi, A., AR, M., & Aini, K. (2022). Training and Coaching Strengthening Character Education Based on School Culture in the Upper Class of Madrasah Ibtidaiyah Nurul Islam Tssamidung Batang-Batang. *Mattawang Jurnal Pengabdian Masyarakat*, 3(2), 144-151. <https://doi.org/10.35877/454ri.mattawang818>
- Atmazaki, A., Agustina, A., Indriyani, V., & Abdurahman, A. (2020). Teachers' Perception of Character Education Integration in Learning Language. *Jurnal Pendidikan Karakter*, 10(2). <https://doi.org/10.21831/jpk.v10i2.32276>
- Bahiz, Y., Simbolon, M., & Oktaviani, N. (2023). Analisis Nilai-Nilai Pendidikan Karakter pada Ekstrakurikuler Seni Tari Tradisional Siswa SD Negeri Unggulan Kuningan. *Jurnal Ilmiah Aquinas*, 118-123. <https://doi.org/10.54367/aquinas.v6i2.2676>
- BSNP. (2006). *Instrumen Penilaian Buku Teks Pelajaran Pendidikan Dasar Menengah*. Jakarta: Depdiknas.
- Dari, A., Hendratno, H., & Suhanadji, S. (2022). Pengembangan Buku Ajar IPS Bermuatan Karakter Budaya Suroboyo untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(4), 6453–6462. <https://doi.org/10.31004/basicedu.v6i4.2987>
- Dick, W., Carey, L., & Carey, J. O. (2015). *The Systematic Design of Instruction*. 6th. New York: Longman.
- Haerunnisa, N., Wahyudi, A., & Nasution, N. (2020). Pengembangan Bahan Ajar Berbasis Kearifan Lokal Kampung Nambangan Sebagai Sumber Pendidikan Karakter Siswa pada Pembelajaran IPS di SD. *Else (Elementary School Education Journal) Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 4(2), 19. <https://doi.org/10.30651/else.v4i2.4771>
- Hamzah, M., Mujiwati, Y., Khamdi, I., Usman, M., & Abidin, M. (2022). Proyek Profil Pelajar Pancasila sebagai Penguatan Pendidikan Karakter pada Peserta Didik. *Jurnal Jendela Pendidikan*, 2(04), 553–559. <https://doi.org/10.57008/jjp.v2i04.309>
- Heryanto, D., Yusnia, Y., Agusdianita, N., Fitriani, D., & Armando, D. (2025, April). Analysis of The Relation of Traditional Values Nujuh Likur Forwach Tanjung Agung Village with Pancasila Student Profile Values. In *Proceeding International Conference on Religion, Science and*

Education (Vol. 4, pp. 913–917).

- Karsiwan, K., Wardani, W., Lisdiana, A., Purwasih, A., Hamer, W., & Sari, L. (2023). Sosialisasi materi kearifan lokal dalam Kurikulum Merdeka pada mata pelajaran ips bagi guru di Kota Metro, Lampung. *JAM*, 2(1), 12–22. <https://doi.org/10.46870/jam.v2i1.513>
- Kasmahidayat, Y., Yulianti, E., & Marbun, S. (2025). Bali's Legong Pancer Langit Dance as Cultural Diplomacy and National Identity Construction: A Case Study of the Jeddah Festival. *Jurnal Kajian Bali (Journal of Bali Studies)*, 15(2), 531–554. <https://doi.org/10.24843/JKB.2025.v15.i02.p04>
- Kasmahidayat, Y., Ria Sabaria, S. B., Fitri Kurniati, & Agus Sudirman. (2024). Spiritual Self-Defense Practices in the "Bendung" Silat Start for Learners at the Mahaputra Pencak Silat Padepokan. *Evolutionary Studies in Imaginative Culture*, 168–176. <https://doi.org/10.70082/esiculture.vi.679>
- Komalasari, K., Abdulkarim, A., & Sopianingsih, P. (2024). Digital-Based Living Values Project Activities Learning Model for Strengthening Students' Pancasila Character. *The New Educational Review*, 75(1), 127–139. <https://doi.org/10.15804/tner.2024.75.1.10>
- Kosasih, E. (2021). *Pengembangan bahan ajar*. Bumi Aksara.
- Kurniawan, M. & Kusumawardhana, A. (2020). Strategi Penguatan Pendidikan Karakter dalam Menumbuhkan Sikap Demokratis Siswa. *Bhineka Tunggal Ika Kajian Teori dan Praktik Pendidikan PKN*, 7(1), 7–16. <https://doi.org/10.36706/jbti.v7i1.10862>
- Lickona, T. (2022). *Mendidik untuk Membentuk Karakter: Bagaimana Sekolah dapat Memberikan Pendidikan Tentang Sikap Hormat dan Tanggung Jawab* (J. Abduwaman, terj.). Bumi Aksara.
- Miranti, A., Lilik, L., Winarni, R., & Surya, A. (2021). Representasi Pendidikan Karakter Berbasis Kearifan Lokal dalam Motif Batik Wahyu Ngawiyatan sebagai Muatan Pendidikan Seni Rupa di sekolah dasar. *Jurnal Basicedu*, 5(2), 546–560. <https://doi.org/10.31004/basicedu.v5i2.763>
- Mulyadi, M. & Herdianto, F. (2022). Upaya Pemetaan dan Pengembangan Seni Budaya Bengkulu Tengah. *Gorga Jurnal Seni Rupa*, 11(2), 662. <https://doi.org/10.24114/gr.v11i2.39274>
- Novibriawan, F. (2023). Contextual Teaching and Learning Berbasis Kearifan Lokal dalam Kurikulum Merdeka di Sekolah Dasar. *El-Aulady*, 3(3).
- Pentianasari, S., Amalia, F., Martati, B., & Fithri, N. (2022). Penguatan Pendidikan Karakter pada Siswa Sekolah Dasar melalui Pemanfaatan Literasi Digital. *Jurnal PGSD*, 8(1), 58–72. <https://doi.org/10.32534/jps.v8i1.2958>
- Qomarudin, M. (2019). Model Pengembangan Kurikulum PAI Multikultural. *Al-I Tibar Jurnal Pendidikan Islam*, 6(2), 98-101. <https://doi.org/10.30599/jpia.v6i2.647>
- Safitri, A., Wulandari, D., & Herlambang, Y. (2022). Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia. *Jurnal Basicedu*, 6(4), 7076–7086. <https://doi.org/10.31004/basicedu.v6i4.3274>
- Sandlin, J., O'Malley, M., & Burdick, J. (2011). Mapping the Complexity of Public Pedagogy scholarship. *Review of Educational Research*, 81(3), 338–375. <https://doi.org/10.3102/0034654311413395>
- Sitompul, K., Sutarno, S., & Hamdani, D. (2021). Pengembangan E-Modul Berbasis Pendekatan Contextual Teaching and Learning (CTL) untuk Melatihkan Kemampuan Berpikir Analisis Siswa pada Materi Gelombang Bunyi. *Diksains Jurnal Ilmiah Pendidikan Sains*, 2(1), 37–48. <https://doi.org/10.33369/diksains.2.1.37-48>
- Solikhah, A. U., Izzah, A., & Valeria, A. H. (2024). *Corak Budaya Indonesia dalam Bingkai Kearifan Lokal*. Uwais Inspirasi Indonesia.
- Suanda, I., Subrata, I., & Rusmayanthi, K. (2024). Etnopedagogi sebagai Media Pelestarian Kearifan

- Lokal dalam Pembelajaran Biologi. *emasains*, 13(2), 87-95. <https://doi.org/10.59672/emasains.v13i2.3687>
- Sugara, U. (2022). Etnopedagogi: Gagasan dan Peluang Penerapannya di Indonesia. *Jurnal Pendidikan Dan Kebudayaan*, 7(2), 93–104.
- Sugiyono, (2022). *Metode Penelitian dan Pengembangan*, Bandung: Alfabeta.
- Sulastri, S., Syahril, S., Adi, N., & Ermita, E. (2022). Penguatan Pendidikan Karakter melalui Profil Pelajar Pancasila Bagi Guru di Sekolah Dasar. *JRTI (Jurnal Riset Tindakan Indonesia)*, 7(3), 583. <https://doi.org/10.29210/30032075000>
- Sulistiawati, A., Khawani, A., Yulianti, J., Kamaludin, A., & Munip, A. (2023). Implementasi Profil Pelajar Pancasila melalui Proyek Bermuatan Kearifan Lokal di SD Negeri Trayu. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, 5(3), 195–208. <https://doi.org/10.12928/fundadikdas.v5i3.7082>
- Syafruddin, S., Suryanti, N., & Nursaptini, N. (2022). Penguatan Pendidikan Karakter Berbasis Kearifan Lokal pada Anak di Kawasan Ekonomi Khusus Mandalika. *Selaparang Jurnal Pengabdian Masyarakat Berkemajuan*, 6(4), 1909. <https://doi.org/10.31764/jpmb.v6i4.11218>
- Tarmizi, P. (2010). Fungsi Kesenian Dendang dalam Upacara Adat Perkawinan di Desa Gunung Ayu Kota Manna Bengkulu Selatan. *Jurnal Penelitian UNIB*, 16(1), 48–55.
- Tarmizi, P. Pembelajaran Tematik Bermuatan SBDP Materi Lagu Daerah Serawai sebagai Upaya Penanaman Apresiasi Budaya Lokal di Kelas IV SD Negeri 49 Bengkulu Selatan. *Jurnal Riset Pendidikan Dasar*, 4(3), 414-425.
- Utami, S., Dewi, I., & Primawati, S. (2022). Validasi Bahan Ajar Penguatan Karakter Berbasis Kearifan Lokal Kawasan Pesisir Lombok. *Jupe Jurnal Pendidikan Mandala*, 7(4). <https://doi.org/10.58258/jupe.v7i4.4119>
- Wibowo, Y. (2024). Pengembangan Buku Cerita Berbasis Budaya Lokal Jambi untuk Meningkatkan Karakter Peduli Lingkungan. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 8(1), 175–188. <https://doi.org/10.31004/obsesi.v8i1.5311>
- Winarni, E. W. (2021). *Teori dan Praktik Penelitian Kuantitatif, Kualitatif, PTK, R & D*. Bumi Aksara.
- Winarni, E. W., Heryanto, D., Yusnia, Y., Agusdianita, N., Purwandari, E. P., & Wijanarko, A. (2025). E-Worksheets Based on STEAM-PJBL with Local Coastal Wisdom to Improve Critical Thinking Skills. *IJIS Edu: Indonesian Journal of Integrated Science Education*, 8(1).
- Windiarti, L., Waludjo, D., & Fatirul, A. (2022). Pengembangan Media Buku Digital Simulasi dan Komunikasi Digital Menggunakan Landing Page. *Jipi (Jurnal Ilmiah Penelitian dan Pembelajaran Informatika)*, 7(1), 66–73. <https://doi.org/10.29100/jipi.v7i1.2424>