

Mocah Bunga Pukol Tujuh Dance as an Educational Medium for Arts Preservation through Technology

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Abstract: This research aims to develop video-based learning media for Mocah Bunga Pukol Tujoh Dance as an effort to preserve cultural arts through feasible technology integration. The need for innovative and contextual learning media, which not only conveys teaching material effectively, but also brings local cultural values into the learning process. The research method used Research and Development (R&D) with an evaluative approach, involving students as trial respondents. The data collection instrument is an instrument that is analyzed based on three aspects, namely: display aspect, material aspect, and learning aspect. The results of the analysis show that the percentage of feasibility of learning media according to students is at 91.09% for display aspects, 91.95% for material aspects, and 92.24% for learning aspects. The overall average feasibility of Mocah Bunga Pukol Tujoh Dance Learning Media is 91.76. Based on these results, the learning media is declared very feasible to use. In conclusion, the learning media for Mocah Bunga Pukol Tujoh Dance is not only feasible, but can also contribute to the preservation of traditional cultural arts with a modern technological approach. The results of this study support the importance of developing local culture-based learning media as an educational tool and preservation of local wisdom values for the younger generation. Mocah Bunga Pukol Tujoh dance is a traditional entertainment dance of the Dayak tribe in Simpang Dua District, Ketapang Regency, West Kalimantan Province.

Keyword: Learning Media; Mocah Bunga Pukol Tujoh Dance; Education Technology; Local Culture

Introduction

Traditional dances in West Kalimantan are highly diverse and varied, reflecting the characteristics of the region's major ethnic groups, particularly the Dayak and Malay communities. Each dance possesses distinctive movement characteristics, including silat-inspired movements, the use of performance props, gentle and flowing gestures, as well as firm and vigorous movements. Dayak dance is one of the traditional dance forms originating from West Kalimantan that is characterized by silat-inspired movements. However, each region has its own distinctive movement patterns and nuances. The diversity of Dayak dances in West Kalimantan is reflected in the distinctive characteristics and variations of each dance, including the Mocah Bunga Pukol Tujoh Dance. The philosophy and traditional movement techniques embodied in these dances can serve as valuable learning resources for improving students' learning outcomes and dance skills in educational institutions, both at the secondary and higher education levels. In line with Widiyanto (2024), group-based arts learning

can stimulate students' active participation and encourage them to develop confidence and collaborative skills. The use of instructional media to stimulate learners' abilities is also relevant to students in higher education. According to Satrianingsih (2013), the development of instructional media for secondary education is designed to meet students' increasingly diverse needs for information in engaging and appealing ways. The integration of technology into the learning process also remains important in higher education.

This study represents one of the efforts to preserve traditional dance as a form of cultural heritage that is increasingly at risk of disappearing and is becoming less appealing to younger generations. At the same time, it seeks to address students' need for independent practical learning of traditional dance. Students of the Performing Arts Education Study Program are expected to return to their communities after graduation and contribute the knowledge and skills acquired throughout their university education. Therefore, the study program also serves as a center of scientific information that supports the preservation of traditional and Indonesian cultural arts. The use of technology in the current era has become increasingly essential and should be integrated into learning practices. This is consistent with Cahyaningrum et al. (2024), who argue that interaction in the arts can be facilitated through the use of technology designed according to specific purposes, including as a source of learning information. Learning media, as a tool for providing valid and accessible learning resources, requires appropriate needs analysis and careful design to ensure its effectiveness for users. At present, learning activities in the classroom still largely depend on the physical presence of lecturers. In addition, the materials presented are generally limited to dances mastered by the lecturers or practitioners involved in classroom instruction. The availability of instructional tutorial videos as learning media is also still limited, even though such media can help students more easily master, imitate, demonstrate, and review the materials they have learned. Therefore, this learning video was developed in greater detail by presenting videos of all dance movements, as well as a complete group performance involving male and female dancers. The video is also complemented by a synopsis of the Mocah Bunga Pukol Tujoh Dance, which originates from Ketapang Regency, West Kalimantan Province. By providing comprehensive demonstrations, the learning media is expected to facilitate students' independent learning and provide a more accessible resource for understanding the movements and performance patterns of the dance. Based on a literature review, no previous study has specifically developed learning media for the Mocah Bunga Pukol Tujoh Dance as an effort to preserve the dance while simultaneously addressing students' learning needs. Previous research related to the Mocah Bunga Pukol Tujoh Dance was conducted by Yosefin Irinia Dita (2018) under the title "Revitalization of Mocah Bunga Pukol Tujoh Dance in Simpang Dua District, Ketapang Regency, West Kalimantan Province." The study focused on revitalizing the Mocah Bunga Pukol Tujoh Dance through planned activities intended to preserve the

dance and ensure that it continued to provide benefits to the community. The findings of this study serve as a reference for developing learning materials, particularly for introducing students to the dance movements characterized by the martial arts traditions of the Dayak people in West Kalimantan.

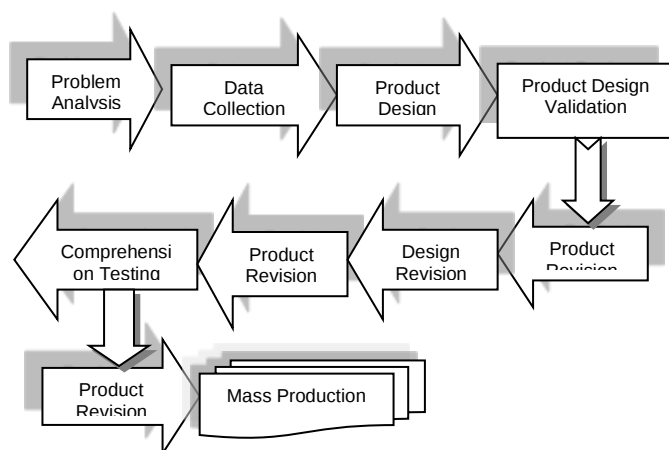
Learning this dance provides an alternative form of traditional dance instruction rooted in the local culture of West Kalimantan and can serve as an initial step toward learning other, more complex traditional dances. Accordingly, this study was conducted to develop an alternative learning medium that can be used independently by students. An engaging and user-friendly instructional video containing comprehensive movement tutorials is highly necessary. Furthermore, this learning medium can contribute to the preservation of traditional Dayak dance culture in West Kalimantan Province by utilizing audiovisual technology as a means of documentation, learning, and cultural transmission. Following an extensive literature review, it was found that no previous research has focused on the development of learning media for the Mocah Bunga Pukol Tujoh Dance. Thus, this study offers an original contribution to the field. The developed learning video contains instructional materials consisting of demonstrations of the various dance movements performed by both male and female dancers, as well as a complete performance of the Mocah Bunga Pukol Tujoh Dance, allowing students to clearly observe the movements and floor patterns. In addition, this learning medium represents an effort to preserve traditional dance through the integration of audiovisual technology, while simultaneously supporting independent learning among students.

Methods

The research method employed in this study was Research and Development (R&D), which focused on the development and innovation of learning media for the Mocah Bunga Pukol Tujoh Dance. This study involved a needs analysis and an evaluation of the effectiveness of the developed product to ensure that it could be effectively implemented and utilized by the wider community (Sugiyono, 2016, p. 297). The development was based on observations of the dance learning process, particularly traditional Malay dance, which is relevant for students in performing arts education programs. Multimedia generally refers to the combination of various elements, including graphics, text, sound, video, and animation, integrated into a single medium to present information, messages, or learning content (Arsyad, 2011, p. 171). Therefore, a learning tutorial for the movements of the Mocah Bunga Pukol Tujoh Dance was developed for each movement sequence by combining text, sound, video, and animation into a tutorial video. The video tutorial was designed to facilitate independent learning, thereby helping students broaden their knowledge and improve their mastery of dance movement skills, particularly in traditional Dayak dance materials in West Kalimantan. Validation by media and subject-matter experts was conducted after the learning media had been designed in the form of a tutorial video.

The video consisted of each movement sequence presented using counting cues. Following evaluation and assessment by the validators, the learning media was tested with students enrolled in the performing arts education program. The main aspects of the instrument used to develop and evaluate the Mocah Bunga Pukol Tujoh Dance learning media consisted of: (1) presentation aspect; (2) content aspect; and (3) learning aspect. This study was conducted following the stages of research and development. The research stages employed in this study are presented as follows:

Image 1. Steps of the R&D Method (Sugiyono, 2016)



Based on the steps illustrated above, this study was conducted in response to the limited variety of traditional Dayak dance learning materials in West Kalimantan. Therefore, the researchers collected data on the Mocah Bunga Pukol Tujoh Dance as one of the variations of traditional Malay dance. The researchers then designed a media product in the form of a tutorial video on the Mocah Bunga Pukol Tujoh Dance and conducted a product design validation process involving material and media experts. Following the validation process, revisions were made, and the developed product was subsequently tested with prospective student users. The presentation aspect consisted of an instrument designed to assess the visual presentation of the Mocah Bunga Pukol Tujoh Dance tutorial video. The material aspect consisted of an instrument used to evaluate the dance material, including the accuracy and appropriateness of the dance movements performed by the demonstrator. Meanwhile, the learning aspect consisted of an instrument designed to assess the ease of using the developed Mocah Bunga Pukol Tujoh Dance tutorial video as a learning medium. The results obtained from these instruments were analyzed using descriptive statistics and presented in the form of tables and diagrams.

The validators in this study consisted of a media expert, a subject-matter expert, and prospective users. The media expert was an individual with expertise in media development, while the subject-matter expert was a researcher specializing in the Mocah Bunga Pukol Tujoh dance. The prospective users in this study were students from the 2022 cohort of the Performing Arts Education Study Program who specialized

in dance education. The following table presents the validators and trial subjects involved in the study.

Table 1. Trial Subjects

No.	Trial Subjects	Target/Role	Number
1	Subject Matter Expert	Validation Test	
		Lecturer in the Performing Arts Education Study Program who is also a practitioner of Malay dance	1 person
	Media Expert	Computer Science Lecturer	1 person
2	Large Group	Classroom Trial	
		Students of the Performing Arts Education Study Program	29 students

The study collected two types of data, namely qualitative and quantitative data. The qualitative data were obtained through an open-ended instrument containing suggestions and comments from the validators and prospective student users. Meanwhile, the quantitative data were obtained through a closed-ended instrument assessing three aspects: presentation, content, and learning. The data were collected from 29 participants, all of whom were students in the Performing Arts Education Program, specializing in dance. The data are presented in tables and diagrams illustrating the results of the validation conducted by media and content experts, as well as the assessment by prospective users. This study used an instrument administered through Google Forms. The aspects assessed using this instrument included presentation, content, and learning aspects. The assessment instrument was used to obtain objective evaluations from validators and prospective users regarding the developed Mocah Bunga Pukol Tujoh dance learning media. The assessment employed a four-point Likert scale, ranging from 1 to 4, and was also complemented by a Guttman scale with Yes/No response options. This study presents the assessment results obtained from validators and prospective student users in the form of percentages to determine the feasibility of the product. The data were then analyzed using a qualitative descriptive approach. The following formula was used to calculate the assessment scores and obtain the expected data (Riduwan & Kuncoro, 2007):

$$P = A/B \times 100\%$$

Notes:

P = percentage

A = the total score obtained from each respondent for the assessed item (obtained score)

B = the total possible score if all respondents gave the maximum score (ideal score)

The Mocah Bunga Pukol Tujoh dance tutorial video is considered feasible if the percentage score obtained from the data analysis reaches $\geq 61\%$. Conversely, if the interpretation of the data analysis results is $\leq 60\%$, improvements to the developed media are required

Table 2. Criteria for Interpreting Feasibility (*Riduwan and Kuncoro, 2007: 22*)

Percentage Range	Feasibility Level
81-100%	Highly Feasible / No Revision Required
61-80%	Feasible / No Revision Required
41-60%	Moderately Feasible / Revision Required
21-40%	Less Feasible / Revision Required
0-20%	Not Feasible / Revision Required

Results And Discussion

Mocah Bunga Pukol Tujoh Dance

Mocah Bunga Pukol Tujoh Dance is one of the outcomes of revitalization research, as the tradition has gradually declined and undergone shifts within the Simpang Dua community. In the 1960s, Mocah Bunga Pukol Tujoh Dance was performed by four dancers. The dance was presented at *bebantan* ceremonies, weddings, rice harvest celebrations, and various other events held in Simpang Dua District. According to Dita (2021), Mocah Bunga Pukol Tujoh is a traditional recreational dance that incorporates silat movements and is performed as entertainment for the wider community. The dance is presented at wedding ceremonies and *bersih kampung* (*bebantan*) events, accompanied by Gonangk Perang music. The accompanying musical instruments consist of *ketubung* and *gendang*, both of which continue to be preserved to the present day.

The movements in Mocah Bunga Pukol Tujoh Dance consist of several movement sequences, beginning with an opening sequence. The dance comprises seven pukol sequences. The first is called *belebat*, which functions as the opening movement. This is followed by movements referred to as *pukol*. After the opening sequence, the dance continues with *pukol satu*, *pukol dua*, *pukol tiga*, and the fourth sequence, known as *pukol tujoh*. The performance then continues with *pukol lima* and *pukol enam*. A distinctive characteristic of these movements is the use of *silat*, resulting in hand gestures that are sharp, angular, and powerful. These movements emphasize agility and precision, particularly in the seventh movement sequence, in which both index fingers are positioned as if attacking an opponent and targeting the eye area, resembling a stabbing or poking motion.

Figure 1. Variations of the Pukol Lima Movements. (Documentation: Satrianingsih, 2024)



Based on discussions with the lecturer responsible for the Dayak Dance course, there is still a need for a variety of audiovisual learning media covering Dayak dance materials from West Kalimantan Province. Mocah Bunga Pukol Tujoh Dance is one of the Dayak dances that requires documentation in the form of learning media because it incorporates distinctive values and movement characteristics that can enrich students' knowledge and dancing skills related to Dayak dance in West Kalimantan. This initiative is expected to contribute to the preservation of Dayak dances in West Kalimantan Province.

The development of the Mocah Bunga Pukol Tujoh Dance tutorial video began with activity planning and collaborative discussions to determine the stages and timeline involved in the video production process. The next stage involved developing a storyboard to organize the visual presentation of the video and ensure that the tutorial content was presented effectively. This process included recruiting experts for the filming process, training the dancers for filming, conducting the filming, and subsequently carrying out revisions by the researchers, followed by reviews and revisions by subject-matter and information technology (IT) experts. The process continued with final revisions and product trials.

The next stage involved designing the storyboard for the development of learning media for Mocah Bunga Pukol Tujoh Dance. The dance learning media utilized audiovisual materials in the form of tutorial videos consisting of four videos: (1) a video demonstrating the various dance movements performed by male dancers; (2) a video demonstrating the various dance movements performed by female dancers; (3) a video of the dance performance by a female dance group; and (4) a video of the dance performance by a male dance group. These videos were presented separately because the gestures and movement characteristics of male and female dancers appear different, although the techniques and power applied in performing the movements are essentially the same.

Figure 2. The Process of Producing the Mocah Dance Video Bunga Pukol Tujoh (Source: Satrianingsih, 2024)



Expert Validation of the Content

The selection of content experts was based on their expertise in the relevant field, as well as their active involvement as art practitioners in West Kalimantan. Before the classroom implementation, the researchers asked the experts to provide suggestions regarding the *Mocah Bunga Pukol Tujoh* dance tutorial video that would be used by the students. The results indicate that the overall mean score of the assessment of the content presented in the *Mocah Bunga Pukol Tujoh* dance tutorial video was categorized as very good.

Based on the validation data regarding the quality of the content provided by the experts, several constructive comments and suggestions were offered to improve and develop the *Mocah Bunga Pukol Tujoh* dance tutorial video. These included: (1) the video was presented in movement-by-movement segments, making it easy to understand; however, it would be better if certain parts of the dancer's body were zoomed in to provide a clearer view of the movements being demonstrated; and (2) although the video was divided into movement segments to facilitate understanding, it would be better to include slow-motion demonstrations to clarify the movements being performed. These suggestions were subsequently implemented, and the necessary revisions were made, thereby facilitating the further use of the learning media.

Expert Validation of the Media

The selection of the media expert in this study was based on expertise in digital media design. The media expert was a university lecturer in information systems as well as a practitioner involved in the development of digital media. The expert was selected to assess the quality and feasibility of the media components presented in the tutorial video.

Based on the results of the media expert validation, the overall mean score for the assessment of the *Mocah Bunga Pukol Tujoh* dance tutorial video was categorized as very good. Based on the validation data concerning media quality, the media expert provided several constructive comments and suggestions for improving the *Mocah Bunga Pukol Tujoh* dance tutorial video. These included: (1) the tutorial for the *Mocah Bunga Pukol Tujoh* dance was presented in a simple format, making the media easy to use; and (2) the video recording quality was sufficiently good, while the counting cues and accompanying music were also clearly audible. However, one weakness identified in the learning media was that the transitions between video segments were

still somewhat abrupt and lacked smoothness. Therefore, revisions were required to improve the animation and transitions between the video segments. The suggestions provided by the media expert were subsequently implemented, and the necessary revisions were made so that the media could be used for further learning activities.

Large-Group Trial

The large-group trial involved 29 university students enrolled in a Dayak Dance course. The students used the learning media for both independent and group-based learning activities. During the trial, the students used the learning media to practice individually, with the lecturer acting as a facilitator, particularly in helping them master the skills associated with each movement sequence.

The students were able to use the learning media according to their individual learning needs. Both male and female students could independently utilize the tutorial videos featuring male and female demonstrators, respectively. The use of the learning videos to support the memorization and mastery of dance movements proceeded effectively, and the students experienced no significant difficulties in imitating the movements demonstrated in the videos.

Subsequently, the students worked in groups and used the performance video to arrange and combine the movement sequences they had previously learned independently. They engaged in group discussions and joint practice sessions to synchronize and harmonize the movements they performed.

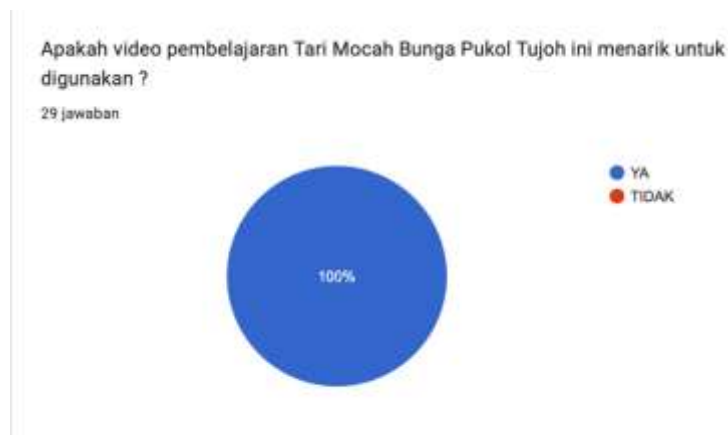
Figure 3. Students Using Learning Media in Groups (Tindarika, 2024)



Based on the feasibility interpretation criteria, the results of the data analysis from the prospective user trial indicate that the product is categorized as “very feasible” or “feasible” when the feasibility score is $\geq 60\%$. The results of the data analysis for the visual presentation aspect showed that the indicator of text clarity obtained a score of 88.79%, the text color composition indicator obtained 93.10%, and the animation attractiveness indicator obtained 91.38%. The average score for the visual presentation aspect was 91.09%. The material aspect consisted of three indicators: material clarity, ease of understanding the language, and communicativeness. The material clarity indicator obtained a score of 90.52%, the ease of understanding the language indicator obtained 92.24%, and the communicativeness indicator obtained 93.10%. The average score for the material aspect was 91.95%. Furthermore, the results of the analysis of the learning aspect showed that the indicator of ease of imitating the movements obtained a score of 91.38%, the clarity of the demonstrated

movements indicator obtained 92.24%, and the ease of independent practice indicator obtained 93.10%. The average score for the learning aspect was 92.24%.

Figure 4. Pie chart of the learning aspects using the Guttman scale

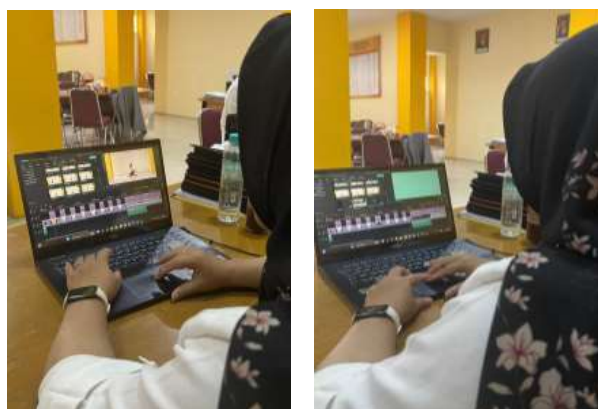


Based on the diagram above, it can be concluded that all students agreed that the learning media was interesting to use in the Dayak Dance course in the Performing Arts Education Study Program. Meanwhile, based on the average analysis of the three aspects, a score of 91.76% was obtained, indicating that the learning media was considered suitable for use by prospective users, as all three aspects achieved scores above 80%.

Revision

The results of the field trial indicated that the developed tutorial video for the Mocah Bunga Pukol Tujoh Dance, intended for use in the Dayak Dance course, met the requirements for implementation in the learning process. However, based on the data obtained from the open-ended questionnaire administered to experts and the results of the student trial, several components required revision and improvement. These revisions were undertaken to further optimize the presentation and feasibility of the developed Mocah Bunga Pukol Tujoh Dance tutorial video for subsequent use. Several aspects therefore need to be considered to ensure the development of an appropriate and effective learning medium, as follows:

Figure 5. Revised Tutorial Video (Milda, 2024)



Based on the results of the field testing, several improvements were made to refine the tutorial video. The improvements included the following:

1. The design of the learning media cover was revised by using visuals that represent the dance itself or documentation of the dancers.
2. The video was produced in a well-equipped studio with a dark-colored background to make the dance movements more clearly visible and detailed.
3. The font used in the tutorial video was revised to improve readability.
4. Transitions between each section of the tutorial video were improved.
5. Excessive use of animation was avoided to allow prospective users to focus on the video content and the explanations presented.

Based on the results of the trial, the conclusions drawn from the data analysis, and the revisions made to improve the final version of the **Mocah Bunga Pukol Tujoh Dance** tutorial video, the researchers planned a follow-up activity by producing additional CDs containing the tutorial video and distributing them to institutions that provide instruction in traditional or local dance, particularly those in West Kalimantan. The tutorial video can be used in both individual and classroom-based learning processes. The CD-based learning media featuring the Mocah Bunga Pukol Tujoh Dance tutorial is expected to contribute to the preservation of traditional Dayak dance in West Kalimantan Province.

Final Product

At this stage, the final product resulting from the research is presented, including the CD design and the final results of the evaluations conducted by media and subject-matter experts. The following figures present the front and back views of the CD (compact disc) containing the **Mocah Bunga Pukol Tujoh Dance** tutorial video, developed for students of the Performing Arts Education Program, Faculty of Teacher Training and Education, Universitas Tanjungpura.

Figure 6. Cover of the Video Tutorial CD for the Mocah Bunga Pukol Tujoh Dance (Satrianingsih, 2024)



In line with Satrianingsih (2021), instructional media can have a significant influence on improving learning outcomes and professional skills when implemented with an appropriate number of sessions and suitable instructional methods. The instructional media developed in this study supports students in the Performing Arts Education Program, Faculty of Teacher Training and Education, Universitas Tanjungpura, as the instructional video can be accessed and used independently by students and has the potential to reach a wider audience. The CD containing the Mocah Bunga Pukol Tujoh Dance tutorial provides a complete dance tutorial video combined with demonstrations of the various dance movements, ranging from the opening movements to Movement 7, or the Pukol 6 movement, in the Mocah Bunga Pukol Tujoh Dance. The movements are demonstrated by both male and female performers. Ultimately, the Mocah Bunga Pukol Tujoh Dance tutorial CD underwent a validation process involving subject-matter experts and a media expert. The validation results from the two subject-matter experts yielded scores of 90.1 and 87, respectively. Based on the established interpretation criteria, these results indicate that the Mocah Bunga Pukol Tujoh Dance instructional video is highly feasible according to the subject-matter experts. Furthermore, the media expert validation resulted in a score of 91, indicating that the Mocah Bunga Pukol Tujoh Dance instructional video is highly feasible in terms of media quality. Meanwhile, the student trial resulted in a score of 91.83, indicating that the instructional video is highly feasible according to the prospective student users.

The overall validation results indicate that the Mocah Bunga Pukol Tujoh Dance instructional video is highly feasible for use as an instructional medium for traditional Dayak dance among students in the Performing Arts Education Program, Faculty of Teacher Training and Education, Universitas Tanjungpura. This instructional medium also represents one of the efforts to preserve local traditional arts and culture, or local wisdom, through the utilization of audiovisual learning media.

Conclusion

Based on the results of the trials, including validation by subject-matter and media experts, as well as the results of the student assessment questionnaire, the Mocah Bunga Pukol Tujoh dance tutorial video was categorized as very good and suitable for use as a learning medium for local traditional dance. This media can bridge differences in the level of artistic expertise required by university students, while enhancing their knowledge and skills in learning traditional Dayak dances in West Kalimantan. Furthermore, this learning medium serves as one of the strategies for preserving traditional cultural arts, as it is designed to be widely disseminated as learning material for Indonesian traditional dances or local cultural content. Students, educators, and the wider community can innovate by utilizing this learning medium as a valid, accessible, and practical source of information.

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