

The Development of Tutorial Video of Piring Dance West Sumatera on Grade XI Students

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Abstract

The success of human resource improvement through education is supported by such an excellent learning process that the students achieve the skill and the score which fulfills the national standard. Learning is a conscious effort of a teacher to make the students learn by directing the students with a good interaction and supported by learning sources which are professionally and effectively transferred by the teachers to reach the expected learning goal. The using of learning media in dancing art is very important because by using learning media; tutorial video, the learning goal is easier to achieve. The objectives of this study are: 1) to produce tutorial video of *Seni Budaya* Subject which focuses on *Piring* Dance West Sumatera that is proper to use in the learning process, 2) to know the effective learning achievement toward tutorial video of *Piring* Dance West Sumatera on Grade XI students of SMAN 15 Medan. The significances of this study are 1) the tutorial video of *Seni Budaya* Subject, which focuses on the traditional dance especially *Piring* Dance West Sumatera, is recommended to be the learning media and the alternative way to transfer the learning material, especially dancing art. 2) as the learning sources for the students in learning *Seni Budaya* Subject especially traditional dancing art, so that they can easily understand the content of the subject and apply it in the practice of *Piring* Dance art West Sumatera.

Keywords: development, media, tutorial video, learning, art

I Introduction

The main purpose of tutorial program is to support the learning by using textbook or lecturing. The students are given a chance to interact with the concepts (Padmanthara: 2007). The tutorial in PBK is aimed to replace the person by using text or graphic on the screen which consists of question or problem items. The stages in Tutorial Learning Model (Eric: 2009) are as follows: (1) Introduction, (2) Presentation of information or material, (3) Question and response to the answers, (4) Response assessment, (5) Giving feedback to the response, (6) Repetition, (7) Learning management segment, (8) Closing.

This Tutorial Learning Model is aimed to give the 'satisfaction' or understanding to the students about the material which is being learned (Eric: 2009). The students are given the chance to choose the learning topics in one subject. The more topics are chosen, the easier they will be understood by the students.

The computerization development makes the portable applications grow up so that it gives the chance to the developers and the users to be more creative in inventing a product that can be used by other people.

To learn how a computer program works, we can use Google search engine to find out the appropriate tutorial with the program being learned. The most comfortable tutorial model in learning computer is interactive tutorial, especially video. This tutorial is generally easy to follow because the video display shows the window lay out for the program being learned.

From the explanation above, it can be concluded that video is a media which presents messages which contain concept, principle, procedure, or the application theories in the form of video which is recorded through video and combined with audio to help the understanding on something being sent to the message.

The video which is generally presented in the form of dialogue which has been set. The learning video program is produced based on the appropriate manuscript and video format for traditional dance subject. This learning video program uses Camtasia Studio software. Camtasia Studio is the application software to edit the video which is well-known in the world to capture video and to edit video for many kinds of document, especially for the files in the form of VCD and DVD.

II Method

This research uses the Research Development methodology which refers to Borg and Gall Model (1983) which is combined with formative evaluation from Dick and Carey (2009). This methodology deals with the product development, through the planning process, production, and evaluation of the product validity.

Table 1 Summary of Product Worthiness based on Material Expert, Design Expert, and Teaching Media Expert.

Validation Expert	Percentage	Worthy/ not worthy
Expert of Learning Material	94. 26%	Worthy to use
Expert of Learning Media	79.00%	Worthy to use
Expert of Learning Design	86. 25%	Worthy to use

III Finding and Discussion

Based on the validation, the product of tutorial video of *Piring* Dance West Sumatera is suitable to forward in the field testing. The tutorial video of the learning of *Piring* Dance West Sumatera which is being developed has fulfilled the standard. It can be seen on table 1

Based on the questionnaire, the expert of Learning Media responded that 79.00% of the video learning media is worthy to use because it has fulfilled the principles and the criteria of the Video Learning Media Development. Meanwhile, the expert of Learning Design responded that 86.25% of Video Learning Media of *Piring* Dance Tutorial West Sumatera is worthy because it has been designed in such a way and fulfilled the standard of Learning Design. The expert of Learning Material responded that 94.26% of the Video Learning Media of *Piring* Dance Tutorial West Sumatera is worthy because it has contained the material and the presentation criteria.

Based on the validation, the product of video Learning Media of *Piring* Dance Tutorial West Sumatera is worthy to forward to the field-testing. The Video Learning Media of *Piring* Dance Tutorial West Sumatera, which was developed has fulfilled the standard.

From the result of the data analysis, the average score of *Seni Budaya* subject taught by using Tutorial Video of *Piring* dance, West Sumatera, of Grade XI Class SMA Negeri 15 Medan is 88,71 (88,18%). Meanwhile, the students' score taught without using video learning media is 10,76 (71,72%). This data proves that Tutorial Video of *Piring* dance, West Sumatera, is appropriate and effective in improving the students' knowledge and competence. According to the journal of Fajar Indah Sari (2015) entitled "Pembelajaran Tari Serampang Dua Belas Menggunakan Metode Demonstrasi Di SMA Negeri 4 Bandar Lampung". The result of the learning by using demonstration method shows that the average students have been able to perform *Serampang Dua Belas* dance well. The observation on the students' learning activities also shows good criteria in every meeting. It can be seen from the assessment of movement ability.

The application of Tutorial Video of *Piring* dance, West Sumatera, enables the students to understand easily the movements in *Piring* dance, West Sumatera, because this video learning media enables them to interact directly. The composition of the movements is clearer and more regular, so the students do not get difficulty in solving the problem. Beside that, Tutorial Video of *Piring* dance, West Sumatera, is very practical because it is portable so the students can learn it at home.

IV References

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