The Development of Video Tutorial on Traditional Dance Internalized by Character Education in Cultural Arts Subjects

Indaria Anggita*, Abdul Hamid K, Dina Ampera
{*indaria1010@gmail.com}

Department of Educational Tehcnology, Universitas Negeri Medan, Medan, Indonesia [1]

Abstract. This study aimed to produce traditional dance video tutorial products internalized with proper character education for students of X grade of Medan Private High School as well as knowing the effectiveness of traditional dance video tutorial products internalized character education towards student learning outcomes. This study used a research and development (R & D) research model with 50 test subjects and 10 people as validators of media design, material and learning. The results of this study produced traditional dance video tutorial products internalized by character education that was "very feasible" to be used. The product developed showed that there were significant differences between learning outcomes before and after using the product, where learning outcomes after using multimedia were higher than before using multimedia. Besides that it was also being able to develop students' character, namely cooperation, tolerance and courtesy.

Keywords: Video tutorial, traditional dance, character education.

1 Introduction

Starting from the 2013/2014 academic years, the government has implemented the 2013 curriculum. In learning the 2013 curriculum, in addition to cognitive goals, learning media must also contain attitudes and character values and skills that would be achieved by students in learning. It was done to minimize and suppress shifts in students' behavior and morals, for example cases of fighting between students, promiscuity, sexual harassment, violence during school and students orientation, demonstrations that lead to chaos, Bullying cases at school, students cheating on exams, and most often is a violation of school discipline, even recently there have been many violations committed by teachers and educators by students and parents. The phenomenon of student behavior like this demanded an improvement in the quality of education in the field of character.

Expressing yourself through traditional dance works was one part of the material in the Cultural Arts lessons at school. In learning students were required to be able to practice traditional regional dances. But in reality the discussion of this material has not inculcated the character education in it even though it indirectly stated that traditional dance already contained the character values of cultural traditions. But in the city of Medan itself, there was a multiethnic community so that each ethnic group has a different cultural tradition so it was difficult for students to understand if there was no specific explanation from the teacher regarding to the character values implied in traditional dance. The development of national

character has a very broad and multidimensional urgency [1]. The lack of students' sense of responsibility in preserving the traditional arts of the region results in a loss of love for the homeland which consisted of various cultures.

The use of technology and information for learning has also encouraged a shift in learning from conventional learning to independent learning so that the impression of learning will be better understood and remembered by students [2]. Multimedia learning was an intermediary used to convey learning material from teachers to students. With the use of multimedia learning, learning activities became more effective, more efficient, more interesting, and able to represent the delivery of material that cannot be said through certain words or sentences. Thus, students were more easily digest learning material than without multimedia assistance. It was also supported by the "Conical Experience" from Edgar Dale. Edgar Dale stated that, learning that was designed using multimedia that was able to create a learning experience directly will increase students' understanding of the concepts contained in learning [3].

At that time, many methods and strategies were used by Art Culture teachers with the aim of facilitating the teaching of dance forms to students, one of them was using audio visual media in the form of dance videos. But most of the dance videos used were videos that show intact dance forms from beginning to end without pauses. In addition there was no traditional dance video that explained in full about the values of the character of the educational culture contained in traditional dance.

Efforts to explore cultural values that have been owned by the community as a basis for the development of character education, and examine the effectiveness of the application were very important to be done in order to eliminate various deviant behaviors due to deterioration of noble character among students, and students were expected to be more interested and easier to understand and practice because these values have "lived" in the communities in which they live [4]. Considering the usefulness of multimedia learning and the problems described above, it is necessary to develop multimedia learning of art and culture, especially dance material in the form of traditional dance video tutorials that were internalized by character education. Implementing character education for students was an effort to make people better, not just good students [5].

This research was an effort to provide solutions to the problems in learning Culture Arts, especially dance art materials and planting cultural character values by developing traditional dance video tutorials internalized character education in arts and culture subjects at the high school level. In the development process using Adobe Premier CS6 software applications and various other supporting software.

2 Methodology

Based on instructional design models and Borg & Gall's model, the development procedures taken to produce media video tutorial products which explained in five (5) stages [6]:

  a. Preliminary Research
  b. Collecting materials
  c. Making Design and Software Products
  d. Product Feasibility Test
  e. Product Effectiveness Test

The material in developing media tutorial video production was traditional Malay dance. The results of product validity were obtained from subjects consisting of four experts in learning materials, three instructional media experts, three learning design experts and the results of small and large group trials from students of X grade of Medan Private High School. Data collection instruments in this development were assessment instruments to assess products that have been developed. The main instruments used to collect data in this development were validation questionnaires, student questionnaires, and documentation. Fill in the questionnaire using a Likert scale where criteria for each score can be seen in the Table 1(Sugiyono, 2013: 65).

Tabel 1. Assesment Criteria for Validation of Learning Media

Value	Criteria	Percentage
4	Very Good / Very Agree / Very Decent	$76\% \leq X \leq 100\%$
3	Good / Agree / Decent	$51\% \leq X \leq 75\%$
2	Not Go / Disagree / Not Eligible	$26\% \leq X \leq 50\%$
1	Very Bad / Strongly Disagree / Very Unworthy	$0\% \leq X \leq 25\%$

To prove a significant difference in student learning outcomes before using video learning products and after using dance video tutorial were tested with statistical calculations called T tests. In this case the statistical hypothesis that needed to be tested in this study were:

$$Ho = \mu1 \leq \mu2 \tag{1}$$
$$Ha = \mu1 > \mu2, \tag{2}$$

descriptions :

$\mu1$ = Average learning outcomes of dance students before using video tutorials from traditional internalized character education in learning.

$\mu2$ = Average learning outcomes of dance students after using traditional dance video tutorials internalized character education in learning.

Ho rejection and Ha acceptation criteria:

The t test was done by criteria if $t_{observed} > t_{table}$, then Ha was accepted at the level of $\alpha = 0.05$ with degree of freedom (df) = n – 1..

3   Result and Discussion

Several aspects that became material for revising the product include several components, i.e. feasibility, presentation, graphics and linguistics to produce learning CD products that were suitable for use in art and cultural subjects. The product testing phase was carried out as follows [7]:

    a.   Validation of material experts,
    b.   validation by learning design experts,
    c.   validation by video experts and graphic design,
    d.   analysis of material validation results, learning design experts, video experts and graphic design,
   e.   revision 1,

f. individual / one-on-one evaluation
g. analysis of individual evaluation results one by one
h. revision II,
i. small group evaluation,
j. analysis of small group evaluation results,
k. revision III,
l. field trial,
m. analysis of field trial evaluation results,
n. revision IV,
o. the final product. This final product continued by testing the effectiveness of the product.

Data from material validators, media and learning designs in the development of traditional dance video tutorials internalizing character education in the Cultural Arts subjects in High School stated that traditional dance video tutorials that internalized character education were worthy of field testing with a revision process. Empirical average scores were categorized as "very good". From the results of data analysis obtained from the validation of material experts, learning design experts and media experts, the average percentage score of the three aspects of expert validators explained as follows;
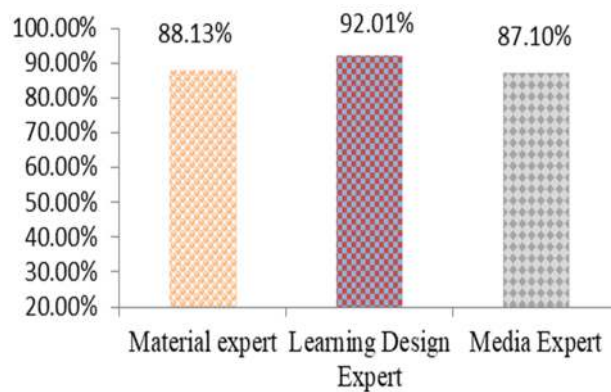
Fig.1. Rod Employment Diagram for Empirical Score Evaluation of Media Tutorial video on Traditional Dance Internalized by Character Education by Experts

While the analysis of the evaluation results of the data ranging from individual trials, Small Group Trials, and Limited Field Trials if averaged, the percentage of empirical scores from the evaluation of the three types of tests was 96.20%, this percentage number was in the "very good" category , in other words traditional dance video tutorials internalized with character education that was feasible to be applied in the learning activities process and able to meet the active learning needs of students. The analysis of evaluation data starting from individual trials, small group trials, and limited field trials can be described in Fig. 2.
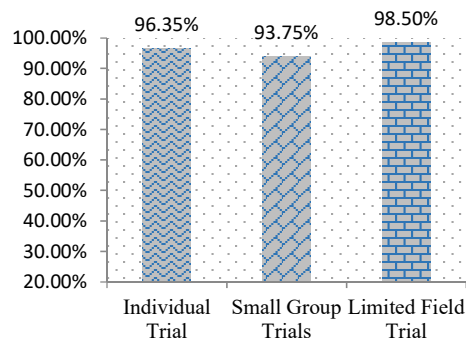
Fig.2. Percentage of Try Out Video Tutorial on Traditional Dance Internalized by Character Education

Based on the results of the suggestions and comments given in the feasibility test, the appearance of products revised by traditional dance video tutorials was internalized as follows:


Fig.3. The Display of Traditional Dance Technique

Fig.4. The Display of Internalized Educational Character

Hypothesis testing was done by testing the data pretest data (before using the video tutorial) and posttest (after using the video tutorial) using the SPSS application called Paired Sample T-Test. Based on the results of hypothesis testing on the SPSS application, the output table explained that there were significant differences between before using traditional Tutorial Videos internalized by Character Education, after using traditional dance video tutorials, the character education was internalized. Where the average pretest score was 53.82 and posttest was 75.35 and the result was $T_{observed}$= 20.70 was greater than T_{table} = 2.03 concluded that Ho was rejected and Ha was accepted with the percentage of the average pretest score greater than on the posttest mean score.

Based on the observations of the teacher for two meetings in the study of Cultural Arts with the material of Concepts, techniques and procedures of Malay Traditional Dance, it was found that the average value of the character of students was Polite character for 81.25%, Cooperation for 87.50%, Responsibility for 61, 81%, Tolerance for 72.22%, Creative for 72.22%, and Discipline for 76.39%. Data can be seen in Fig. 5.
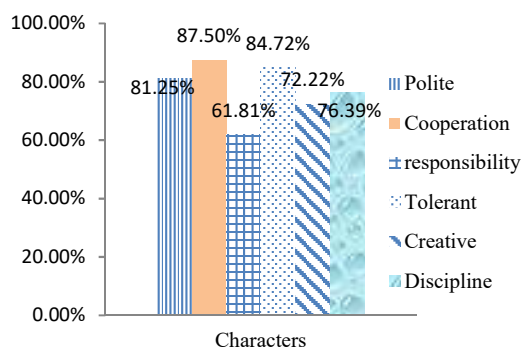
Fig.5. Diagram of the Average Value of Student Character in the Learning Process by Using Tutorial Videos on Internalized Dance of Character Education

The results of data analysis, both validation and testing, show that the learning media developed were very suitable to b used by students in the learning of Cultural Arts. Besides that the video tutorial developed was able to improve learning outcomes because it can motivate students in following the learning process [8].

4 Conclusion

Based on the results and discussion of learning video media development research conducted it can be concluded that the learning video media developed were feasible and effective to be used as learning media for Pertiwi high school students of Medan, because the average value of student learning outcomes was 75.35 exceeding the minimum completeness criteria in school 75.00. In addition, traditional dance video tutorial media internalized character education can develop students' character such as cooperation, tolerance and courtesy.

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