



## Packaging Audio Visual Media in *Tatak Tintoa Serser* in Learning of Dairi Dance

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**Abstract:** *Tatak Tintoa Serser* is one of the traditional dances of the Pakpak Dairi community which illustrates the mutual cooperation attitude in the lives of farmers in farming. *Tatak* is a term used to refer to dance to the Pakpak Dairi community. This study focuses on the preparation of instructional media in the form of VCDs from the *Serser Tintoa Tatak* which is closely related to the social understanding of the Dairi community. The objectives of this study are (1) Identifying the artistic structure of dance as outlined in the show (2) Arranging dance learning media in the form of VCD. This study uses a qualitative approach, by conducting interviews with informants (artists, art practitioners, community leaders, academics) because it deals with meaning and context, data collection and analysis that take place simultaneously. The program, with research subject *Tatak Tintoa Serser*, which is packaged in the form of Audio Visual, the research sample is Dance Education Study Program students who are used as models in making media. This research produces a VCD media product that contains the techniques of motion in the *Tatak Tintoa Serser*, terms in motion, and the meaning of dance that can be a source of learning in learning Dairi Dance. Product validation is carried out by media expert validation and material expert validation which shows the product's feasibility, and has been tested with Dance Education Study Program students in the Pakpak Dairi Dance course TA 2018/2019

**Keyword:** *Pakpak Dairi; tatak tintoa serser; learning media; VCD*

### I. Introduction

Learniof Pakpak Dairi Dance Technique is one of several dance courses in North Sumatra, which must be followed by students of the UNIMED FBS Dance Education Study Program. Besides that, students also learn Nusantara dances, and International / foreign. Provision of this material is of course to prepare prospective educators to have knowledge and skills of diverse regional, domestic and foreign dance.

This Pakpak Dairi dance technique is given to students who are in semester 4 with a weight of 2 credits. Students are required to have Pakpak Dairi dancing skills with good and correct techniques, and can make a performance as the final evaluation. In the learning process, the methods used in the class so far are still implemented using the imitative method, and are felt to be ineffective and timeless. Lecturers as a source of learning in courses that is practical in providing material movement techniques in class meetings.

Basically learning dance will be more interesting when using various media and methods, in fact in the implementation of learning lecturers have difficulty in the use of media, especially those related to the use of audiovisual media based on e-learning. If dance practice learning can be carried out by utilizing technology, certainly there is a lot of student potential that can be improved, especially in empowering students 'skills, paying attention to students' diverse talent and intelligence abilities, and has advantages in time efficiency.

The preparation of learning media is a form of effort to facilitate the process of knowledge transfer from educators to students. Through the media, students will more quickly understand the material provided, so that learning objectives can be achieved. Traditional art as one of the material that must be studied, so far has been taught only by oral tradition, focusing on dance, so that the context of the show that peels from the technical side has not been conveyed properly. In fact, the teaching of traditional dance must be accompanied by an understanding of the text and context, as an effort to inherit from one culture. Inheritance of traditional arts is a form of guidance in order to strive to maintain the life of traditional arts as a whole starting from mapping all issues related to the art material itself, the type of art, function, and so forth. This is certainly not easy, considering the condition of the arts each other faces different problems. Maintaining, developing traditional arts in order to survive there needs to be awareness of the actors of art, including academics that process inheritance through the transfer of knowledge to their students.

The role of art itself is a manifestation of the desires of the community in matters of culture, so there is a need for a compromise step by not reducing the identity of the art itself. On the other hand inheritance also needs attention because this one hope is a way to preserve traditional arts. There are two ways to approach the inheritance of culture, namely the formal inheritance system and non-formal inheritance system. The formal inheritance in this case is the process of inheriting traditional arts through formal education in activities in the world of education. In this case it is inherited in the form of media, according to the characteristics of the inheritance pattern which is certainly different from the approach to the world of non-formal education.

In the process of translating, not all students can learn it well, because students have different absorption abilities. So that the media is needed, tools to accelerate the process of translating. In this case the use of audio-visual media certainly becomes a tool that facilitates the teacher in conveying dance material and is very helpful in the process of learning dance because the benefits of using this media images or videos can be slow motion, so that the motion techniques can be understood by students in detail, then images can be repeated many times so that learning can run as efficiently as possible. Stimuli presented by this audio visual can make learning more interesting. In addition, teachers can also be helped in conveying and teaching dance material, because dance material made into VCD can be studied by students outside of the time of art and culture lessons at home so students can continue to practice without relying on class meetings alone.

Audio visual media is media that has sound elements and picture elements. This type of media has better capabilities, because it includes both types of auditive (listening) and visual (viewing) media. Audiovisual Media is an audiovisual tool, which means material or tools used in learning situations to help writing and words spoken in transmitting knowledge, attitudes, and ideas. From the results of audiovisual media research it is no doubt able to assist in teaching if chosen wisely and used properly.

Studies related to the packaging of audio visual media for learning have been done before by Heniwaty and Rahmah such as TaGubang Audio Visual Packaging in Learning Malay Dance Techniques. The results of the study were in the form of identifying the structure of the Gubang dance artistic technique as outlined in the show and compiling the learning media of the Gubang dance in the form of VCD. A similar study was written by Kharisma on the Development of Audio Visual Media for Listening to French Language Learning for 11<sup>th</sup> grade High School / Vocational School, his research produced an audio visual media product of 1-2 minutes duration

containing 3 short videos and packed in the form of a CD (Compact Disk) for listening to French language titled Courte Video with material *La Vie Familiale*. Products are accompanied by operational instructions located in the application. Rahayuningtyas's article on Packaging of Malang Mask Dance Teaching Materials in Malang Dance Vocational Courses.

The results of his research are in the form of textbooks in Malang Dance Vocations containing learning instructions, syllabus, lesson plans, material, summaries and evaluations that are equipped with learning VCDs, which have been tested for the effectiveness of their products in very good categories so that they are suitable for use.

*Tatak Tintoa Serser* is one of the traditional dances of the Pakpak Dairi community which illustrates the mutual cooperation attitude in the lives of farmers in farming. Tatak is a term used to mention a dance to the Pakpak Dairi community. Based on the presence of the Serser ink, this dance becomes one of the materials taught in the Pakpak Dairi Dance Technique course.

The purpose of this research is to produce an audiovisual media development product based on E-Learning that can be used in the learning process of the Pakpak Dairi Dance Technique that is effective and efficient. In this learning process students can learn the basic motion techniques of Pakpak Dairi dance through the presentation of material that has been prepared in the form of visuals and audio visuals that are uploaded on the network. The stages of learning are arranged according to the RPS at each meeting, students follow the direction of the activities that must be carried out in PBM as stated in the media. Through these learning students can learn dance material not tied to face-to-face time in class, but learning can take place outside of class hours.

By doing learning that utilizes audiovisual media based on e-learning, this course will provide many benefits for students, especially in empowering skills, potential talents and various intelligences (multiple intelligences) and also for lecturers. The results of this innovation are expected to provide benefits including:

1. Economically, if learning Pakpak Dairi Dance Technique through audio-visual media based on e-learning becomes an option, it will save time and money because learning can be done quickly and within the campus itself, which can save energy and money. Thus teaching materials based on computer information technology in this case blogs, YouTube, and handouts are a necessity for students to support independent learning; learning without being bound by time and space, so that it can maximize its competence to be able to understand lecture material more comprehensively. Can help students in receiving and understanding learning material so that it can improve learning achievement.
2. Familiarize the students with exercises using technology tools in operating e-learning as a learning medium for various study needs. E-Learning is learning that utilizes or implements ICT, both used online with internet facilities and offline with intranet facilities, namely local networks (LAN). Thus it can make learning more interesting / fun so that students are motivated to actively learn.
3. Motivate lecturers to use E-Learning so learning becomes more interesting and not boring.
4. Assist lecturers in explaining learning material by utilizing technology.
5. Motivate lecturers to increase computer and internet usage on campus.
6. Providing new learning media for institutions, especially UNIMED FBS Dance Study Program.
7. Add to the collection of learning media, especially courses on dance practice

- The results of this study can also be used as an inspiration in innovating learning in other subjects in an effort to improve the quality of learning.

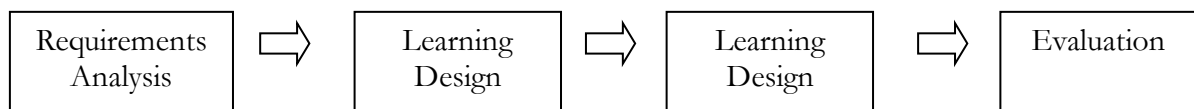
## II. Review of Literature

This research is a development research oriented to the development and validation of media products. The product developed in this research was in the form of learning media of Pakpak Dairi Dance Technique, namely by packaging learning material with the use of audio visual material containing dance practice material " *Tatak Tintoa Ser-ser* " for fourth semester student learning at FBS UNIMED Dance Education Study Program. The learning design model and the development procedure carried out are through the stages:

- Making audio-visual media learning of tintoa ser-ser dance practices in VCD format.
- Development of *e-learning schoology* media following procedural steps
- Arranging media tools for *e-learning schoology* into products
- Trial to obtain a number of information that is important for revision
  - Conducting tests in a modular manner (testing the course of the program) to ascertain whether the results are as desired until they become a learning medium.
  - Evaluate the product being developed.

Product development is carried out based on the analysis of learning needs, student characteristics, learning environment, and technological support capacity, both software and hardware. The software used in e-Learning uses a *moodle*-based LMS application program provided by <http://www.keytoschool.com>. Basically, the application software is run on the *Keytoschool server*. Software supporting *moodle* server applications, such as *Apache*, *MySQL*, and *PHP* no longer need to be installed, because through hosting (registering) the developer has got a domain (website name) and learning setting service facilities for free.

The model of audiovisual media development through E-Learning in this study refers to Borg & Gall (1983: 772), can be illustrated in the picture:



**Figure 1.** Model for developing audio visual media through E-Learning

## III. Discussion

### 3. 1 Audio Visual Media Product Development Procedure through E-Learning of Pakpak Dairi Dance Techniques.

#### a. Requirements Analysis

Literature study is carried out to gather information, by studying the syllabus of courses at FBS UNIMED Dance Education Study Program students relating to the characteristics of the course, the allocation of available time, then reading books about Pakpak Dairi culture, supporting books as theoretical study material, journals or research report on the development of E-Learning media.

Competencies in the course syllabus are students able to understand the diversity of Pakpak Dairi culture, and *mapu* Pakpak dairi dance with good and correct techniques. Each dance material is given to students for eight times face to face with motion evaluation. At the end of the

lecture students practice individually and in groups that present a variety of floor designs. This lecture is presented in theory 10%, practice 75%, and the field 15%. Forms of teaching and learning activities are demonstrations, imitations, guided exercises, and independent assignments. Evaluation is done through individual tasks (process assessment), group assignments, and practice.

References used by researchers, namely references from books related to the media, books about lectures, books about E-Learning, books about dance, and other reference books that can become research references. Other references are references from the internet, references from existing learning media, references from educational journals, and research results related to learning media.

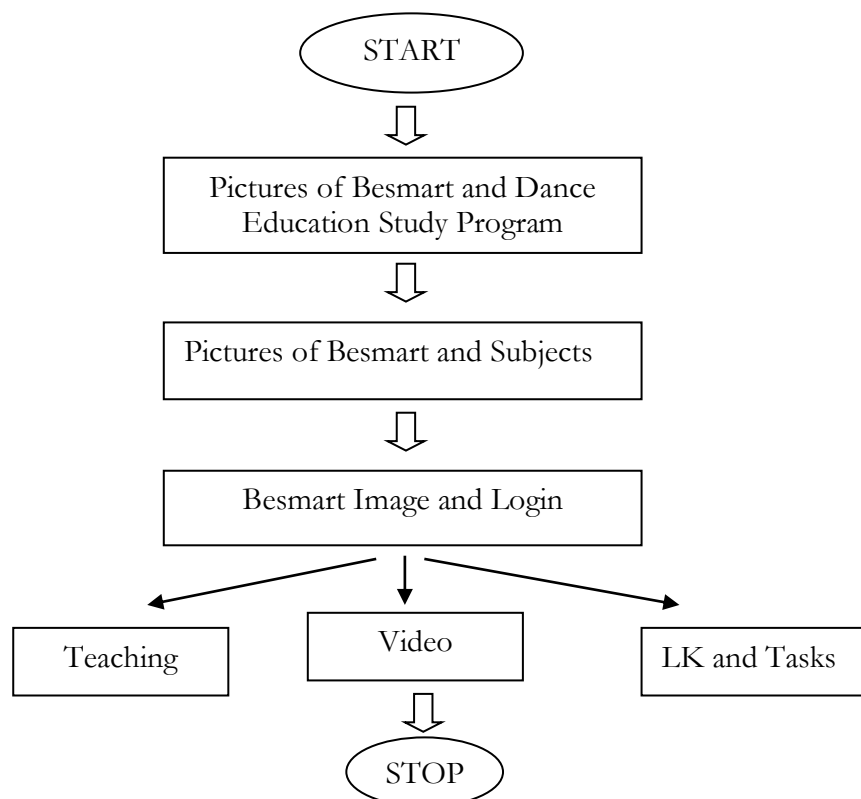
The field study was conducted with a survey of the implementation of lectures in the previous semester that still uses the imitation / imitation method. The use of LCD in lectures that are theoretical, using video as dance appreciation, and classical demonstrations to provide basic motion material to students.

Based on the needs analysis, the researcher made computer and internet-assisted lectures as an alternative to solving Pakpak Dairi Dance Technique lectures. Trials in this study were selected odd semester students totaling 25 people with *Tatak Tintoa Serser* / dance material that will be developed using the *e-learning schoology* program.

### **b. Learning Design**

At this stage the researcher analyzes the concepts and tasks related to the material, namely by preparing all teaching materials related to the Pakpak Dairi Dance, RPS, Worksheets, 6 Assignments, and flowcharts. The flow chart is a guideline for making plans to display storyboard sails in making e-learning media products as follows:

*Flowchart Product of E-Learning*



Furthermore, the authors compile texts (scripts) with consideration of easy to understand, clear / contrast, and efficient (concise), which contains the contents of the material, pictures or photos, assignments, and what will be presented on each screen as planned.

### **c. Media Production**

The first step is to determine the application software to be used, namely *e-learning schoology*. Furthermore, the authors make or choose graphics, prepare text and other supporting materials that have been prepared at the design stage, are selected and assembled into a form of e-learning. So that the e-learning assembly runs effectively and efficiently, at each stage an evaluation is carried out. The development of e-learning media is made as a tool in lectures classically or independently. This lecture e-learning media product is packaged in the form of theory and practice uploaded to Be Smart FBS UNIMED e-learning and linked to YouTube which can be run with computer specifications equipped with internet networks. The data obtained were analyzed quantitatively and qualitatively.

Broadly speaking the lecture material components of Pakpak Dairi Dance Technique includes: course descriptions, Introduction to the Knowledge of Pakpak Dairi Cultural Diversity, an explanation of the basic motion techniques of *Tatak Tintoa Serser*, the names of dance movements and the meaning of motion, description of worksheets, and the form of 6 assignments, and evaluation.

### **d. Evaluation**

This product evaluation phase refers to the opinion of Dick & Carey (2005: 279); Sadiman et al (2006: 181), namely: a). Validate the product to media experts and material experts, followed by data analysis, and product revisions based on the review of media experts and material experts, b). Conduct one-on-one trials, namely 3 students, followed by data analysis, and product revisions based on the results of one-on-one trials. The next trial is a small group evaluation on 6 students followed by data analysis, and product revisions based on the results of small group trials. Then the final trial is a field trial on 25 students, followed by data analysis, and product revision based on the results of the trial so as to produce the final product.

Before the product is tested on students, the product that has been developed is validated by 1 media expert and 1 material expert. This expert validation is important to get assurance that the initial product developed is worth testing out for students.

Media experts provide ratings, comments, and suggestions for products from the display and programming aspects. Meanwhile, material experts provide assessments, comments and suggestions on products from aspects of learning and content or material. After the product has been declared feasible by media experts and material experts, further tests are conducted on students.

The results of the test analysis to students through these 3 stages, it can be concluded that the media product of Pakpak Dairi Dance Technique lecturing results of product development in terms of media aspects and lecture aspects get a "good" grade. This program is very helpful for students in learning the material, easy to understand, and the presentation aspects of the program are interesting to learn. This media is more appropriate for individual use and there are no revisions in appearance or material.

#### IV. Conclusion

The results of research and development of learning innovation Pakpak Dairi Dance Techniques through *e-learning schoology*, it can be concluded that:

The procedure development learning innovation of Pakpak Dairi Dance Technique in Unimed FBS Dance Education Study Program students through e-learning media produces

1. Viable media product through the steps of: (a) conducting a needs analysis, (b) conducting development design, (c) conducting production learning media, (d) evaluating/validating.
2. Media *e-learning schoology* learning Pakpak Dairi Dance Technique that is developed is feasible to be used as a learning medium based on the results of the validation of good category media experts, and the validation of expert material categories is very good.
3. The results of the assessment of FBS Unimed Dance Education Study Program through 3-stage trial each giving an assessment of the appearance of the product and an assessment of the presentation of the material is said to be good.
4. This development is appropriate to address the needs of the industrial revolution 4.0 in tertiary institutions by utilizing Information Technology (IT) in learning that can be implemented in independent learning strategies.

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