

Assification of Interactive Multimedia-Based Teaching Materials in Class VIII Culture Arts

Iskandar Muda¹, Uyuni Widiastuti², Suharyanto³

^{1,2,3}Universitas Negeri Medan, Indonesia

Email: Iskandarmuda.msn2020@gmail.co

Abstract: *The title of the research is Asification of Interactive Multimedia-Based Teaching Materials in Class VIII Arts and Culture Subjects. The background of this research is that there is no material available for Class VIII Cultural Arts subjects (especially music and dance materials) that use interactive multimedia. The objectives of the research were: to compile teaching materials for the art of music and dance based on interactive multimedia in the Class VIII Cultural Arts learning in the form of a Book Creator. The target achieved in this research is to produce interactive multimedia teaching materials which are integrated into a single unit in the form of a Book Creator. The results of the study resulted in Cultural Arts teaching materials in the form of Book Creator consisting of e-books (materials for the art of music and dance), Malay music learning videos on Sri Langkat songs and techniques for playing Malay musical instruments, and Nias dance learning videos on Giri-giri dance and Nias dance techniques. It is hoped that the existence of Cultural Arts teaching materials using interactive multimedia (Book Creator) can increase students' creativity in learning Cultural Arts.*

Keywords: *asification; teaching materials; cultural arts; multimedia; interactive*

I. Introduction

The learning that is carried out using blended learning invites teachers to be creative in compiling teaching materials that are adapted to the Cultural Arts material. Study Ashraf (2021) provide a better understanding of teachers' perceptions of blended learning contributing to the development of global education. The preparation of these teaching materials can be done using multimedia. Multimedia is a provider of information on electronic media such as computers, laptops, and smartphones. In the field of education, multimedia is used as a medium of teaching, both in class and independently or self-taught. Study Marpaung, et al (2020) find the results of authentic material through the multimedia group are better than the authentic material group. The conclusion of this research is the use of authentic material through multimedia is very effective in increasing students' vocabulary knowledge.

Multimedia is the use of different media by combining and conveying information in the form of a combination of three elements: sound, images, and text. Multimedia can be categorized as non interactive multimedia and interactive multimedia. There are five main elements or technologies in interactive multimedia, namely, Text, Graphics, Audio, Video, and Animation. Interactive multimedia combines and synergizes all media consisting of text, graphics, audio, video, and interactivity, Green & Brown (2000).

Observations to several schools in the city of Medan have not yet found teaching materials for North Sumatra ethnic-based Cultural Arts in the form of interactive multimedia. Whereas the use of teaching materials in the form of interactive multimedia is very efficient, easy to obtain and increases student creativity. Interactive multimedia teaching materials can

be in the form of e-books, quizzes, videos, games, audio and others. These interactive multimedia teaching materials can only be opened and read through electronic devices such as computers, tablets, and smartphones. In this digital era, of course, interactive multimedia teaching materials are more widely used than printed books. ResultsstudySeptiani, et al (2020) produce interactive multimedia courseware called IMONEC (Interactive Multimedia Courseware) integrated with the Bandura Observational learning model and the National History Event for strengthening students' character that integrates three important components: the principles of interactive multimedia learning; Bandura's observational learning model; and the noble values and messages of national historical events to strengthen students' character.

This research will develop interactive multimedia teaching materials on Cultural Arts subjects for VIII grade junior high school students, specifically on music and dance materials. The material will be adapted to the existing syllabus at school, namely the KD (Basic Competence) music art material. 4.4 "Playing Traditional Musical Instruments in Groups", while the material for dance is KD. 4.4 "Demonstrating Traditional Dance Movements Based on Accompaniment". The type of interactive multimedia for the preparation of Cultural Arts teaching materials is Book Creator which consists of e-books (theory) and music and dance learning videos (practice). It is hoped that with the compilation of interactive multimedia teaching materials (Book Creator) on Cultural Arts subjects based on local wisdom of North Sumatra, it can be utilized by Arts and Culture teachers both inside and outside the Province of North Sumatra.

Teaching materials are one component of the learning system that plays an important role in helping students achieve basic competencies and competency standards. Teaching materials are a set of subject matter that refers to the curriculum used in order to achieve predetermined competency standards and basic competencies, Lestari (2013). Teaching materials are all materials (both information, teaching materials tools are needed for the formation of knowledge, skills and attitudes that must be mastered by students in meeting the specified competency standards. Teaching materials occupy the most important position of the entire curriculum, which must be prepared so that the implementation of learning can achieve the goals.

Multimedia is a change in the way we communicate with each other, for example in terms of sending and receiving information, it is now more effective and easier to understand. According to Gultom (2021) the thing that needs to be considered by the teacher is the use of multimedia that is appropriate and appropriate for any given subject matter, because the use of appropriate media can support success in achieving efficient and effective learning goals so that it is expected that student learning development will increase. For this reason, in this interactive multimedia learning process, meaningful education strongly supports the realization of quality educational goals (Ririn, 2020).

The presence of multimedia elements has now strengthened the information that will be obtained. According to Munir (2012) Multimedia is the use of various types of media (text, sound, graphics, animation and video) to convey information, then add interactive elements or components. According to Vaughan (2004) Multimedia is any combination of text, images, sound, animation and video sent to you via a computer or other electronic device or by digital manipulation.

According to Linda in Benardo (2011) Interactive multimedia is a tool that can create dynamic and interactive presentations, combining text, graphics, animation, audio and video images. The use of interactive multimedia is usually found in games that include tools as controls, so that players can determine in the game.

The interactive multimedia used in this research is Book Creator, namely: tool which allows users to create, read, and share digital books. Book creator was developed in 2011 which supports reading development. According to Puspitasari (2020) book creator can support learners who learn foreign languages. The benefit of using a book creator is that users can easily access it on android, cellphone, iPad, etc., can be used to develop students' productive skills, can easily create and share their own digital books. Book Creator is used to compile teaching materials for the arts of music and dance which include e-books, learning videos, and interactive questions for learning Arts and Culture for class VIII.

II. Research Methods

This study uses a qualitative research approach that explains history, behavior, people's lives, and cultural systems. Bogdan and Taylor (1993) stated that descriptive research is an attempt to accurately describe the characteristics of individuals, circumstances, symptoms and certain groups, determine the frequency of certain relationships in society. The steps to be taken in this research are as follows: (1) Compile a list of topics and outlines; (2) Prepare teaching materials for the arts of music and dance in the form of e-books, learning videos, audio, animated games and questions/quiz for learning Arts and Culture for class VIII; (3) Analyzing teaching materials; (4) Compile a description of teaching materials.

III. Discussion

Preparation of teaching materials for Cultural Arts, especially Music and Dance Arts based on the syllabus and lesson plans used in class VIII of the junior high school level in accordance with KD 4.4, namely "Playing Traditional Musical Instruments in Groups" and "Demonstrating Traditional Dance Movements Based on Accompaniment". In this study, researchers took the material for playing traditional Malay musical instruments in the song "Sri Langkat" and the dance "Giri-giri" from Nias. Before the material for playing traditional Malay musical instruments (Sri Langkat) and Mahanggu dance was packaged in the form of interactive multimedia (book creator), researchers compiled the material in the form of e-books, learning videos android, cellphone, ipad, etc. *Book creator* It can also develop students' creativity in creating art.

3.1 Preparation of interactive multimedia teaching materials in the form of e-books, learning videos, and interactive questions for Music Arts material in KD 4.4 grade VIII.

The preparation of teaching materials for Cultural Arts, especially Music Arts, is in accordance with KD 4.4, namely "Playing Traditional Musical Instruments in Groups". This research takes the material of the song Sri Langkat, which is played by four people in groups by playing four types of musical instruments. The material "Playing Traditional Musical Instruments in Groups" is packaged in the form of book creators (e-books) and learning videos.

a. Preparation of e-book material for playing traditional Malay musical instruments on the Sri Langkat song.

Traditional Malay music that is used as learning material for Musical Arts is playing Malay musical instruments on Sri Langkat songs. Before playing Sri Langkat songs, it is necessary to know about traditional Malay music.

1) The types of rhythms that exist in Malay music

a) Humming Rhythm

The humming rhythm is a slow tempo rhythm marked MM = 60, meaning that the note speed ranges from 60-70, meaning that in one minute can be sung 60-70 notes that are worth a quarter and a beat of one. Rentak humming comes from humming songs, namely songs that according to the descriptions of the East Malays (North Sumatra) to summon the wind in the sea when they experience windfall when catching fish.

The humming rhythm was originally a song with a free rhythm, but it also developed into a fixed rhythm, especially when it was adopted into the ronggeng tradition, which is slow (about 60 basic beats per minute).



Figure 1. Example of a Humming Rhythm

b) Mother's Rhythm

Rentak mak inang is the rhythm of dance songs performed by someone who functions as a mak inang, namely the royal family's nanny, which is then used also by ordinary people. This rhythm was then taken up by Malay dancers and musicians and finally the mak inang rhythm became a name for the style in a type of Malay



Figure 2. Example of the Mother's Rhythm

c) Rhythm of Song Two

The rhythm of song dua is a Malay rhythm in a fast tempo with an MM between 100-110 and 6/8 meters. The basis of this 6/8 pattern gives the impression of a rhythmic pattern with a 2/4 meter if the player does not fully appreciate the drum beat (the drum that carries the tempo). For an experienced dancer, this drumming imbalance will feel great. It's as if his movements are blocked or he feels his dance movements are not in line with the rhythmic drums. On the other hand, for a singer, the inequality is not so pronounced because it is not his body that plays a role but his voice.

For the Sri Langkat song, the rhythm used is the Mak Inang rhythm with 4/4 bars with MM ranging from 80-90.



Figure 3. Rhythm of Song Two

Seri Langkat

Jamal Abdillah

se ri - Lang - kat ku a la tung kal am boi
 da yung lah sam pan me nu ju pu lau am boi
 bu ah lah be tik da lam pe - ra - hu am boi

pa - di pu lut e nak ra sa nya sa yang ka lau lah ka
 bi la sam pai nya da ku tak ta - hu sa yang om bak dan ba
 E-nak di ma - kan di ha ri pe tang sa yang hi - dup di du ni -

li ka lau lah ka li pan jang se jeng kal ja ngan lah la - ut hen-dak di du
 dai om bak dan ba dai tak kan ku hi rau a sal kansam pai tem pat ku tu
 a hi dup di du ni a ka lau ber il - mu ja di san ju - ngan se ti ap o -

ga am boi se ri lang kat am boi se ri lang
 ju am boi se ri lang kat am boi se ri lang
 rang am boi se ri lang kat am boi se ri lang

kat
 kat
 kat

Figure 4. Partitur Lagu Seri Langkat

2) Types of Malay Musical Instruments

In general, traditional Malay musical instruments consist of an accordion, a Malay drum (main drum and child drum) and a gong. In the research, the musical instruments used in Sri Langkat's songs are the accordion, the Malay drum (main drum and child drum), and the acoustic guitar. The selection of this musical instrument is to be easily obtained and learned by junior high school students as well as to give the sound color to the Sri Langkat song.



Figure 5. Musical Instruments used in Sri Langkat Song

a) Accordion

The accordion belongs to the Aerophone classification, which is played by being pumped and belongs to the tongued type. In addition to the accordion that is played by pumping is the harmonica (which is blown), the harmonium (which is pumped with the left hand while the right hand plays it), the organ (which is pumped with the feet and

how to play it is similar to how to play the piano). The accordion in traditional Malay musical ensembles serves as a carrier of melody or a substitute for vocal sounds. In addition, the accordion can also function as an accompaniment. In Sri Langkat Song, the accordion plays a very important role because all instruments will be guided by the accordion, especially the melody.

b) Malay drums

The Malay drum is the most important musical instrument in traditional Malay musical ensembles. Its presence is almost impossible to replace by other instruments, given the distinctive sound color. Due to its function and use, this drum is also called the ronggeng drum or pakpong drum. The Malay drum belongs to the membranophone classification, in the form of a frame, hit directly with the palms and fingers of both players' hands and has an inspection/stretching membrane system.

The Malay drum has four different sound colors depending on how to hit or play the drum, which of course also produces four different colors, namely Tak, Ding, Dang and Tang.

In addition to these sounds, there are also other sounds that are heard when the drum is played at a fast tempo, resulting in a double sound that precedes the original main sounds, namely ke-tak, ke-ding, gen-ding, gen-dang, ka-dang and ka-tung.



Figure 6. Drum Sound Color

The location of the tone above is to show the color of the Malay drum sounds, it has nothing to do with the frequency at which researchers can determine the location of the tone. The impression that is heard from the sound of the drum is also accompanied by dance movements. The sound of Tang serves as the bass in Malay music. This appreciation of the sound of Tang is a guide for singers or dancers so that they do not enter the wrong way in singing or take a wrong step when dancing.

In the Sri Langkat song, the Malay drums (drums of the child and the drum of the mother) function as rhythm carriers. The guitar in Sri Langkat's song serves as an accordion accompaniment (melody bearer).

b. Preparation of Learning Videos on the Material of Playing Traditional Malay Musical Instruments in Sri Langkat Songs

The learning video on the material for playing traditional Malay musical instruments on the Sri Langkat Song consists of a learning video for Malay music on the Sri Langkat song and tutorials for learning the accordion, main drum and child drum, as well as acoustic guitar. This Malay music playing tutorial will guide students individually and in groups in playing Sri Langkat songs. The video for learning Malay music on the song Sri Langkat is 3.10 minutes long, while the tutorial for each musical instrument is an average of 1 minute.



Figure 7. The Musical Instrument Used in the Sri Langkat Song



Figure 8. Accordion Game Tutorial on Sri Langkat Songs



Figure 9. Tutorial on Playing Drums for Children in Sri Langkat Songs



Figure 10. Game Tutorials the Parent Drum on the Sri Langkat Song



Figure 11. Guitar Game Tutorial on Sri Langkat Songs

3.2 Preparation of Interactive Multimedia Teaching Materials in the Form of E-book, Learning Videos, Interactive Questions for the Material for Dance KD 4.4 Class VIII

The dance materials are arranged into teaching materials in the form of interactive multimedia adapted to KD 4.4 "Demonstrating Traditional Dance Movements Based on Accompaniment", in this case the researcher took the Giri-giri dance (Nias).

a. Preparation of e-book material Demonstrating Traditional Dance Movements Based on Accompaniment on the Giri-giri dance

Giri-giri dance is one of the traditional dances originating from Nias. This dance was brought by Muslim immigrants from Aceh, Bugis, and Minang. This dance is performed at the wedding ceremony on the night of "mamedadao". This dance cannot be danced by just anyone, because it contains magic. When performing this dance, the dancer performs ritual prayers that make himself in touch with spirits. The properties used in this dance are lights, bracelets and traditional Minang shawls. This dance uses a lot of hand movements that are swung very gracefully and leg movements jump. The foot movement follows the tempo of the music, where when there is a certain beat, the feet jump too. This dance follows the beat more than the music. This dance used to be performed on comedy shows commonly called "kemidi".

The technique in dancing the Giri-giri dance can be seen in the following picture accompanied by the explanation below:

1. Initial Move in (Wamuta Danga), count 4x8



The position of the right hand is on the right side of the body parallel to the hip, the right hand is rotated in front of the chest and swung to the right side of the body repeatedly, the left hand holds the telok lamp right in front of the chest.

2. *Sumange's Fame*, count 6x8



The position of the hands open shoulder width apart while holding the lamp telok parallel to the chest, feet tiptoe with the kneeling process. The body protrudes forward while placing the lamp on the floor, then salutes with both hands on the head at eye level. After paying respects, the lights are taken and the process of standing up.

3. *Wamuta Danga*, count 5x8



The position of the right hand is on the right side of the body parallel to the hip, the right hand is rotated in front of the chest and swung to the right side of the body repeatedly, the left hand holds the telok lamp right in front of the chest.

4. *Wamalega Danga*, Woman Tumi Ba Nuwu Gahe, count 4x8



The position of the left hand holding the telok lamp right in front of the chest, the right hand is parallel to the chest and then swings forward and backward. Heel and tip of the right toe at the point to the floor alternately. The movement is done 2x8 to the right, then reverse the direction to do the same 2x8 movement.

5. *Wandru Ba Dete Hogo*, count 2x8



Then the lamp is placed above the head using the left hand, the right hand is rotated in front of the chest and swung to the right side of the body repeatedly.

6. *Wandru Ba Dete Galisi Gambolo*, count 1x8



Then the light is moved over the right shoulder using the left hand, the right hand is rotated in front of the chest and swung to the right side of the body repeatedly.

7. *Wandru Ba Dete Zi'u Gambolo*, count 1x8



Then the lamp is placed above the elbow of the right hand using the left hand, the right hand is swung to the left and right repeatedly.

8. *Wandru Ba Dete Danga Gambolo*, count 2x8



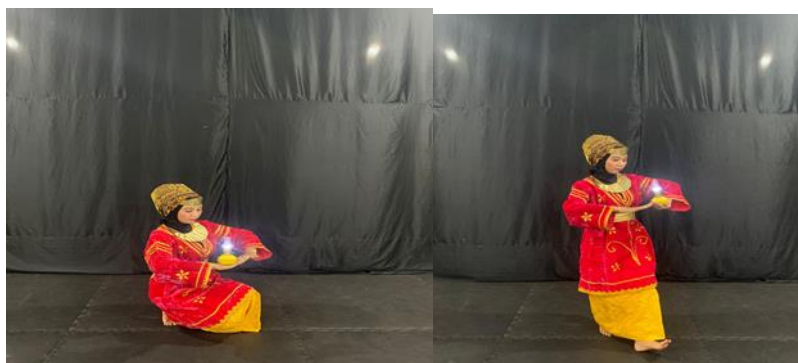
The position of the lamp is placed on the back of the right hand, both hands are shoulder width apart while swinging to the right and left with the body following the direction of the swing repeatedly, while the legs walk in place as much as 1x8. Then with the same position, do it again 1x8 but the heel and right toe move alternately to the floor.

9. *Modadao*, count 3x8



Fixed body position, legs squat count 1x8. Then the body is rotated to the right, the pedestal on the right foot and left foot shifts following the direction of the body for a count of 1x8. Then the position of the body back in place while swinging hands and body 1x8.

10. *Mozizio*, count 2x8



The body position is fixed, the light is moved to the back of the left hand using the right hand to swing right and left, the body follows the swing direction repeatedly while standing for a count of 1x8. Then with the same position, do it again 1x8 but the heel and right toe move alternately to the floor.

11. *Wandru Badete Zi'u Gambera*, count 1x8



Then the lamp is placed above the elbow of the left hand using the right hand, the left hand is swung to the right and left repeatedly.

12. *Wandru Ba Dete Galisi Gambera*, count 1x8



Then the lamp is moved over the left shoulder using the right hand, the left hand is rotated in front of the chest and swung to the left side of the body repeatedly.

13. *Wandru Ba Dete Hogo*, count 2x8



Then the lamp is placed above the head using the right hand, the left hand is rotated in front of the chest and swung to the left side of the body repeatedly.

14. *Wamalega Danga*, Waniti Tumi Ba Nuwu Gahe, count 4x8



The position of the left hand holding the telok lamp right in front of the chest, the right hand is parallel to the chest and then swings forward and backward. Heel and tip of the right toe at the point to the floor alternately. The movement is done 2x8 to the right, then reverse the direction to do the same 2x8 movement.

15. *Wamuta Danga*, count 2x8



The position of the right hand is on the right side of the body parallel to the hip, the right hand is rotated in front of the chest and swung to the right side of the body repeatedly, the left hand holds the telok lamp right in front of the chest.

16. *Fame Sumange* count 6x8



The position of the hands open shoulder width apart while holding the lamp telok parallel to the chest, feet tiptoe with the kneeling process. The body protrudes forward while placing the lamp on the floor, then salutes with both hands on the head at eye level. After paying respects, the lights are taken and the process of standing up.

17. Final move (Wamuta Danga) count 4x8



The position of the right hand is on the right side of the body parallel to the hip, the right hand is rotated in front of the chest and swung to the right side of the body repeatedly, the left hand holding the telok lamp right in front of the chest walking out of the stage.

IV. Conclusion

In accordance with the research title "Asification of Interactive Multimedia-Based Teaching Materials for Class VIII Cultural Arts Subjects", then the material used for learning Cultural Arts is in accordance with KD 4.4, namely "Playing Traditional Musical Instruments in Groups" and "Demonstrating Traditional Dance Movements Based on Accompaniment". In this study, researchers took the material for playing traditional Malay musical instruments in the song "Sri Langkat" and the dance "Giri-giri" from Nias. Before the materials for playing traditional Malay musical instruments (Sri Langkat) and the Giri-giri dance were packaged in the form of interactive multimedia (book creator), researchers compiled the material in the form of e-books and learning videos. Book creators can also develop students' creativity in creating art. This research produces Cultural Arts teaching materials in the form of Book Creator which consists of e-books (materials for the art of music and dance), Malay music learning videos on Sri Langkat songs along with Malay musical instrument playing techniques, and Nias dance learning videos on the Giri dance. -giri and Nias dance techniques. Teaching materials in the form of Book Creators (e-books and learning videos) complement each other so that students can study them repeatedly. With interactive multimedia teaching materials (Book Creator) it is very helpful for Arts and Culture teachers in teaching the art of music and dance and can develop students' creativity in creating art.

References

- Ashraf , 2021, Blended Learning for Diverse Classrooms: Qualitative Experimental Study with In-Service Teachers, Muhammad Azeem; Tsegay, Samson Maekele; Meijia, Yang SAGE Open, v11 n3.
- Bogdan, Robert dan Steven J Taylor. 1993. Kualitatif Dasar-Dasar Penelitian. Surabaya: Usaha Nasional
- Ika Lestari. 2013. Pengembangan Bahan Ajar Berbasis Kompetensi. Padang: Akademia Permata.

- Green, T. D. & Brown, A.(2002). *Multimedia Project In the Classroom*. USA: Corwin Press, Inc.
- Gultom, O., Yus, A., and Sriadhi. (2021). Development of Interactive Learning Multimedia Reading Early Children's Beginning. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 4 (1): 24-34.
- Marpaung,, 2020, Enhancing Students' Vocabulary through Authentic Materials and Multimedia, *Acuity: Journal of English Language Pedagogy, Literature and Culture*, v5 n2 p85-101.
- Munir, 2012, *Multimedia Konsep&Aplikasi Dalam Pendidikan*, Bandung: CV: Alfabeta
- Periangan, Benardo. 2011. *Perancangan Media Interaktif Belajar Mengenal angka Bagi Anak Prasekolah*. Bandung : Universitas Komputer Indonesia
- Ririn, S.D., Perangin-angin, R.B.,, and Mursid, R. (2020). Development of Multicultural PKN Interactive Learning Multimedia Development in Class IV SD IT NU Tanjung Morawa Academic Year 2018/2019. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (2): 845-853.
- Septiani, dkk, 2020, Development of Interactive Multimedia Learning Courseware to Strengthen Students' Character, *European Journal of Educational Research*, v9 n3 p1267-1280.
- Verdiana Puspitasari, dkk, 2020, Pengembangan Perangkat Pembelajaran Dengan Model Diferensiasi Menggunakan Book Creator Untuk Pembelajaran Bipa Di Kelas Yang Memiliki Kemampuan Beragam, *Jurnal Education and Development* E.ISSN.2614-6061, P.ISSN.2527-4295 Vol.8 No.4
- Vaughan, Tay. 2004. *Multimedia: Making It Work*, Edisi ke-6. Tim Penerjemah ANDI, Tim Penerbit: Andi, Yogyakarta.