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Development of Sirih Kuning Dance Learning Video Through Cinematography Techniques for Junior High School Student

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ABSTRACT

This study aims to describe the process and results of the development of Sirih Kuning dance learning videos through cinematography techniques that can be applied in high school learning in learning Sirih Kuning dance. The underlying reason for this research is to provide learning solutions by producing learning videos of Sirih Kuning dance to help students learn on their own. This research uses the R&D (Research and Development) method or is often referred to as research and development. The research process is carried out through the stages of analysis, development, implementation, and evaluation. The research found that the better the quality of dance learning videos used by students, the better the student learning outcomes. The research in the main is the feasibility test results obtained an average score from material experts (4. 66), from media experts (4.16) and from learning experts (4.6) getting a good category from the aspects of quality, benefits, suitability to the learning context. The effectiveness of the results show that the use of dance learning videos with cinematographic techniques can improve the learning outcomes of Sirih Kuning dance and make it easier to learn independently.

ARTICLE INFO

1. INTRODUCTION

Understanding of learning media in general can be understood as a tool or as an intermediary medium for the teaching and learning process. This learning media is anything that can be used to stimulate thoughts, feelings, attention and abilities or skills in the learning process.

The function of learning media is to attract students' interest in the learning material presented by educators. In fact, instructional media are often neglected in terms of utilization and production for various reasons. The learning media used in dance learning is a type of audio- visual media because it can help students in terms of visualization and audio. The development of audio-visual learning media is very helpful in learning dance in achieving learning goals.

This actually doesn't need to happen if each facilitator already has knowledge and skills regarding instructional media. Learning media includes oral media, print media, environmental media, computer media, audio media, visual media, and one of the classifications is audiovisual (Sunzuphy Jakarta & Raja Grafindo Persada, nd). Audio-visual media is media that can stimulate the senses of sight and hearing together, because this media has sound and image elements (Fuady & Mutalib, 2018).

The characteristics of audio visual media are audio and visual elements. This type of media has the potential to be better because it includes both types of media, namely visual and audio media (Fuady & Mutalib, 2018).To make proper audiovisual learning materials, we also need to understand how to take pictures (visual), then stitch pictures according to ideas and needs and add sound (audio) and make moving pictures that have a good effect. Audio which we now call video. This technique is known as cinematography technique. Cinematography etymologically comes from Latin, namely; Kinema (motion), Photos (light), Graphos (painting/writing) (Suprapto, 2012). Cinematography can be interpreted as the activity of painting motion with the help of light. According to the Indonesian Absorbing Scientific Dictionary, cinematography has the same object as photography, namely capturing the reflection of light hitting objects. The object is the same, the equipment is similar (miyarso, 2013).

Conveying ideas in photography uses a single image, while in cinematography it uses a series of images. So cinematography is a combination of photography with image sequence techniques or in cinematography it is called montage (montage). Cinematography is very close to film in the sense of being a storage medium as well as an art genre. Film as a storage medium is celluloid film (small sheet), which is a kind of thin plastic material coated with a light-sensitive substance. This object is always used as a storage medium at the beginning of the growth of cinematography. Cinema as an art genre is a product of cinematography.

Cinematographic techniques are very appropriate when implemented with audio-visual learning media. Audio visual learning media is also related to images and sounds. So the two are interrelated. In this development video, audio-visual learning media will be used. Audio-visual will be discussed in the form of a video program with dance tutorial content which will usually be shown to students because it contains learning material. Sometimes educators go deeper from the theoretical aspect of how the procedures or

concepts for making audio visuals will be used themselves. However, not with the practice of making it. There are still many video tutorial results given to students that are not successful and sometimes they are not clearly visible in the details of the movements. The explanation of the lack of success here is where the video quality is lacking and the motion variation explanation is too fast. Sometimes it makes it difficult for students to capture the details of motion and of course improve students' skills after watching the video tutorial. Movement in the video must have high accuracy because it can only be seen from a virtual screen.

Audio visual packaged in detail using cinematographic techniques really helps students in the learning process and increases students' enthusiasm for learning, because this dance learning video can help students learn during class hours and outside class hours. So far, the quality of the use of dance audio-visual media is still lacking in terms of the material presented and sometimes too fast. However, there are also many interesting dance audio- visual media. The benefits that students get if the audio-visual dance media is appropriate, it will help increase student motivation, can be played again outside of class hours and develops students in terms of imitating motion. Therefore, This research focuses on the development of learning videos for the Sirih Kuning dance using cinematographic techniques, which were developed using the ADDIE model procedure using the Research and Development (R&D) research method. This product will be implemented in high school in class 10th grade arts and culture subject. The material for the Sirih Kuning dance is in the basic competencies of the art and culture subject of dance.

2. METHODS

This study uses the R&D (Research and Development) method of research to develop and test a product in the world of education. The video media development model uses the ADDIE development model developed by Molenda and Reiser (2003). The stages of the ADDIE model include: Analysis, Design, Development, Implementation, Evaluation (Prawiradilaga, 2007).

Starting from the analysis process by interviewing several relevant sources, such as interviewing the head of the Cultural Arts Subject Teacher Consultation (MGMP) on Sunday, April 10, 2022. High school students on Tuesday, April 5, 2022. Cultural arts teacher at SMAN 1 Jakarta on Tuesday, April 5 2022 on. Betawi dance course lecturer on Monday, March 25, 2022, attachment 4. In the process of designing and developing around April. Furthermore, the preparation is carried out in writing. The feasibility test was carried out in person by gathering several students and also coming to class at SMAN 1 Jakarta. The following is a description of each ADDIE procedure:

1) **Analysis(Needs Analysis)**

The analysis phase was carried out for the purpose of collecting the data needed to develop dance learning video media. At this stage the developer also conducts a preliminary study or exploratory study to study, investigate and gather information(Ali, 2014). Steps taken include:

1. Identification of the problem, namely finding the condition that the dance learning media videos that have been used in teaching and learning activities are less interesting. Analyzing the school curriculum for class 10 dance subjects on core competency aspects, namely processing, reasoning and presenting in concrete realms and abstract realms related to the development of being independent and able to use methods according to scientific principles and basic competencies, namely, 4.1 imitating the basic range of dance movements according to with counts/beats and 4.2 displays a variety of basic dance movements according to the accompaniment. This is done to ensure that the media created is relevant to the learning objectives, competency standards, indicators, and learning objectives.

2. Identify problems that arise in the learning process by interviewing high school students, arts and culture teachers, and lecturers of Betawi dance courses. And observe some of the previous dance learning videos.

3. Analyzing the needs for dance material based on the basic competencies of class 10 and interviews with dance teachers for class 10 for the needs of the developed learning video material.

4. Collect data about student analysis, this analysis is carried out to understand the characteristics of students by interviewing several students, the perspective of personal experience, and reading journals or other.

5. Collect data about the factors and obstacles in terms of the manufacturing process and application in learning. The data shows that the inhibiting factor is the quality of the image and its visualization.

6. Conduct a literature review through books, journals, relevant research and other things with the theme of learning media, learning design, development research and other titles related to research and development variables (library research).

7. Observations on the results of previous dance learning video products, as well as other sources such as YouTube: through the Pelangi Nusantara program on the YouTube channel Educational Television and the Creative Space program: virtual dance classes on the Galeri Indonesia Kaya youtube channel. The goal is to see the advantages and disadvantages, as well as to make a different design

2. **Design(Model Design)**

There is a media development planning stage that is developed based on the data obtained at the analysis stage. At this stage the researcher will design the development of learning media that will be made. Design is a process of a series of rational sequences in the preparation of a plan or idea. The benefits of this stage will provide an overview of the product design that will be made later as a guide and for developers to develop later(Ali, 2014). The design of the development of learning media is still conceptual and will underlie the next development process.

Product Design In this stage the development of learning media products includes:

1. Create a Timeline

In this stage of media development, plots are made to find out which media will be developed and according to plan.

2. Determining Basic Competencies and Learning Objectives

Determination of the basic competencies of dance learning materials in high school and also determining learning objectives so that they are in accordance with the curriculum and syllabus.

3. Manuscript Writing and Collection of Manuscript Supporting Materials

The script is a reference in making the development of learning media. Consisting of the sequence of scenes, places, situations and dialogues. Supporting material in the form of videos and photos, dubbing, backsound, animation, and evaluation which will be included in media development. Include some existing video or image references for stock footage.

3) Development(Model Development)

After the planning stage, the researcher carried out the next stage, namely the development stage. This stage is the production stage of everything that has been designed in the design stage to become real. There are stages as follows:

1. Producing Media

In this stage, the process of shooting images is carried out according to the script that was previously broken down at the design stage. By using multiple cameras and lighting to support clear visualization. Doing the stages according to the script and there is improvisation and innovation in the shooting process. After the shooting process, will enter into the editing process. In addition, there will be input voice over as a motion guide. The application used is Adobe premier pro.

2. Validation

In the validation stage, several validators will pass. There is validation of material experts, media experts and learning experts. This validation is divided into three, namely:

a. Material Expert Validation

Material expert validation is carried out as a prerequisite before it will be tested in schools that focus on the material taken. With the selection of audio-visual-based learning media with the final result of developing a video tutorial for the Sirih Kuning Dance as a cultural arts subject, the dance sub-section. The development of learning media is due to the use of Betawi dance material.

b. Media Expert Validation

Media expert validation is carried out as a prerequisite before it will be tested in schools which focus on how the media is packaged. Learning Expert Validation

c. Media expert validation

Media expert validation is carried out as a prerequisite before it will be tested in schools that focus on the suitability of learning with the media being developed. After going through the process validation, based on the revised product results. comments and suggestions are used as a basis for revising the product so that it becomes even better and in accordance with the needs of students, especially high school students.

4) Implementation

After validating the implementation phase, the product that has been prepared will be run to see and assess that the product is ready to use. The data obtained will be

used to carry out the evaluation process. The main objective of this implementation stage is to guide students so that they can achieve learning objectives both during class hours and outside of class hours the occurrence of a problem solving or solution to overcome gaps in student learning outcomes, and finally ensure that in the end students will have the ability to express themselves well, wirasa and wirama. The results of the development of dance learning video media will be tested by involving class X high school students in arts and culture subjects. At this stage trials will be carried out through the one-to-one and small group stages.

5) **Evaluation**

In the evaluation phase, improvements will be made to make the system even better by processing the data that has been obtained from the previous phases that have been carried out. Based on the results of the validation and trials, revisions will be made to the development of dance learning video media that have been made. The final product will be in the form of a video link.

3. RESULTS AND DISCUSSION
3.1 Analysis Stage (Analysis)
1) Field study

Results Observations in the field show that there are several dance learning videos that are spread on the internet or those that are deliberately made by educators as a support for learning activities that do not look attractive from the point of view of visualization of learning media made especially for dance learning media in high school. Based on the results of observations, this Sirih Kuning Dance learning video had been made by someone else before. The characteristics of video media that have been made by other people are that the video is packaged briefly and concisely, but this makes the material less detailed. Based on the results of the needs analysis, it can be concluded that the development of dance learning videos on the Sirih Kuning Dance tutorial material is very much needed to improve the learning process of dance art practice, so that it is easier, can attract the attention of students,

2) Collection of analytical data and literature

Analysis of needs data from the literature obtained data about (1) an explanation of learning media in general; (2) good learning media (3) the relationship between learning theory and learning media, and (4) how to develop a learning media. Based on the overall needs analysis, the development of dance learning videos must have characteristics, namely the correct presentation of material, appropriate delivery techniques, optimal quality video production, and video creation skills in accordance with the latest developments. The development of dance learning videos provides opportunities for students to learn independently.

3.2 Planning Stage (Design)
1) Create timelines

In this stage of media development, plots are made to find out which media will be developed and according to plan. In making this there were several revisions to adjust to the existing field conditions and this timeline is made monthly so that the work

takes a long time and is not rushed.

2) Determine basic competencies and learning objectives

Determination of the basic competencies of dance learning materials in high school and also determining learning objectives so that they are in accordance with the curriculum and syllabus written in the learning media videos. Learning objectives as follows: Students are able to learn independently; Students are able to demonstrate dance moves with accompaniment;

3) Writing scripts and collecting manuscript supporting materials

The script is our reference in making the development of learning media Consisting of the sequence of scenes, places, situations and dialogues. Supporting material in the form of videos and photos, dubbing, backsound, animation, and evaluation which will be included in media development. Include some existing video or image references for stock footage. This manuscript has gone through interviews with the creator of the dance, Mrs. Wiwiek Widyastuti.

3.3 Development stage (development)

1) Making dance learning videos using cinematography techniques

This dance learning video with cinematographic techniques is carried out by taking pictures according to the script/breakdown that has been made. There is some content in it which explains the history of the Sirih Kuning dance, the variety of the Sirih Kuning dance and also the supporting elements of the dance. This video is packaged with the correct presentation of material, appropriate delivery techniques, optimal quality video production, and video-making skills according to the latest developments.

2) Fill in the material in the dance learning video
1. Introduction to the history of the Cokek Dance
2. Yellow Sirih Dance musical accompaniment
3. Variety of movements of Sirih Kuning Dance
4. Supporting elements of Sirih Kuning Dance
5. The overall performance of Sirih Kuning Dance

3.4 Material expert assessment

The material in the video has 3 parts, namely the introduction to find out the initial part of the learning material, the content section to find out the order of the material and the clarity of the content in the video presentation, and to find out the self-contained aspect, namely the ability of video media for independent study for students. Material experts who assess the results of dance learning video products. The final value of the material expert's assessment is 4.66 which means very good. The value is very good, if it is converted with a conversion table, therefore the final results of the assessment on the validation of material experts state that it is very feasible.

3.5 Media expert assessment

Several perspectives were assessed, namely: (1) aspects of engineering (2) aspects of visual communication (3) aspects of media techniques. Starting from the display and

cinematography. Assessment in terms of image quality, graphics, music support, color selection and screen display. This assessment is intended to see whether or not the media is made before it is implemented to students. The aspects assessed are aspects of media engineering to assess media packaging as a whole, aspects of visual communication to see a series of processes of conveying certain wishes or intentions to other parties by using depictive media that can be read by the senses of sight and aspects of media techniques for how to package media. The final value of the material expert's assessment is 4.16 which means good. This statement refers to the conversion table.

3.6 Assessment of learning experts

The validation stage carried out for learning experts is intended to assess the suitability of the Sirih Kuning Dance learning video product for learning. The aspects that are assessed are about the suitability, purpose and application of the media that have been made in learning. The average result of the material expert's assessment is 4.6 which means very good. This statement refers to the conversion table, therefore the final result of the assessment on the validation of media experts states that it is very feasible.

3.7 One to one

This product test was carried out on May 22, 2022 through cyberspace. This dance learning video trial was carried out by high school students specifically for class X students from various schools. This stage was tested on 3 students who had high, medium and low abilities in the Sirih Kuning dance. The way to determine students is mastery of movement and mastery of memorization. Selected students are recommendations from teachers who teach them at school. The one to one trial stage of the dance learning video through cinematography techniques obtained a final score of 4.63 which means very good.

3.8 Small groups

At the small group trial stage, it is a product trial for students in the arts and culture subject class. Beginning with an explanation in advance about the product development of the Sirih Kuning Dance learning video through cinematographic techniques contained in the questionnaire. This small group trial involved 15 students. The result of the total assessment score based on the small group trial data involving 15 students with 10 observation indicators is 4.4, therefore the average result of the assessment based on the small group trial data is 4.4. The final data results will refer to the conversion table, the development of the Sirih Kuning Dance learning video through cinematography techniques according to the responses of students at the high school level is good.

3.9 Effectiveness test

Assessment of the effectiveness of learning media is done by comparing the results of the pre-test with the results of the post-test conducted on 28 students. The pre-test was carried out before students were asked to use video learning media by asking students to dance the Sirih Kuning dance. The class average score at this stage reached 69.75. After the students were asked to learn how to dance using the Sirih Kuning Dance learning video, a post-test was then carried out, namely the Sirih Kuning Dance skill test was carried out,

obtaining an average class value of 85.64. When compared to the value of the pretest and posttest has increased. In order to see the percentage of the results of this trial using the normalized gain test (N-Gain) was carried out to determine the increase in students' cognitive learning outcomes after treatment. The final result shows 55.

3.10   Discussion

The development of the Sirih Kuning dance learning video uses the ADDIE development stages through the stages namely, analysis, planning, development, implementation and evaluation. The development was carried out based on the basic competencies of class X students. Based on the results of the assessment of material experts, media experts, learning experts and students as a product feasibility test stage for developing Sirih Kuning dance learning videos through cinematography techniques for high school students, it has had a positive effect on students:

1. The development of the Sirih Kuning dance learning video through cinematographic techniques makes it easier for students to learn independently.
2. The development of the Sirih Kuning dance learning video through cinematographic techniques makes students enthusiastic in the dance practice learning process.
3. The development of the Sirih Kuning dance learning video through cinematographic techniques makes students in the dance learning process more interesting and not bored.

This positive effect is in line with the results of the recapitulation of comments from students after using the video. That video as a good learning media has characteristics (1) flexibility (2) effective and efficient (3) learning outcomes increase. This is corroborated by the opinion of Arsyad (2008). The development of the Sirih Kuning dance learning video through cinematographic techniques is not all perfect, there are limitations in the process of developing dance learning videos, as follows:

1. The development of the Sirih Kuning dance learning video through cinematographic techniques has many comparisons to pre- existing products.
2. There are several obstacles in scheduling the research process in schools.
3. The development of the Sirih Kuning dance learning video through cinematographic techniques experienced problems in the development stage starting from checking the material and shooting techniques.

4. CONCLUSION

The results of the one-to-one evaluation were 4.63 in the very good category. The small group evaluation results were 4.4 in the good category for 15 students, as well as the results of the effectiveness test. The average pretest was 62.99 and the posttest average was 72.94. There is an increase of approximately 10% in the results of the field test process. Shows that the Sirih Kuning dance learning video as a result of this research and development is feasible to use and effective in achieving learning objectives, even though the process has to go through several revisions. This video is used more optimally for dance learning if it is used for direct or indirect learning. And can help students learn dance learning material outside of learning hours accessed very easily. Assist teachers in

providing dance learning material. This learning media is in the form of a video that can be accessed with a link uploaded on Google Drive, therefore this learning media is effective, efficient and easy to use. This learning media is also packed with high-quality, short and up-to-date video formats.

5. AUTHORES'NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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