



PACKAGING BATAK TOBA CREATION DANCE IN AUDIO VISUAL FORM FOR STUDENTS OF CLASS VII LIGHT TUNAGRAHITA AT SLB TAMAN PENDIDIKAN ISLAM (TPI)

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Abstract--This study aims to produce a Toba Batak Creative Dance Packaging in Audio Visual Form for Mild Mentally Impaired Students which includes dance teaching materials based on the local culture of North Sumatra which are adapted to the abilities of the VII grade mild mentally retarded students at SLB Taman Pendidikan Islam (TPI). The teaching material in question is in the form of media in the form of a Video Compact Disk (VCD) specially made for children with special needs with limited IQ abilities below the average such as mild mentally retarded children using the Qualitative Descriptive method. This creative dance material is made specifically for mild mentally retarded children so that the movements of this dance are adjusted to the basic Tor-tor movements of the Toba Batak dance. In addition, the concept of dance material is formed according to the abilities of students, dance moves are made with simple movements, fun, easy to memorize, and uplifting. This research instrument uses a material expert and media expert test questionnaire to test and evaluate the feasibility of the product against the feasibility of packaging the dance teaching materials that have been made. The analysis technique in this study is a qualitative analysis technique obtained from the validity test so that the authors can find out the minimum feasible product rating scale for each component of the assessment.

Keywords: *Packaging, Toba Batak Creative Dance, Light, VCD Media, Mild mentally retarded children*

INTRODUCTION

Learning is the process of interacting with all the situations that exist around the individual. With the learning process carried out, the individual gets a direct learning experience then directed to the goals and processes regarding the learning that he is doing. Teaching materials are a set of learning tools to help teachers in teaching and learning activities, teachers must prepare and prepare teaching materials so that the teaching and learning process can be carried out in accordance with the expected goals.

Based on the experience that the author has faced and observed while doing ABK in the Extraordinary School of Islamic Education Park (TPI), the author provides dance learning to deaf children, on the other occasion the author observes the teacher in providing teaching to lightly blind children. At the time of making these observations, teachers who provide dance teaching by individual teaching methods per individual. In addition, teachers provide dance movements directly that are imitated by students and also teachers have never tried to utilize audio visual media as a tool in dance practice and dance learning in audio visual media for children with minimal light impairment found.

Based on the above problems, the author is interested in packaging dance teaching materials in the form of visul audio media for lightly impaired children. With the package of Batak toba creation dance in the form of audio visuals, it is expected to be able to make lightly blind children can attract and follow dance learning in addition to helping teachers in giving dance teaching materials to children. In addition, teachers can learn more about dance materials before being given to learners.



RESEARCH METHOD

At this stage, referring to several stages of audio visual media packaging carried out in the packaging of Batak Toba's dance material refers to the packaging of audio visual media according to Setyosari, where packaging involves planning, processing, and producing containers or wrappings for a product. It also involves steps in the manufacture of audio visuals such as pre-production, production, and post-production.

The steps to package batak toba dance material in audio visual form are:

1. Pre-Production

In this stage, the author has compiled dance material in the form of narrative, images of sound that will later enter the editing stage.

2. Production

At this stage, the author performs the editing stage by combining all the dance material that has been compiled and includes sound, images and videos that have been recorded before. After the video is combined in one whole video, then the product assessment is tested by material experts and media experts. If the assessment enters the Good category, then the video product deserves to be used as a creation dance teaching material for dance learning in lightly impaired children.

3. Post-Production

At this stage, then the dance material video that has been merged into one whole video and has received good feasibility test scores, then the dance teaching material is then packaged in *Video Compact Disk* (VCD) products and products are worth using in learning.

In connection with the topic of research and the title of the research, namely the packaging of Batak Toba's dance creations in the form of audio visuals for lightly impaired students of class VII at SLB Taman Pendidikan Islam (TPI), the study uses qualitative descriptive methods.

The population in this study is batak toba dance material with models involved in the creation of media and sources who understand and understand about batak toba ethnicity. The sample in the study was 5 students of Prodi Tari as models in the dance of *Halalas*. The data collection technique in this study was carried out with data collection techniques using observations, interviews and documentation..

Instrument assessment on this study is assessed eligibility by media experts and media experts and material experts. The following is a media expert validation sheet and material expert material validation test and media validation test. The purpose of using validation aims to obtain value for the feasibility of the material to become a material for the dance. The assessment instrument uses a questionnaire.

Table 1: Assessment Scale Giving Guide

Scale	Information
1	If it's very lacking
2	If less
3	If enough
4	If it's good
5	If very good

Teknik data analysis in this research using qualitative descriptive methods. Teaching materials packaged in the form of Video Compact Dick (VCD) media products will be assessed first by material experts and media experts if the media gets unfavorable results, then it is revised so that it gets good results then the media can be tested. The steps in the validation of material and media experts are carried out as follows:

1. Collect data
2. Scoring as already applied to table 3.1 and table 3.3
3. Obtaining a score is then interpreted in a qualitative sense



From the standard of assessment that has been set, it can be known the assessment of the product made. Here's a standard eligibility assessment.

Table 3.5 Standard Eligibility Assessment

Value	Score value	Average score	Category
A		$X > 4.2$	Excellent
B	$X > + 1,8$	$>3.4 X - 4.2$	Good
C	$+0.60S_{Bi} \leq X \leq + 1.80 S_{Bi}$	$>2.6 - 3.4$	Pretty good
D	$0.60 S_{Bi} < X < + 0.60 S_{Bi}$	$>1.8 - 2.6$	Less good
E	$1.80 S_{Bi} < X < 0.60 S_{Bi}$	$X = 1.8$	Bad
	$X = 1.80 S_{Bi}$		

3.5 Score Assessment Guidelines

Information:

X = average score
 = ideal average

= (ideal maximum score + ideal minimum score)

S_{bi} = standard deviation

= (maximum score - ideal score - minimum ideal)

Ideal maximum score = Ideal minimum score =

After the data is collected, then calculate the average score with the formula:

$$X = \frac{\sum x}{n}$$

Information:

X = Average score

= number of scores

n = number of respondents

After the data is collected then the average score is converted into qualitative values with the following criteria.



Qualitative Data	Rating score
Excellent	5
Good	4
Pretty good	3
Less good	2
Bad	1

6. Evaluation

If the packaged product has been tested for validation and feasibility by material experts and media experts, then it means that the product can be used in the learning process. However, if the product has not been obtained, it will be repaired again.

FINDINGS AND DISCUSSION

Batak Toba's dance packaging has stages in the process of making audio visual media that will be used as learning materials for students of lightly impaired class VII at DLB Taman Pendidikan Islam (TPI) namely: 1) Planning, the author first analyzes the needs and problems obtained, then conducts school observations and plans the material to be packed; 2) Preparation, in this stage the author makes a motion by creating a dance using the basic tor-tor motion by adding variations of motion; 3) Production, which is the activity of recording video that will be packaged through the editing process, Kemudian put it in a *Video Compact Disk* (VCD); 4) Evaluation, which is the stage to test eligibility by material experts and media experts.

Planning

Planning is the initial activity carried out to determine what you want to achieve so that by making planning then a goal is easy to do by determining the time so that the activity is clear and also directed. At the planning stage, the author first performs a needs analysis, makes observations to the school and plans the material to be packed. The planning stages are as follows:

Needs Analysis

The selection of Batak Toba dance teaching materials is adjusted first for children with special needs, one of which is in children with mild tunagrahita conditions. Children with this type of mild blindness have a level of IQ intelligence below the average of other normal children, so the variety of motion chosen has also been adjusted to the abilities possessed by lightly impaired children.

Drafting

Preparation is the process or way the author makes teaching material. At this stage, based on the basic motion of Tor-tor Batak Toba the author uses various variations of motion using the basic motion of Tor-tor motion Somba, Mambuka Roha, Mangeol, Mangembas, and Manolak Mara. From the basic variety of tor-tor Batak Toba movement, the author developed the movement into a dance creation batak toba by utilizing the elements of motion, namely space, time and energy.

The steps in this stage are:

a. *Halalas* Dance Materials

Halalas creation dance is a dance that develops several basic tor-tor movements by adjusting



the movements made for children with special needs, namely in lightly blind children. This dance movement is adapted to the ability of students so that halalas creation dance is made in a simple way, easy to follow and remember and the selection of music with a fast tempo is chosen with the aim to attract the child's willingness in learning the dance.

Batak Toba ethnic creation dance was chosen because this dance has a variety of movements that are not too difficult, each movement is easy to follow and imitate. Halalas dance creation was created by Rahimah Nisha Alfian.

b. Develop *halalas* dance movement

Halalas *dance* of the author of pack by using variations of motion from several varieties of basic tor-tor motion.

c. Supporting Elements

The supporting element in dance is something that is used to beautify performances in performances. Here are the supporting elements in *halalas dance*.

1. Clothing

The clothes worn by dancers in this creation dance performance consist of red kebaya clothes, ulos that are stretched on both shoulders, ambang skirt made of cotton fabric, and a modified sortali with gold plates. The use of supporting accessories such as earrings, necklaces and brooches In addition to the use of ulos that are tied on the waist is a ulos with the name Padang Ursa. Although this dance is a creation dance, it does not eliminate the original identity of the Batak Toba ethnic group.



Figure 4.3 Dancer's Clothing (Doc. Rahimah Nisha Alfian, 2021)

2. Makeup

Makeup is a supporting element in the appearance of dancers, by using makeup, it can be clearly seen at the time of staging. The makeup used in halalas dance is a makeup with beautiful makeup. Beautiful makeup aims to beautify the face of dancers and also as a supporter of dancers' expressions by attracting halalas dances that are joy dances. The makeup used is to use moisturizer, foundation, solid powder / sow, *blush*, eyebrow pencil, lipstick, eyelashes and *eyeshadow*



Figure 4.4 Dancer Makeup (Doc. Rahimah Nisha Alfian, 2021)



3. *Halalas* dance music accompaniment

The musical accompaniment used in *halalas* dance is using a song with the title *Sik-Sik Sibatumanikam* from the song of North Sumatra. The song is quickly chosen so as to cause enthusiasm in its appeal.

2.4 Production

After preparing the material, dancers, and clothing that will be used by dancers at the time of recording, then the author works with the production team who will help the author in the recording process of *Halalas* dance video, in addition to the required shooting and video editing process. The production team that the author chooses is a co-author who already understands *about videography, photography and editing*.

2.5 Evaluation

After passing the production stage, the next step is to conduct a material expert validation test and a media expert test by a validator. Validation tests are used to see the quality of the material and media that the author has packaged. In addition, this validation test helps the author to produce a quality audio media that is worthy of being used as teaching material for lightly impaired children.

At the time of the validation test the author gets guidance and will revise it again if the validation test does not match the material feasibility test instrument and media feasibility test. Validation and media tests are performed twice and get the final score.

1. Material Validation Test

The material validation test was conducted with Ferry Sagala's mother, on March 2, 2021. Ferry Sagala's mother is a teacher and artist from Batak Toba. He is also a cultural arts teacher in Samosir. At the time of validation done to Ferry's mother who is an expert in material I as well as a source is done via phone and whatssApp.

This is done due to distance limitations as well as the conditions of the Covid-19 pandemic, so the assessment done on dance videos is done by sending videos through *Gmail* and sending expert validation assessments of materials through assessment sheets already in *Pdf*. The author gets revisions such as the addition of adding images or videos set in Lake Toba and also in the stage of dance variety, made *Slow motion* because of the media for Children with Special Needs. From the media validation test by the first validator, the author gets an average score of 4.5. Where on this assessment entered the category **of Very Good**.

Furthermore, the assessment conducted by the second material expert validator was to Rita's mother who is a cultural arts teacher at one of the state schools. He is a dance teacher who understands batak toba. Expert validation of the material on audio visual media was conducted on March 3, 2021, and there was no evaluation from him. This is the assessment given by the expert validator of material II.

Based on the results of media validation tests by the first and second validators, the author gets an average score of 4.5. Where on this assessment entered the category **of Very Good**. So the batak toba dance learning media is worthy to be used as a dance teaching material for children of light tunagrahita class VII in SLB Taman Pendidikan Islam (TPI).

2. Media Expert Test

In a media validation test conducted with Mr. Raden Burhan on March 10, 2021, the author received a revision regarding the writing that was changed from Times New Roman to Arial. In addition, the background of the writing is changed to a black background, and slide one next keslide not too fast. From the media validation test, the author received an average score of 4.5 entering the **Category of Excellent** and worthy of being used as batak toba dance teaching material for lightly impaired students of class VII at SLB Taman Pendidikan Islam.



3. Packaging Of Dance Teaching Materials in The Form of Visual Audio

This section is an explanation of the stages of packing teaching material into audio visual media. The packaging stage of this audio visual media there are three (3) stages, namely: 1) The pre-production stage; 2) Production; 3) Post-production. Here's the description:

1. Pre-production stage

After doing the stage of preparation and making video media completed, then at the stage of making packaging of audio visual media products will be packaged in the form of *Video Compact Disk (VCD)*. At this stage, the author makes preparations such as making this stage in the form of a container that will be packaged, and also filled by batak toba dance video material that has previously been designed. The shape of the container to be used in the form of a round, flat disc called a *disk plate*.

a. Editing

Editing on batak toba dance audio visual media using *adobe premier application*. Editing of this dance teaching material is done well and in as much detail as possible so that in editing this dance video, the author added a background video of Lake Toba as a characteristic of the Batak Toba ethnic group, furthermore the author also displays batak toba traditional houses, musical instruments, traditional batak toba clothing and also dance clothes created by dancers when pulling batak toba dance creations.

As for the collection of images and videos that the author of the collection to package batak toba dance material is:

1. Take pictures and also videos that match batak toba dance teaching materials. The shooting and video was taken on the digital library (*Digilib*) page of Medan State University.
2. After the images and videos have been collected, then the images and videos are entered into the video editing application.
3. After the image and video files are entered, then the selection of background and editing on images and videos and voting supporters.
4. After completion of editing, the next step is video storage that has been structured and has been combined.
5. After the process of editing and preparing the video has been done, then the next step is the evaluation process carried out by material experts and media experts. after the video enters the category of good, then the batak toba dance teaching material video is ready and included in video compact *disk (VCD)* products and can be used in dance learning for lightly impaired children.

2. Production Stage

At this stage of production, the author combines all the material that has previously been compiled and the video editing stage. This material incorporation is in the form of images, videos, the incorporation of sound effects and visual effects. In addition, it also makes packaging design with an attractive cover for cover images in *Video Compact Disk (VCD)* packaging products. After the video media has been combined and also previously has gone through the validation test stage by material experts and media experts, then the learning media has been completed and can be used for dance teaching materials for lightly impaired children.

3. Post-Production Stage

Furthermore, after the merger of the video has become a video teaching material, then audio visual media with Batak Toba dance teaching materials can already be *burned* in *Video Compact Disk (VCD)* products for lightly blind students at SLB Islamic Education Park (TPI). And this audio visual media product can already be used for dance learning in schools in Children with Special Needs (ABK) especially in lightly impaired children.

The steps in packing this dance teaching material are: 1) Planning; 2) Preparation; 3) Production; 4) Evaluation. The author first does planning such as doing a needs analysis to the



Extraordinary School, making observations, then determining the dance material that the author will pack into audio visual form. The selection of dance material is dance material from the Batak Toba ethnicity because, some of the basic movements of Tor-tor Batak Toba are not too difficult and simplicity in each variety of movements can still be followed by Children with Special Needs. In addition, the selection of music with a fast tempo is also chosen with the aim of being able to excite students in practicing dance.

In making packaging of Batak Toba dance material in the form of audio visual media the author involves Mrs. Ferry Sagala as the source and also material expert I and Rita's mother as material expert II. Ferry Sagala S., Pd., M.Sn is a cultural arts teacher and artist from Samosir and she is an alumnus of Dance Arts Education. The problem faced by the author is the distance of the author with expert material I originating from Samosir, so communication is done via Phone and *WhatsApp* and sends videos through *Gmail* and assessment sheets sent via *pdf* sent back after assessment.

The revisions obtained from the assessment of Mrs. Ferry are; 1) Inserting an image or video with the background of Lake Toba; 2) In the dance variety stage, slow motion is made because the media is for Children with Special Needs. After revisions were made by adding the background of Lake Toba and making various movements with slow motion, the results obtained were 4.5 entering the Very Good category.

The revision was made to the material expert II, namely Rita Ocvita Tambun S.Pd who is a permanent teacher at a public school and is also a teacher of Cultural Arts and she is also an alumni of Dance. The author showed him the media and he did not revise anything because according to him it was good for learning dance for Children with Special Needs. As for the assessment carried out by the material expert validator II with a score of 4.6 entering the Very Good category.

CONCLUSION

The results of packaging the Toba Batak creation dance in audio visual form for class VII mild mentally retarded students at SLB Taman Pendidikan Islam, the authors convey the following conclusions:

1. In the material packaging stage, there are four (4) stages including: 1) Planning; 2) Preparation; 3) Production; and 4) Evaluation.
2. The results of the packaging in this study were to produce the packaging of Batak Toba Batak dance teaching materials in the form of audio visuals for mild mentally retarded students packaged in Video Compact Disk (VCD) products.
3. At the evaluation stage, the following results were obtained: (a) Validation test by material experts I and II got a score of 4.5 in the Very Good category, (b) Validation test by media experts got a score of 4.5 in the Very Good category .
4. The packaging of this Toba Batak dance teaching material is packaged for mild mentally retarded children by developing from basic tor-tor movements into simple movements that are easy for Children with Special Needs to dance.

Based on the results of the study and conclusions, the authors convey some suggestions as follows:

1. This research still has many shortcomings, so if there are similar studies, it is recommended to add more incomplete materials.
2. This creative dance packaging can be used by teachers who teach Special Children (SLB) and also makes it easier for teachers to provide dance lessons to students.
3. This audio-visual learning media is expected to be used and become an alternative source of learning for teachers who teach dance in Special Schools and can also assist teachers in delivering dance teaching materials.
4. This research can also make students use technology in a good way, with many learning resources that can be packaged in audio-visual form, which will make students able to study anywhere without limited time.



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