

Development of Makyong Audio-Visual Learning Media

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Abstract: Makyong traditional theater learning at the UNIMED Performing Arts Program which is inhabited by students from diverse ethnic backgrounds. Meanwhile, the material offered in the lecture is specific to the Malay culture which is the basis of Makyong culture so that the impact of these problems students find themselves limited to the cultural margins studied. In order to encourage mastery of student competencies, learning should utilize effective, practical and interesting learning media, namely audio-visual learning media. This research is a development research using the ASSURE model which aims to develop audio-visual learning media. The result of this development research is that audio-visual media for Makyong learning is very valid and can be used without requiring revision.

Keywords: Makyong; development research; ASSURE Model; learning media

Introduction

In the era of cultural diversity and accompanied by increasingly massive technological developments, learning that is based on local wisdom is required to re-examine the traditional values that are the center of learning. With an awareness of cultural diversity, lectures that contain local culture are actually agents who are responsible for revitalizing the 'less empowered' forms of local culture. The mission of cultural rejuvenation like this, of course, can be realized in an optimal and critical classroom condition that creates a discursive class. However, in some conditions there are various obstacles that can hinder this achievement, including the various ethnic backgrounds of students. The consequence of this condition is that lectures will become matriculation related to culture that will be revitalized or even become classes that produce artificial projects.

This class anomaly is often experienced in Makyong traditional theater lectures at the UNIMED Performing Arts Study Program which is inhabited by students from various ethnic backgrounds. Meanwhile, the material offered in the lecture is specific to Malay culture which is the basis of Makyong culture so that the impact of these problems students find themselves limited to the cultural margins studied. Considering that regular meetings in the classroom cannot accommodate the amount of information that must be conveyed, the researcher assumes that technology is needed to act as a secondary source that can increase students' understanding to understand the cultural substance discussed in class.

Technology with its current development offers an abundance of information and easy access that can be reached by students in order to achieve effective learning. In the implementation of learning, students are often recommended to look for references from various platforms that provide various references such as learning media, books, etc. However, from the results of the researcher's analysis regarding student needs regarding Makyong learning media, it can be said that there is no audio-visual learning media with the theme of Makyong that can be used as a reference in lectures. The impact of the lack of learning media can of course 'perpetuate' the limitations experienced by students from non-Malay backgrounds.

In Makyong traditional theater learning, students are required to be able to perform Makyong performances as a whole, complete with Malay attributes and identities. In this regard, students must of course master the Malay aesthetic idioms inherent in Makyong itself. More specifically, the expected competence is that students are able to portray their Malay identity authentically. The role displayed by students must aim at imaging that is right on target through Malay teaching and learning, Malay word techniques and Malay art (Rifandi, 2022). The right

target in the Makyong role technique has implications for maintaining the existence of the Makyong artistic tradition which is also the mission of the Makyong tradition theater course.

In order to encourage the mastery of student competencies, learning should utilize effective, practical and interesting learning media. Learning media is something that can be used to convey educative messages from teachers as messengers to students as recipients (Sadiman, 2008: 7). Based on this opinion, learning media has a very important role in the learning process, considering the purpose of learning as a communicative process between lecturers and students. The communication process can be said to be successful if the messages conveyed can be captured by students in order to achieve the expected competencies in the learning.

Based on the description above, it can be formulated that the purpose of this research is to develop a product in the form of audio-visual media for learning Makyong traditional theater at the Performing Arts Study Program, State University of Medan.

Method

This research is a development research that applies the ASSURE model recommended by Heinich, et al (1982). The ASSURE model consists of several stages, namely: (1) analyze learners, (2) state objectives, (3) select methods, media, and materials, (4) utilize materials (5) requires learner participation, and (6) Evaluate and revise . Researchers only used five stages of the six stages of the ASSURE model, namely: (1) analyzing the needs of students, (2) formulating learning objectives, (3) developing learning media, (4) utilizing media in the context of trials, and (5) revision .

In this study, the researchers chose test subjects consisting of material experts who have a Malay cultural background and have a minimum educational background of master's degree, media experts who master audio-visual media competencies, practitioners and students. The chosen practitioner is a lecturer in the Performing Arts Study Program who teaches the Makyong traditional theater course. As for students, the researchers chose Performing Arts Study Program students who had taken the Makyong traditional theater course.

The data that the researcher presents in this study is in the form of qualitative data that the researcher obtained through suggestions and input from the test subjects. In addition, researchers also present quantitative data obtained from the assessment of test subjects on learning media seen from the aspect of form, content and appearance. In collecting data, researchers conducted interviews related to student needs and used questionnaires to obtain data from test subjects. The level of assessment that researchers use in the questionnaire is the level of the scale (Arikunto, 2013: 285).

The data analysis that the researchers did to answer the problems in this study was to formulate the conclusions of the analysis as the basis for the revision of the learning media that became the product in this study. The steps that the researcher took are described as follows (1) collecting data in the form of suggestions and inputs given by experts and practitioners; (2) selecting and classifying data based on the test group; and (3) analyze the data and formulate conclusions that are used as the basis for revision of learning media. Quantitative analysis technique is done by processing numerical data from validation questionnaires, practitioners, and students. Quantitative data analysis was conducted to determine the validity of the media that was the product of the research.

Result and Discussions

In the process of this research, the researcher first conducted a needs analysis of the students who took the Makyong traditional theater course. Based on the analysis carried out, the researchers found the fact that students who took the Makyong traditional theater course came from diverse cultural backgrounds so that a matriculative approach was needed (Rifandi, 2022). This means that this approach is used as an equalization of the physical and intellectual abilities of students who will later demonstrate Makyong.

Based on research conducted by Rifandi (2022), Makyong's acting approach consists of mastering Malay philosophy contained in Malay teaching and learning, training in Malay speaking skills through mastering Malay pantun and Malay physical training derived from Malay dance techniques. The results of the research are in the form of scientific articles that have not been packaged in the form of interesting and practical learning media. Along with that, students' need for learning media that can facilitate students in understanding learning materials effectively is very high. So that researchers can conclude, in order to accommodate the needs of students is the availability of Makyong learning media based on audio-visual media to facilitate the learning process.

The purpose of learning Makyong traditional theater holistically is to show Makyong as the final achievement of Makyong learning. However, to reach this stage, students must master the basics of playing Makyong whose approach is adopted from modern acting training, namely body, soul and intellectual mastery. Therefore, students must master body training adapted from Malay dance techniques, intellectual training by mastering Malay conversation techniques and mental training can be mastered through understanding Malay teaching and learning. After the learning objectives are formulated, the researcher chooses the form of the product to be developed as a learning medium.

Learning media is something that can be used to convey messages from the sender of the message to the recipient of the message (Sadiman, 2008: 7). Therefore, learning media can be used as a means of transmitting knowledge from lecturers to students. The selection and use of the right media can increase the desire, interest, and motivation to learn in students. In order for a message or information to be conveyed effectively, it must be packaged in an attractive and complex form such as audio-visual media. Audio-visual media is a type of media that contains two elements, namely sound elements and moving image elements, besides that audio-visual media are available in various image sizes and sound layers (Sanjaya, 2011: 211).

Based on the explanation above, the researcher chose to develop audio-visual media that can be used in learning Makyong traditional theater. This is in line with the statement of Sudjana and Rivai (2015:4) which states that the use of learning media depends on learning objectives, learning materials, accessibility of media and the ability of lecturers to use them in the learning process. The development of audio-visual learning media refers to aspects of content, form, and appearance. The following is an explanation related to the learning media that the researchers developed;

First, the content of learning media is material related to theoretical knowledge and practical guidance. Theoretical knowledge is historical studies and theories that support Makyong learning, for example acting theory. As for the practical guide, it is intended that students can understand how to use these materials for practical purposes in the classroom. The materials presented in the learning media are (1) the history of Makyong in North Sumatra, (2) a discussion of acting, (3) teaching Malay teaching, (4) Malay rhymes and (5) Malay dance techniques.

Second, the form of learning media is audio-visual media packaged through the IMovie application. The application is a video editing application that allows users to create a video with interesting settings. The results of making this learning video are then uploaded to Youtube so that it can be accessed by students.

Third, the display of learning media is presented in videos that are arranged in such a way by paying attention to the optimal aspects of images and sounds. The dimensions of the video are 1920 x 1080 with landscape orientation and HD format so that when played from various devices the image displayed remains sharp. Even with such image dimensions, the video will not blur even if it is displayed using an LCD projector.

Validation Results

Validation based the assessment on three aspects, namely content, form, and appearance. These aspects become the basis for researchers to determine the practical value and attractiveness

of the media that researchers develop. The practical value of the media is because it is easy to use by students who are test subjects. Apart from the perspective of students as learners, learning products must also facilitate the task of lecturers in conveying learning objectives and make it easier to explain teaching materials (Sudjana and Rivai, 2015). This means that the existence of learning media becomes an instrument that can improve the quality of learning.

Validation of audio-visual media products for Makyong traditional theater learning was carried out with test subjects consisting of material experts, media experts, and practitioners. Aspects validated by material experts consist of several criteria, namely; (1) the quality of the material, (2) the quality of the samples, (3) the instructions for using the media, and (4) the effectiveness of the media. The aspects validated by media experts consist of several criteria, namely; (1) screen proportion, (2) media format accuracy, (3) media effectiveness. Aspects validated by practitioners consist of several criteria, namely; (1) presentation of material, (2) presentation of examples, (3) effectiveness of media, (4) accessibility.

Data validation was analyzed based on the content, form, and appearance aspects of the developed audio-visual learning media. The data analysis of the three aspects was obtained from the results of validation with material experts, media experts and practitioners. The results of the validation researchers describe as follows:

Product validation with Makyong traditional theater material experts regarding aspects of learning media content focused on two criteria and showed a percentage of 89% which means it is very valid and can be used without any revision. Product validation with Makyong traditional theater material experts regarding aspects of the form of learning media focused on one criterion and showed a percentage of 89% which means it is very valid and can be used without any revision. Product validation with Makyong traditional theater material experts regarding the display aspect of learning media focused on one criterion and showed a percentage of 89% which means it is very valid and can be used without any revision.

Product validation with media experts related to media content focused on one criterion which showed a percentage of 90% which means it is very valid and can be used without revision. Product validation with media experts related to media forms was focused on two criteria and showed a percentage of 88% meaning that the media form was very valid and could be used without any revision. Product validation with media experts related to the display of learning media focused on one criterion and showed a percentage of 89% which means it is very valid and can be used without revision.

Product validation with practitioners because the content of the learning media is focused on two aspects and shows a percentage of 89% which means it is very valid and does not require revision. Product validation with practitioners because the form of learning media is focused on one criterion and shows a percentage of 92% which means it is very valid and does not require revision. Product validation with practitioners because the media form is focused on one criterion and shows a percentage of 92% which means it is very valid and does not require revision.

In this study there are also verbal data in the form of suggestions and input given by the test subject related to learning media. The following researchers present suggestions and input related to the content of learning media from material experts and media experts in Table 1.

Table 1.	Suggestions and input related to learning media			
	No.	Suggestions and Input	Expert	
			Material	Media
	1	It is necessary to clarify the history of Makyong in North Sumatra	√	
	2	It is necessary to convey how to use modern acting theory in traditional theater acting	√	
	3	It is necessary to add an explanation regarding the Malay dance technique used	√	

	4	Add low-intensity Malay music to keep the video from being too stiff. Many Malay music no copyrights can be used as background music.		√
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Test Results

The trial of audio-visual learning media was carried out with students focused on aspects of content, form, and appearance. The criteria for testing the audio-visual learning media are (1) the proportion of the screen design, (2) the effectiveness of the media, and (3) the presentation of examples.

The trial was conducted with students of the 1st and 9th semesters of the Performing Arts Study Program. The number of students who became respondents was 10 students. The results of the learning media trial with students related to the form of the media were focused on one criterion and showed a percentage of 92% which means it is very valid and without requiring revision. The results of the learning media trial with students related to media display were focused on one criterion and showed a percentage of 92%, which means it is very valid and does not require revision. The results of the learning media trial with students related to the media display that was focused on one criterion showed a percentage of 92% which means it is very valid and does not require revision

Data analysis

Data analysis aims to understand thoroughly the research carried out (Rohidi, 2011). The data that has been obtained and categorized will be further processed in the data analysis stage. The data from the validation results in this study will be described in the form of qualitative data based on the media validity criteria guidelines. The data analyzed is the result of filling out questionnaires by material experts, media experts, practitioners, and students. The researcher's validation data analysis is described in Table 2 below.

No.	Validator	Percentage (%)	Criteria	Implementation
1	Material Expert	89	Very Valid	Without Revision
2	Media Expert	89	Very Valid	Without Revision
3	Practitioner	91	Very Valid	Without Revision
4	Respondent (Student of UNIMED Performing Arts Program)	92	Very Valid	Without Revision
	Average	90,25	Very Valid	Without Revision

Based on the validation results from material experts, the percentage of media validity is 89% which is interpreted as very valid and can be used without any revision. Based on the validation results from media experts, the percentage of media validity is 89%, which means it is very valid and can be used without revision. Based on trials conducted by practitioners, the media validity presentation is 91%, which means it is very valid and does not require revision. Based on the respondents who came from the UNIMED Performing Arts Study Program students, which amounted to 10 people, the media validity presentation was 92%, which means it is very valid and does not require revision.

From the assessments given by material experts, media experts, practitioners, and respondents, the average percentage of media validity is 90.25%. The conclusion of the analysis

is that the audio-visual learning media that the researcher developed for the Makyong traditional theater learning is declared to be very valid and does not require revision.

Conclusion

Based on the results of the development of audio-visual learning media, researchers can conclude several things, namely audio-visual learning media can be a means of transmitting knowledge between lecturers and students. In the knowledge transfer process, learning media is actually a means to strengthen student competencies in a more effective way. The preparation of material into audio-visual media emphasizes the history of Makyong in North Sumatra, supporting acting theory, teaching Malay teaching, Malay pantun and Malay dance techniques which will later be used as a matriculative acting approach. Moreover, with class conditions with students from various cultural backgrounds, the matriculative acting approach can be a solution. The development of audio-visual learning media is an alternative that is offered in line with the current development of information technology so that the learning process is more effective and critical

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