

The Need of Multimedia for *Sambut Sebing Sekundang* Dance

Bella Aulia Rahmah
 Graduate Program of Arts Education
 Yogyakarta State University
 Yogyakarta, Indonesia
 bella.aulia2016@student.uny.ac.id

Rumiwiharsih
 Assoc. Doctor, Graduate Program of Arts Education
 Yogyakarta State University
 Yogyakarta, Indonesia
 rumiwiharsih@uny.ac.id

Abstract— This study aims to determine the need of teachers and students towards the multimedia of *Sambut Sebing Sekundang* dance on Arts and Cultural subjects in SMP Negeri (State Junior High School) 1 OKU. The media that is usually used by the teachers in learning *Sambut Sebing Sekundang* dance is not effective to help the teacher in conveying the material effectively, to assist the students to learn every kind of movement and to synchronize the movement with the music. This research used a survey method through an interview with the Arts and Culture teachers, direct observation during the *Sambut Sebing Sekundang* learning, and questionnaire distribution to 150 students of the eighth grade of SMP N 1 OKU. Based on the results of interview, observation, and questionnaire, it showed that the media development was strongly needed as a solution to the existed problem in the dance subjects of *Sambut Sebing Sekundang*.

Keywords— *multimedia, dance learning, sambutan sebing sekundang dance.*

I. INTRODUCTION

In the era of globalization, the use of technology in the world of education has become crucial. Dance learning in the 21st century requires teachers to integrate many kinds of new media in order to create a fun learning environment that can facilitate various learning styles of students [1]. Multimedia is a development in technology that is used in education, especially in school. The use of multimedia in school is an effort of education revolution. It means that multimedia can change the learning activity. It is a tool to deliver learning material by involving three or more media such as audio, picture/ diagram, animation, video, and text with the help of computer [2]. Student-centered multimedia design is related to how the human brain works, so it can help to increase human cognition [3]. The use of technology is accessible to all ages. A survey shows that students' experience in using multimedia in class and their desire to use technology as a means of learning will result in positive impacts for their future. Multimedia makes learning activity easier and more interesting. It can also increase students' participation and motivation in project assignment because they can express their innovative idea and their desire to use technology in each learning process [4].

[5] Several reasons for using multimedia in many fields including in the process of learning are as follows: 1) the better learning and long-term memory,

since multimedia provides several learning models and makes the user actively involved in learning. It makes the learning process run better, interesting, and increase the user's memory; 2) the difference in learning styles and preferences that display and combine many kinds of attractive presentation, so it can enhance the opportunities for students to learn; 3) the effectiveness of cross-domain learning in which the use of multimedia can be done anywhere in order to increase optimum learning results in a shorter time; 4) the motivation that helps students to show positive attitude consistently towards learning; 5) the interactivity that facilitates students to interact, to respond to information and evaluation that is given by computer system; 6) the independence that allows the users to conduct individual learning with the help of computer; 7) the consistency that produces different styles of learning to users to make sure certain themes to be handled in the same way to all students; 8) the autonomous control in which the system can give control to the users in accessing information, so the students can adjust the speed of information comprehension according to the time they need; 9) the motion as a moving picture that illustrates an effective process where video is more beneficial to help procedural learning [5].

Dance learning is an art branch that is taught in school. Several things need to be consider in managing dance learning, especially the relevant strategies of class management, such as: the learning plan, preparing the learning environment, the language instruction, the material introduction, the presentation of learning experience, the tips for transition between assignment and activity, the learning outcomes display, the closing, and the strategies to deal with unexpected events during the learning process [6]. The difficulties that are often encountered by students in dance class such as improper movement and reflecting the acquired knowledge [7]. The learning environment based on a video in a ballet class can help 3 processes of reflection; they are describing, evaluating, and connecting the perspective to other students [8].

Sambut Sebing Sekundang is a dance to welcome the special guests of Ogan Komering Ulu (OKU). The name of Sebing Sekundang is taken from the motto of OKU district "walking together, helping each other to gain success." This dance reflects the host's attitudes of being friendly, happy,

tolerant, sincere, and open to welcome the guesses that visit OKU district. This dance consists of 5 main movements in which each of the movement has a meaning in social life. Each movement is part of traditional dances from 5 tribes in OKU district. Semende's range motion is part of the Tupai Begelut dance. Ranau's range motion belongs to the Belimau dance. Komerling's range motion shares the portion of the Tanggai Komerling dance. Ogan's range of motion has been part of the Gajah Bejuang dance. Meanwhile, Daye's range of motion is related to the Tanggai Daye dance. This dance also has two kinds of simple floor pattern, i.e. the early floor pattern when the dancer entering the stage by lining up in three and the main floor pattern in a form of "V" [9].

In *Sambut Sebimbing Sekundang* competition that was held last year, the chairman of the Arts Council of OKU, Tina Melinda, said that the competition was aimed to equate many perspectives of the *sambut* (welcome) dance in OKU district community and to keep the existence of this special arts. In addition, she also said that *Sambut Sebimbing Sekundang* dance had to be taught to all students in school or dance studio [10].

According to the explanations, it can be concluded that *Sambut Sebimbing Sekundang* dance is expected to become a compulsory dance material in the school's arts and culture subject. The learning of *Sambut Sebimbing Sekundang* can be an effort to preserve the art existence in OKU district among students in order to promote the local wisdom. Considering this circumstance, this research aims to determine the need of teachers and students towards multimedia in learning *Sambut Sebimbing Sekundang* dance. In this study, (Sekolah Menengah Pertama Negeri/ State Junior High School) SMP N 1 OKU is chosen as the research location because the school has already set *Sambut Sebimbing Sekundang* dance as the art learning material.

II. MATERIAL AND METHODOLOGY

This research used survey method. The data collection techniques were through interview, observation, and questionnaire. The data collection technique was used to identify the need towards the multimedia of *Sambut Sebimbing Sekundang* dance in SMP N 1 OKU. The technique of interview in this research was semi-structured to the Arts and Cultural subject teachers related to the aspects and indicators that had been decided earlier. The guidelines for the interview are as follows:

TABLE I. GUIDELINES OF THE INTERVIEW

Aspects of the Interview	Indicators	Number of Item
Dancing experience	Learning material for dancing	1
	Implementations of the dance learning	2
	Learning media	3, 4
	Obstacles in the process of dance	5

	learning	
Students characteristics	Students' learning style	6
	Students difficulties in the process of dance learning	7
Multimedia in dance learning	The needs towards multimedia	8
	The response towards the multimedia development plan in dance learning	9

After obtaining data from the interview, the researchers conducted non-participant observation in order to examine the real condition during the learning process of *Sambut Sebimbing Sekundang*. The observation was focused on the facilities and activities in the learning consisting of opening, main, and closing activities. The researchers used field note in order to acquire the data during the observation. Then, the researchers distributed the questionnaire containing the statements that can strengthen the analysis of *Sambut Sebimbing Sekundang* multimedia based on the students' perspective.

TABLE II.

Aspects of the Questionnaire	Indicators	Number of Item
The Potential that supports the analysis of Multimedia for <i>Sambut Sebimbing Sekundang</i> Dance learning	Dancing experience	1
	Difficulties in dancing	2
	The knowledge of <i>Sambut Sebimbing Sekundang</i> dance as a special dance of OKU district	3
	The ability in <i>Sambut Sebimbing Sekundang</i> dance	4
	The students' desire to learn <i>Sambut Sebimbing Sekundang Dance</i>	5
	The availability of learning media for <i>Sambut Sebimbing Sekundang</i> dance	6
	The availability of learning media for <i>Sambut Sebimbing Sekundang</i> dance	7
	The effectiveness of learning media in learning <i>Sambut Sebimbing Sekundang</i> dance.	8
	The students' desire to use <i>Sambut Sebimbing Sekundang</i> multimedia	9
	The learning multimedia development of <i>Sambut Sebimbing Sekundang</i> in a multimedia form.	10

III. RESULTS AND DISCUSSION

A. Results

The interview results with the Arts and Culture teacher in SMP N 1 OKU showed that *Sambut Sebimbing Sekundang* dance had been taught to seventh-grade students through conventional manner. The media used in *Sambut Sebimbing Sekundang* dance learning had not effectively helped the teacher to deliver the material and the students to learn the kinds of movements to synchronize their movements

with the music. The media was a video recording that illustrated the learning material of *Sambut Sebimbing Sekundang* dance. The interview results can be seen in the table below:

TABLE III. RESULTS OF THE INTERVIEW

No	Questions	Answers
1	Has <i>Sambut Sebimbing Sekundang</i> dance become a teaching material in the Art and Culture subject?	<i>Sambut Sebimbing Sekundang</i> dance has become a teaching material in the Art and Culture subject
2	What method is used in the process of learning <i>Sambut Sebimbing Sekundang</i> dance?	Learning <i>Sambut Sebimbing Sekundang</i> dance used the method of lecturing and demonstration.
3	What kind of media that are used in the process of learning <i>Sambut Sebimbing Sekundang</i> dance?	Media that is used in the process of learning <i>Sambut Sebimbing Sekundang</i> dance is audiovisual, which is a video recording of <i>Sambut Sebimbing Sekundang</i> that is presented using a laptop, screen projector, and speaker. The video recording is usually used at the beginning of the meeting to give an idea to the dancing material
4	Is the media capable to deliver the material of <i>Sambut Sebimbing Sekundang</i> dance both theoretically and practically?	The media is less helpful in theory and practice. Theoretically, there is no explanation about the dance's history, function, names of the costumes, property, floor patterns, and range of the movement names. It causes me to explain the dance's theory in a lecturing. In the practice activity, the dance video can't help the students to learn the movements independently and the students still ask me to teach them the movement directly.
5	Is there any obstacle that influences the implementation of <i>Sambut Sebimbing Sekundang</i> dance?	The main obstacle in learning dance is time. Considering the time allocation for learning dance is very short. Moreover, a class is often dominated by students who do not have any skills in dancing. Therefore, it will be very hard for the students to learn a dance quickly without any practice outside the learning hours.
6	What is the students' learning style in class?	The students' uses audio, visual, and kinesthetic.

7	Is there any difficulty that is experienced by students during the process of learning dance?	The average students have difficulty in understanding the right form of the movement and matching the movement with the dance music, especially students that have no experience in dancing.
8	Is it necessary to develop a new learning media in order to help the process of learning <i>Sambut Sebimbing Sekundang</i> dance?	It is very necessary. The media is expected to be capable in presenting the material for <i>Sambut Sebimbing Sekundang</i> dance in an interesting way so it can help the students to grow their motivation and to learn dancing independently. It is because dance learning requires a lot of practice especially for students who never danced before.
9	How is your response towards the <i>Sambut Sebimbing Sekundang</i> dance multimedia development plan?	I fully support the <i>Sambut Sebimbing Sekundang</i> dance multimedia development.

After conducting an interview, the following was the observation. The result of the non-participant observation during learning *Sambut Sebimbing Sekundang* dance showed that it was in line with the interview results with the Arts and Culture teacher. The learning process was started at 07.00 am. The teacher started the learning activity by saying their prayers together with the students, then checked for the students' presence. It followed by preparing the learning devices, tools, and teaching material. The teacher displayed a video of *Sambut Sebimbing Sekundang* dance, while the students paid attention to the video and listened to the teacher explanation on the range of motion and floor patterns. After the explanation, the teacher divided the students into groups and asked students to prepare for practice activity. During the dance learning, it was examined if there were students who experienced difficulties in imitating the dance movements or synchronizing the movements with the dance music. There were students who could perform the correct dance movement but were unable to match their movement with the dance music, so as the contrary. The teacher had used the dance video in order to help the students in learning, but it did not work very well. The quality of *Sambut Sebimbing Sekundang* dance video was good, but it did not display the movements clearly. For that reason, the students kept on asking for a direct explanation of the motion from the teacher. The teacher also seemed to have problems in controlling the students during the practice activity because the teacher also had to give an explanation about the movement directly. By the end of the learning process, the teacher helped the students to conclude the material they had learned, to give motivation and ended the learning activity with regards.

After that, the questionnaires were given to 150 students consisting of questions about the need for *Sambut Sebing Sekundang* dance multimedia. The results of the questionnaire were as follow.

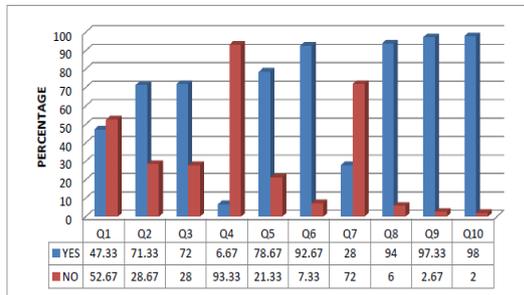


Fig. 1. The results of the questionnaire for need analysis of the multimedia in learning *Sambut Sebing Sekundang* Dance

The result for question number 1 (Q1) showed that 47.33% of the students had experience in dancing, while 52.67% of them didn't. The results for question number 2 (Q2) indicated that 71.33% of the students experienced difficulties in understanding the movements and synchronizing the tempo and rhythm of the dance music, while 28.67% of them didn't. The results for question number 3 (Q3) presented that 72% of the students recognized *Sambut Sebing Sekundang* as a special dance from the OKU, while the rest of 28% didn't. The results for question number 4 (Q4) demonstrated that 6.67% of the students knew how to dance *Sambut Sebing Sekundang*, while the other of 93.33% didn't. The results for question number 5 (Q5) showed that 78.67% of the students wanted to learn the *Sambut Sebing Sekundang* dance, while 21.33% of them didn't. The results for question number 6 (Q6) presented that 92.67% of the students admitted if the learning media was available, the rest of 7.33% didn't. The results for question number 7 (Q7) revealed that only 28% of the students said if the media strongly helped them to learn the *Sambut Sebing Sekundang* dance, while the rest of 72% didn't. The results for question number 8 (Q8) exposed that 94% of the students needed another alternative media to help them to learn *Sambut Sebing Sekundang* dance, while the rest of 2.67% didn't. The results for question number 9 (Q9) showed that most of the students with 97.33% wanted to learn with media in a form of multimedia in forms of texts, pictures, audio, video, and animation, while the other 2.67% didn't. The results for question number 10 (Q10) disclosed that mostly 98% of the students agreed if the use of multimedia could make it easier for them to learn dancing, while the rest of 2% disagreed.

B. Discussion

The renewal of *Sambut Sebing Sekundang* dance learning media in the multimedia form will make learning activity better. The multimedia can help the teacher to deliver and the students to understand the material both theoretically and

practically. Multimedia has very significant influences to increase the students' academic achievement [11]. In several cases, the multimedia can communicate with the users and the students can access verbal and visual representation at the same time so that multimedia can help the students to reconstruct their own knowledge [12]. In learning *Sambut Sebing Sekundang* dance, the verbal and visual interaction will be integrated through multimedia. Therefore, multimedia will help the students to understand the *Sambut Sebing Sekundang* dance easily. The material for *Sambut Sebing Sekundang* dance will be discussed briefly and attractively in the form of slides. For instance, the material of dance costumes can display the pictures of each costume separately. In the practical section, the multimedia can display dance video that is illustrated by a dancer using a mirror illustration. The use of multimedia in learning activity can help and make the students more excited in learning [4].

IV. CONCLUSION

The teacher and students need *Sambut Sebing Sekundang* multimedia as the best solution to deal with the problems during this dance learning. The use of multimedia in the learning process is expected to give an opportunity for the student to learn independently or in a group in order to arrange, repeat and understand the material of dance movements beyond the classroom learning. Therefore, this finding can be used as a beneficial reference to develop a learning media of *Sambut Sebing Sekundang* dance in the form of multimedia.

ACKNOWLEDGMENT

We would like to express our gratitude to all parties involved in this research, especially the Education Department of OKU district as well as the teachers and the students of SMP N 1 OKU.

REFERENCES

- [1] A. Sööt and E. Viskus, "Teaching dance in the 21st century: A literature review," *Eur. J. Soc. Behav. Sci.*, no. 1998, pp. 2301–2218, 2010.
- [2] J. Collins, M. Hammond, and J. Wellington, *Teaching and Learning with Multimedia*. 1997.
- [3] R. E. Mayer, *Multimedia Learning Seccon Edition*, 2nd ed. Cambridge University Press, 2009.
- [4] R. Wirawijaya, "No Title," *Tribun Sumsel*.
- [5] Newby, T. J., Stepich, D. A., Lehman, J. D., *Educational Technology for Teaching and Learning*. Boston, MA: Pearson Education, 2011.
- [6] D. Clark, "Classroom Management Challenges in the Dance Class," *J. Phys. Educ. Recreat. Danc.*, vol. 78, no. 2, pp. 19–24, 2007.
- [7] Å. Leijen, I. Lam, L. Wildschut, and P. R. J. Simons, "Difficulties teachers report about students' reflection: Lessons learned from dance education," *Teach. High. Educ.*, vol. 14, no. 3, pp. 315–326, 2009.
- [8] Å. Leijen, I. Lam, L. Wildschut, P. Robert-Jan Simons, and W. Admiraal, "Streaming video to enhance students' reflection in dance education," *Comput. Educ.*, vol. 52, no. 1, pp. 169–176, 2009.

- [9] A. Sriwijaya, “Makna Simbolik Tari *Sambut Sebingbing Sekundang* di Kabupaten Ogan Komering Ulu Sumatera Selatan.” Jurusan Pendidikan Seni Tari UNY, 2009.
- [10] T. Sivakumaran, K. Garcia, L. Davis, Q. Jones, M. Dawson, and S. Hall, “Student Perceptions of Multimedia Technology Integrated in Classroom Learning,” *Int. J. Humanit. Soc. Sci.*, vol. 2, no. 11, pp. 67–70, 2012.
- [11] S. Aloraini, “The impact of using multimedia on students’ academic achievement in the College of Education at King Saud University,” *J. King Saud Univ. - Lang. Transl.*, vol. 24, no. 2, pp. 75–82, 2012.
- [12] R. E. Mayer, “Multimedia aids to problem-solving transfer,” *Int. J. Educ. Res.*, vol. 31, no. 7, pp. 611– 623, 1999.