

Interactive Videos in Learning Dance for Deaf Students

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ABSTRACT

This study aims to improve the quality and accuracy of the steps in the design process in making dance learning videos for deaf students. The expected benefit in this research is to produce research products that can be used to develop the quality of education and learning effectively. The research location for the learning process of art and culture is located at SLB-B Prima Bhakti Mulia, Cimahi city, with a population of 19 junior high school students. This research was conducted on deaf students as the target subject of making interactive videos that adapt to the characteristics of students. The method used is the experimental method as a strategy to improve learning activities and student learning outcomes. According to Djarmah, the experimental method is a way of presenting lessons, where students experiment by experiencing what they are learning for themselves. Data collection techniques were carried out by means of observation, interviews, surveys, documentation studies, and literature studies. The results of the study obtained experimental videos for the initial step of learning the Peacock Dance, with the achievement of the results meeting the objectives, namely to improve the quality and student learning outcomes.

Keywords: Learning dance for deaf students, Experiment, Tari merak.

1. INTRODUCTION

Dance learning for deaf students must use different learning methods from students in general. It takes a method that matches the student's characteristics so that the learning indicators are achieved. Learning dance for deaf students will certainly be simpler. Each student has different backgrounds, interests, needs and abilities. The teacher's role is not only limited to being a teacher, but also as a mentor, developer, manager of learning activities and facilitating student learning activities in accordance with the learning components. the components in learning, namely; objectives, teaching materials/materials, methods and media, evaluation, students and teachers.

According to Gerlach and Elly [1] states "A medium, broadly conceived is any person, material of event that establishes condition which enable the learner to acquire knowledge, skill and attitude. According to Gerlach, in general, media includes people, materials, equipment or activities that create conditions that enable students to acquire knowledge, skills and attitudes. Thus, learning media are tools and materials that can be used for the learning process in an effort to improve learning outcomes.

The benefits of media for deaf students are to overcome student limitations, the media can produce uniformity, the media can simplify an object that is too complex, slow down and speed up the movement of a process in a relatively short time, the media can generate motivation and stimulate students, the media can generate new desires and interest's student. With these benefits the media can provide a new learning experience for students. The method used for this learning design is the experimental method., According to Winarno in Moedjiono and Moh. Dimiyati [2] "experimental method is the activity of teachers or students to conduct an experiment and then observe the process and results of the experiment." The planning activity for this interactive learning video is carried out in several stages such as: observation, planning, action, and reflection.

Researchers observed dance learning for deaf students to find out what were the obstacles in the field, so that a plan was also obtained, namely the making of interactive learning videos for students. This interactive learning video is adapted to the needs of students and schools to get better learning outcomes and quality. Researchers will examine development research in the world of education and are expected to contribute to the world of education and research.

2. METHODS

This research uses this research descriptive analysis method. This method is the clearest method to describe research results.

According to Bogdan and Taylor [3] defines qualitative research as "a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Through this descriptive research, researchers get information and data from several sources, with data collection techniques in the form of observation, interviews, documentation studies, literature studies.

The data collection technique uses the method of observation, survey, interview and documentation which has been described by Maryono [4].

The interview was conducted at SLB-B Prima Bhakti Mulia on May 1, 2021, with Mrs. Pien Sudiraharti, S.Pd as the principal of SLB-B Prima Bhakti Mulia as the principal. This interview process is a process of communication or interaction to collect information by means of questions and answers between the researcher and the informant or research subject.

Observation is also one of the most common data collection techniques in qualitative research methods. To observe student learning, the researcher collected several student dance learning outcomes in the form of student videos.

Literature study is a method used to collect data or sources related to the topic raised in a study. Literature studies can be obtained from various sources, journals, documentation books, internet and libraries.

3. RESULTS AND DISCUSSION

3.1. Learning Videos as Learning Media

The dance learning process at SLB-B Prima Bhakti Mulia based on the results of direct field observations that have been carried out, obtained information about the student learning process from interviews with several teachers, that learning is carried out by teachers who are not professionals from art education, but all teachers in the school are required to be creative in introducing dance to students.

Dance learning is carried out by the teacher making creative dance choreography with music and folk songs as a dance accompaniment to be given to students. In the learning process, the problem that occurs is that dancing students cannot follow the musical accompaniment according to the tempo because the deaf students are constrained by their hearing. One way to adjust the movement and tempo of the music is by tapping or counting on the motion to produce motion that is in rhythm with the musical accompaniment.

Based on the research results obtained from the student learning process at SLB-B Bhakti Prima, the researchers made an interactive multimedia-based learning design in the form of dance learning videos. The design of this dance learning video goes through the planning stages that are made to improve the quality and accuracy in the steps of the design process in making dance learning videos for deaf students.

3.2. Design of Learning Videos with Experimental Methods

From the results of observations made, students need to get traditional dance lessons at school, namely the Peacock Dance from West Java. As a summary of the results of the research, a learning video of the Peacock Dance was made which covers the contextual aspects contained in the Peacock Dance, such as: (1) the history of the peacock dance, (2) the characteristics and characteristics of the peacock dance, and (3) the function of the peacock dance.

The context aspect contained in the interactive video is an introduction to the peacock dance to students before the presentation of the learning video for the peacock dance movement. In the video, an explanation of the material in the form of writing/text is presented along with pictures and also displays the figure of the teacher in the video so as not to lose the impression of teaching and learning to students.

The stages of learning are as follows:

- Learning materials are interactive videos (Contextual Aspects) The peacock dance is given to students by sending via WhatsApp messages because learning conditions are still ongoing online.
- The teacher gives students 20 minutes to watch the video file that has been given. Students are asked to observe and understand the material presented.
- After students observe, the teacher starts the lesson again with a discussion session, students can ask questions, statements that are not understood by the teacher. The discussion was conducted for 15 minutes.
- The last lesson was closed by giving quizzes to students from the material they had gotten. This quiz is to measure the level of student understanding carried out with the Google Class application. The teacher gives questions to students and students must answer quickly and accurately.

The results of this study show optimal results. The effectiveness of learning even though it is done online is greatly helped by the interactive learning videos that are

presented. From the results of the quiz, the students were able to answer questions (using the applicable sign language). The average student who can answer correctly and quickly reaches 80%. With the ease of learning with good results obtained, this learning video can fulfill the purpose of improving the quality and student learning outcomes.

4. CONCLUSION

From the results of observations made that SLB-B Prima Bhakti Mulia students need an action in learning activities. The planning of making interactive learning videos has been adjusted to the characteristics of students and the results of previous student learning. This research produces interactive multimedia-based dance learning videos. With contextual Peacock Dance material. The learning process is carried out in several stages such as; (1) video presentation, (2) observing, (3) discussion, and (4) giving quizzes. From the learning results, it was found that this interactive learning video fulfills the goal, namely to improve the quality and student learning outcomes.

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