Video-Based Art Culture Teaching Materials at SMPN 3 Soreang, Bandung Regency

Harry Tjahjodiningrat[(✉)], Zakarias Sukarya Soeteja, and Dhisa Aditya Prinera

Universitas Pendidikan Indonesia, Bandung, Indonesia
harrytjahjodiningrat@upi.edu

Abstract. This research article focuses on providing effective video-based teaching materials for art and culture subjects for junior high school students during the Covid-19 pandemic. This study aims to provide learning solutions for junior high school students and to stimulate teachers to be more active, innovative, creative and active in producing their own teaching materials using internet-based information technology media, one of which is making learning videos. This research was conducted at SMPN 3 Soreang, Bandung Regency, using a qualitative research method, and also using the action research-participatory method approach. This research action was carried out in stages: 1) Observation; 2) Analysis; 3) Preparation of assistance materials; 4) Material testing; 5) Evaluation; and 6) Implementation of actual activities. The results of this research are to produce guidelines for making effective video-based teaching methods, which are beneficial for teachers, students, schools, and other communities.

Keywords: Teaching Materials · Video · Cultural Arts · Junior High School Students

1 Introduction

The teaching and learning process in schools around the world has begun to be disrupted and constrained since at least the end of 2019, which was caused by the outbreak of a pandemic in the form of an outbreak of a disease called Corona Virus Disease 19 or Covid-19. In Indonesia itself, since March 2020 the first lockdown status was ratified by the government by closing all public facilities, shops, malls, offices and even schools. Along with this, the process of direct teaching and learning activities, or face-to-face meetings which are also called outside the network are also prohibited, causing disruption of the learning process and teaching process in schools.

Teaching and learning activities in the classroom will present the lecture method, discussion method and demonstration method. These three basic methods will create a psychological relationship and friendship between teachers and students. Based on interactional theory, learning is defined as a process of interaction between students and educators and learning resources in a learning environment; Based on this definition, learning is a process that bridges the interaction process between teachers, students, and

learning resources. so that they gain knowledge, from teachers and learning resources in the learning environment they use during the process [1].

Based on these reasons, then look for a face-to-face method utilizing advances in information technology, with a virtual face-to-face process, such as using the internet network with the Zoom Meeting application, Google Meet, and others. Other problems began to appear, one of which was the free network on the Zoom Meeting application which only lasted about 40 min, many schools did not have a paid application, so the connection was limited. The use of quotas is considered economically wasteful because it burdens parents during the pandemic, and drains battery energy quickly.

The limitation of the learning process for Arts and Culture subjects is that the required display is not 'enough' to be seen visually, but clear audio, and real time beats, without delayed sound are a must. Music Art material has an element of tempo, beat based on pulse count, so the synchronicity/real time beat between visual and audio must be precise and correct. The problems faced can be solved by research assistance in the making of teaching videos for Arts and Culture subjects. The research will involve lecturers as researchers and teachers as objects of research. Lecturers are expected to be able to help teachers solve learning problems that occur through making teaching videos to facilitate the implementation of the teaching and learning process during a pandemic with non-face-to-face learning or online learning. Lecturers who work in universities are bound to the Tridharma Perguruan Tinggi (The Tridharma of The University) which includes teaching, research, and community service [2].

The teaching of cultural arts subjects consisting of Fine Arts, Musical Arts, Dance Arts, and Dramatic Arts has practical content that is vocational in nature, meaning material that can be studied in theory and practice as part of the empirical students in absorbing the material. Focus on making videos for assisting the making of Cultural Arts teaching materials as a way to apply teaching materials from teachers to students. Each student can download the material once to be studied by playing the downloaded video repeatedly.

The fact that occurs in the field, that various obstacles occur in the delivery of material online (on the network), especially material for Cultural Arts subjects, that the delay in the beat or music beats greatly influences students' interpretation of the material provided by the teacher, especially in subjects Music, Dance and Drama. Making teaching materials for Cultural Arts materials into videos can help teachers, students and parents with economic problems, especially live teaching through zoom meetings is considered expensive, while every teacher, student and parent has financial and equipment limitations. Another problem faced by teachers, students and parents (especially in areas not covered by the internet) is the unstable internet network.

2 Methodology

2.1 Methods

The method of this research are qualitative, and the research technics using Action Research-Participatory method approach. Participatory is meant here is a socialization process that focuses on instilling values, norms, and habits, without any coercion, and without physical violence. While the research method used in assisting the making of

this video is descriptive, namely the description of how a learning technique is applied, and how the desired results can be achieved. This research has several steps in the form of research data collection that must be applied. The steps are: Observation; Analysis; Making mentoring materials; Trial of material/practice; Evaluation; and Execution of actual activities.

The initial stage that begins with observation and analysis is a must, so that the determination of the object of assistance is truly based on the conditions of the problems that occur in the field. In the process of implementing the plans that have been prepared, then an observation and evaluation is carried out which is used as input to reflect on what happened at the implementation stage; The results of this reflection process then underlie efforts to improve and refine the next action plan [3].

2.2   Location and Participants

The research location is SMPN 3 Soreang, Bandung Regency, Jl. Gunung Bubut, Desa Panyirapan, Kecamatan Soreang, Bandung Regency, West Java, Indonesia. The participants are:

- Grade VIII junior high school students, ages 13–15 years old;
- Cultural Arts Teacher; and
- The principal as a stakeholder.

The Making of this video has the following benefits: video teaching materials are made according to learning needs; students can access videos easily and watch many times; the process of making videos is carried out in schools involving subject teachers; make it easier for teachers to give material to students; and cost savings. This research also has an output target, which includes class VIII cultural arts learning video, IPR (Intellectual Property Rights) certification, publish in National Journal, publish in the National Mass Media, and upload teaching videos to YouTube.

3   Results and Discussion

The process of making videos for art and culture teaching materials goes through several stages of production, namely pre-production, production, and post-production. These stages are carried out from the beginning to the end of production, in the form of an activity design structure, including design; implementation, and application (See Table 1):

Table 1. Activity plan structure.

Pre-Production (Design)	Production (Implementation)	Post Production (Application)
Team determination School determination Field observation Schedule determination Define the object	Practice Space Determination Filming/recording process Audio editing & Visual editing Rough cut 1 & Screening 1 Rough cut 2 & Screening 2	Products (Video);

Table No. 1 above describes the stages of the production of making a teaching video consisting of first stage is Preproduction (Design), then second stage is Production (Implementation), and final stage is Postproduction (Application).

3.1   First Stage: Pre-production (Design)

- Making schedules, permits, proposals, and mentoring schedules.
- Survey location 1, administrative matters: permission to the principal of SMPN 3 Soreang.
- Meet with art and culture teachers, discuss, and determine teaching materials mentoring materials, namely Style and Singing Regional Songs in accordance with the Cultural Arts curriculum for class VIII Junior High School level [4].
- Briefing 1: Determine the location of assistance, determine the members of the production team.
- 2nd Briefing: Determine the job desk of the production team members, prepare a shotlist and short script (short script), prepare administration, letter for borrowing equipment, permit to carry out assistance, determine a list of audio and visual equipment, and others.
- The second survey was carried out with the production team, regarding the determination of the shooting room, electrical readiness, and preparation of equipment in the field.
- 3rd Briefing: Check the team's preparation to carry out production in the field (Figs. 1, 2 and 3).

3.2   Second Stage Production (Implementation)

- Production of teaching materials is carried out in two days of recording images.
- Production begins with the preparation and setting of audio-visual equipment from 08.00 to 16.00 WIB.
- The object of mentoring art and culture teachers is assisted by three students of class VIII.
- The production stage begins with a discussion of the shortlist and short script together between the teacher and the production team.

Fig. 1. Determining the material with the Art and Culture teacher at SMPN 3 Soreang.

Fig. 2. Note Notation Yamko Rambe Yamko.

- Teachers are given the opportunity to rehearsal related to the content to be recorded as mentoring teaching materials.
- Then the object plays the audio-visual recording process by dividing the text of the Yamko Rambe Yamko song into three parts (Figs. 4, 5, 6, 7, 8 and 9).

Fig. 3. Survey of determining space for production activities.

Fig. 4. Preparation of production equipment and room settings for the first & second day.

Fig. 5. Simulation of Shooting Production Room Settings for the First & Second Day.

Fig. 6. Preparation Equipment and Room Settings.

Fig. 7. Shooting and Checking Music Instrument.

3.3   Third Stage: Post Production (Application)

The results of taking pictures in the form of audio visuals will be edited into rough cuts first, then reviewed (screened) with the production team, after being agreed, then edited so that the final result can be screened in the form of learning videos. The results of this learning video will be uploaded in the form of a data link that can be shared via email, or social media such as YouTube and WhatsApp (Fig. 10).

Fig. 8. Trial Situation Day Two Production.

Fig. 9. Finishing of Simulation and Shooting Music Instrument in School.

Fig. 10. Postproduction, editing process.

4   Conclusion

This research reveals that teaching problems during the Covid-19 pandemic can be solved by making teaching videos. Researchers can formulate several things that become findings from assistance in the form of several suggestions, such as: 1). Teachers act as mentors, creators and innovators for schools, students, and their environment; 2). The teacher is not the only learning centre, but also a learning facilitator; 3). Teachers must be able to keep up with the times, especially in the field of educational technology, such as the use of the internet; 4). Teachers must be able to full fill teaching materials through the use of social media in anticipation of the distance teaching process; 5). Expand social links and current learning, participate in information technology teaching discussion forums, workshops, courses, seminars and others. The creativity and innovative power of teachers will be honed, this will be a good competitiveness for the world of education, and to make teachers as an excellence educator.

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