

The Effectiveness of Learning the “Tari Merak” Using Youtube Media in Online Learning

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Abstrak: Tantangan dunia pendidikan dalam memenuhi kebutuhan generasi milenial cukup besar. Hal ini disebabkan oleh pengalaman hidup mereka yang berbeda khususnya pengalaman menggunakan teknologi komunikasi. Dengan kondisi pandemi Covid-19, pembelajaran diharuskan berlangsung secara daring. Salahsatu bentuk pembelajaran adalah praktik seni tari, salahsatunya adalah Tari Merak. Dengan ragam gerak yang variatif, pembelajaran Tari Merak dapat dilakukan secara daring menggunakan media Youtube sebagai sarana pembelajaran. Youtube adalah salah satu media sosial dengan akses video. Penggunaanya dapat mengakses, mengarsipkan, dan menayangkan video, sehingga manfaat Youtube sangat besar di masa pandemi ini karena dapat memudahkan dalam pembelajaran praktik. Makalah ini menguraikan tentang kegiatan KKN Tematik MDBPE-MBKM 2021 yang dilaksanakan di SMPN 1 Subang dimulai pada tanggal 30 Agustus 2021 sampai dengan 1 September 2021. Pendekatan yang digunakan dalam kegiatan ini adalah pendekatan kuantitatif dengan metode pre-experimental design tipe one group pretest-posttest. Hasil pembelajaran menunjukkan nilai posttest siswa rata-rata sebesar 76,25 % lebih besar dari nilai rata-rata pretest 36,15%. Dengan demikian terjadi peningkatan pemahaman sebesar 40,10% dari proses pembelajaran materi Tari Merak melalui media Youtube.

Kata kunci : Daring, Tari Merak, Youtube.

Abstract: The challenges of the world of education in meeting the needs of the millennial generation are quite large. This is due to their different life experiences, especially the experience of using communication technology. With the Covid-19 pandemic, learning is required to take place online. One form of learning is the practice of dance, one of which is the Tari Merak. With a variety of movements, learning the Tari Merak can be done online using Youtube as a learning tool. Youtube is one of the social media with video access. Its users can access, archive, and show videos, so the benefits of Youtube are very large in this pandemic period because it can facilitate practical learning. This paper describes the activities of 2021 KKN Tematik MDBPE-MBKM 2021 which will be carried out at SMPN 1 Subang starting on August 30, 2021 until September 1, 2021. The approach used in this activity is a quantitative approach with a pre-experimental design method of type one group pretest-posttest. The results of the study showed that the average posttest score of students was 76.25%, which was greater than the average pretest score of 36.15%. Thus, there is an increase in understanding of 40.10% of the learning process of Tari Merak material through Youtube media.

Keywords: Online, Tari Merak, Youtube.

1. Introduction

At the beginning of 2020, the world was shocked by the outbreak of the coronavirus (Covid-19) which later infected almost all countries in the world (Rosali, 2020). The Covid-19 pandemic has become an obstacle for all people in the world, not only affecting health, but the world of education is also affected (Afiffah *et al.*, 2020). Learning and teaching activities were hampered because of this incident. Many schools have stopped the face-to-face learning process and replaced it with online learning.

Rosemberg in (Fuadi *et al.*, 2020) explains that online learning refers to the use of internet technology to deliver a series of solutions that can improve knowledge and skills. The Covid-19 pandemic has made learning ineffective. Effective learning is actually not something easy and simple. Effectiveness in learning activities is one of the important things for students. This is because effective learning can foster student learning enthusiasm both in terms of cognitive, affective and psychomotor as well as make students more active in following the learning process that they do at school.

In this case, education thinks hard about how to educate students so they don't have difficulty learning online. Especially for "Tari Merak" subject in art and culture lessons which should be done with 80% practice.

With her beautiful and varied movements, it becomes a challenge for teachers to realize it for students because they are not allowed to meet face to face. But behind this problem there is a lesson to be learned, namely that students and teachers can master technology. The development of information and communication technology in the industry 4.0 era has had a great influence on the teaching and learning process. Ease of access to technology has been used by teachers to improve the quality of education. As stated by Keengwe & Georgina in their learning, it has been stated that technological developments provide changes to the implementation of teaching and learning (Keengwe & Georgina, 2012). Information technology can be accepted as a medium in carrying out the educational process, including assisting the teaching and learning process, which also involves searching for references and sources of information (Wekke & Hamid, 2013) usually takes place face-to-face. Nevertheless, this pandemic period was able to accelerate education 4.0. The learning system is carried out remotely by utilizing information technology.

To increase students' learning motivation in learning cultural arts in the "Tari Merak" material, it is seen to look for appropriate and innovative learning methods or media to be used in the learning process. From various previous learning results, it was found that one of the

effective learning media in increasing students' learning motivation is to use Youtube media. One of them is learning conducted by (Yusri *et al.*, 2018) which illustrates that through video as a medium of learning makes learning activities for students more focused. In addition, Youtube video media in this case is seen as being able to present something that can be seen and heard so that it can motivate students to learn and provide learning experiences to students so that later it will affect the motivation of these students. Based on the background described above, it is necessary to conduct learning on increasing students' motivation to learn English at the school by using various approaches-based Youtube media. The various approaches referred to in this case are teachers can use various learning models in using Youtube learning media.

Cambell in (Fuadi *et al.*, 2020) added that online learning emphasizes the use of the internet in education. The school as a whole is a medium of interaction between students and teachers to improve their intelligence, skills and affection. Learning from home makes it difficult for students, teachers, and parents. This happens because of a lack of understanding in the world of technology. In this case, education thinks hard about how to educate students so they don't have difficulty learning online. Especially for "Tari Merak" subject in art and culture lessons which should be done with 80% practice.

"Tari Merak" is a new creation of regional dance created by a choreographer named Raden Tjetje Somantri in 1955, which was later revised by Dra. Irawati Durban Arjon in 1965 and revised again in 1985 then taught it directly to Romanita Santoso in 1993 (Hidayat, 2020; Herliana & Renaldi, 2015). The procedures and movements of "Tari Merak" are taken from the life of the Merak, namely describing the behavior of the male in spreading his charm to the female Merak to attract the attention of the female by showing off his beautiful and long tail feathers, but although inspired by the behavior of the male, this dance is actually performed by female dancer.

The development of Youtube as one of the most popular social media is an opportunity in the world of education. Education has a very important role in developing quality human resources (Mujiyanto, 2019). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Educational institutions are required to be creative and innovative in creating new and interesting teaching media for students. In the context of learning, Youtube can be used as one of the teaching media. The existence of a video sharing platform allows students to independently seek and share information in the form of

knowledge and practice. Youtube can be used by educational institutions as a teaching medium favored by students. It is undeniable that the public, especially students, find it easier to understand information in the form of knowledge through media related to information technology such as Youtube compared to conventional delivery in class.

2. Methods

This learning was carried out at Junior High School in Subang, Indonesia starting on August 30, 2021 until September 1, 2021. The approach used in this study was a quantitative approach. The method used by the researcher in this learning is the method (pre-experimental design type one group pretest-posttest). The data collection technique used in this study was to use a test or test via WhatsApp Group to determine "the effectiveness of learning the "Tari Merak" using Youtube media in online learning". The population used by the researcher in conducting the learning was 16 students of class VIII of Junior High School, and the sample used by the researcher was 16 students of class VIII D of Junior High School. This learning was conducted in 2 stages, divided into 2 sessions, namely the first pretest before the material was presented and the second posttest after the material was presented through a Youtube video to determine the extent of understanding of the material. The data obtained will be processed and then compared until finally the results will be concluded.

3. Result and Discussion

The learning was conducted at Junior High School 1 Subang. We conducted learning on 16 students with details of 6 men and 10 women. Learning activities in junior high school are carried out online. Tools and media used in learning through WhatsApp Groups. We deliver material through Youtube and WhatsApp Group media to provide exam questions or pre-test and post-test tests to students. This method is an interactive learning media solution used in online learning during the pandemic. Giving exam questions or tests to students through WhatsApp Groups to deliver material is an effort to find out the extent of "the effectiveness of learning "Tari Merak" using Youtube media in online learning.

The first exam or test questions that are made are exam questions or Pre-Test tests. This question is given to class VIII D Junior High School which aims to find out the extent of students' knowledge of the "Tari Merak" material by filling out 5 exam questions. After that, the researcher will provide "Tari Merak" material through Youtube learning media by showing

a "Tari Merak" video. After explaining the material through the Youtube media, the researcher gave back exam questions or similar tests, namely in the form of Post-Test exam questions to students. This aims to determine the extent of students' understanding of "Tari Merak" material presented through the Youtube media.

Table 1 explains the results of the pre-test to students of Junior High School class VIII D. Students carry out this test before the author explains the material knowledge of "Tari Merak". This test lasts for 10 minutes with 5 questions. The pre-test activities are shown in Figure 1, whereas the results of the pre-test scores are listed in Table 1. Figure 2 shows the Youtube link for the "Tari Merak" material, while the post-test activities is visualized in Figure 3. Meanwhile, the post-test scores are displayed in Table 2. Table 3 shows the results of the pre-test and post-test and Figure 4 summarizes the increasing of students' knowledge about learning "Tari Merak" using Youtube media in online learning.

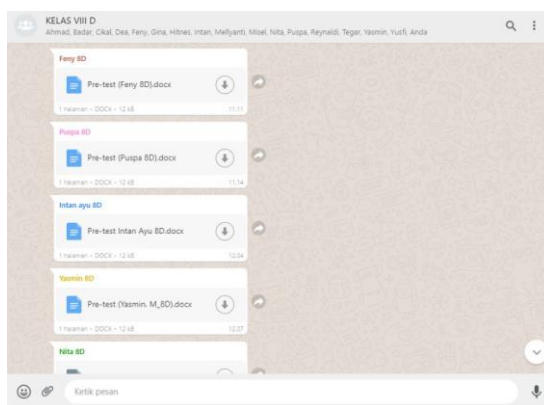


Figure 1. Documentation for collecting the pre-test of class VIII D SMP students via WhatsApp group.

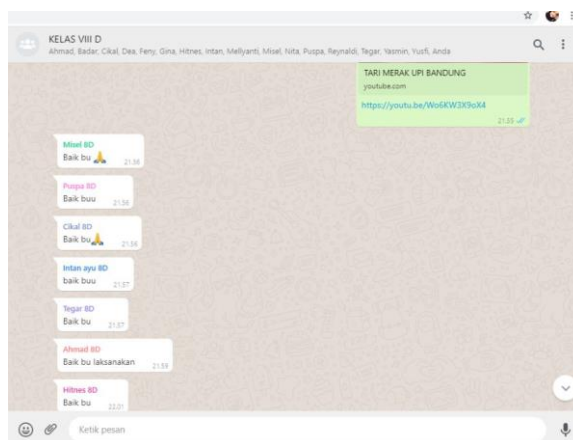


Figure 2. Screenshot of Youtube link distribution for students.

Table 1 explains the results of the pre-test to students of Junior High School class VIII D. Students carry out this test before the author explains the material knowledge of "Tari Merak". This test lasts for 10 minutes with 5 questions.

Table 1. Pretest Result

Respondents	Score
R1	20
R2	85
R3	40
R4	40
R5	50
R6	70
R7	20
R8	50
R9	20
R10	40
R11	20
R12	50
R13	20
R14	40
R15	40
R16	60

Figure 2 shows the documentation for providing a Youtube link for the "Tari Merak" material. Figure 3 shows the documentation for collecting post-tests for class VIII D junior high school students through the whatsapp group.

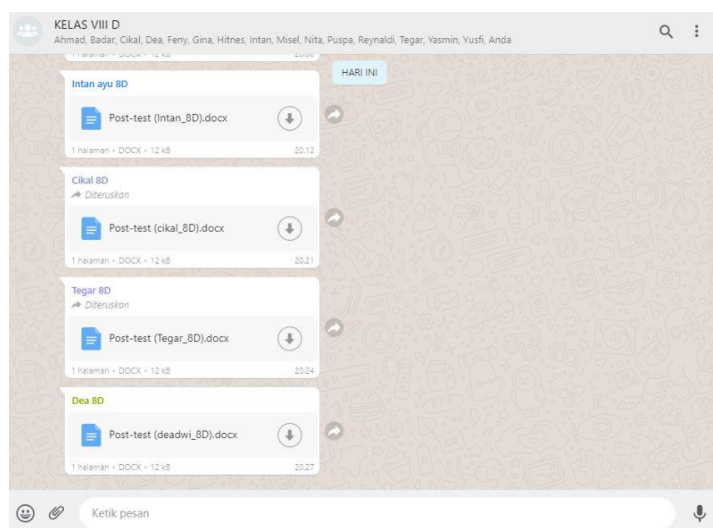


Figure 3. The documentation for collecting post-tests for class VIII D junior high school students through the WhatsApp group.

Table 2 explains the results of the post-test to the students of Junior High School after the author gives an appreciation platform for the "Tari Merak" performance to students using Youtube media and explains the "Tari Merak" material in detail.

Table 2. Posttest Result

Respondents	Score
R1	60
R2	100
R3	90
R4	60
R5	80
R6	80
R7	60
R8	95
R9	50
R10	80
R11	40
R12	100
R13	70
R14	85
R15	85
R16	95

Table 3 explains the results of the pre-test and post-test of junior high school students after the author gave an appreciation platform for the Tari Merak performance to students using Youtube media and explained the Tari Merak material in detail.

Table 3. Learning result

No	Questions	Pre-Test	Post-test	Gain
1.	Who is the creator of the "Tari Merak"?	25.00%	87.50%	62.50%
2.	In what year was the "Tari Merak" created?	12.00%	87.50%	75.00%
3.	The "Tari Merak" is a dance icon from the region?	68.75%	75.00%	6.25%
4.	What are the characteristics of the "Tari Merak" costume?	50.00%	75.00%	25.00%
5.	Is the "Tari Merak" a new creation dance? Why?	25.00%	56.25%	31.25%
	AVERAGE	36.15%	76.25%	40.10%

The results show several discussion points:

- (i) For the number one question, the result increased quite significantly by 62.5% when the material about the history of the “Tari Merak” was given.
- (ii) For question number two the results increased the most among the other numbers by 75.0% when the meaning of the “Tari Merak” was given.
- (iii) For question number three, the result increased by 6.25%, explained by the characteristics of the “Tari Merak”.
- (iv) For question number four the results increased by 25% after being given appreciation for the “Tari Merak” performance.
- (v) For question number five, the results increased by 31.25% when an explanation of creative and non-creative dances was given, including the categories.

Figure 4 shows an increase in students' knowledge about learning "Tari Merak" using Youtube media in online learning. As seen from Figure 4, students' knowledge about learning "Tari Merak" using Youtube media in online learning when given the Pre-Test is 36.15 %. After students were given material in the form of a Youtube video about the material Tari Merak students experienced an increase of 76.25%. Based on the percentage of Pre-Test and Post-test results, there was an increase in students' knowledge of 40.10%. learning conducted by giving Pre-test and Post-test will improve learning methods that have been using the old method (Effendy, 2016). Increased knowledge is influenced by learning Tari Merak through Youtube media which makes students more enthusiastic and able to understand the material

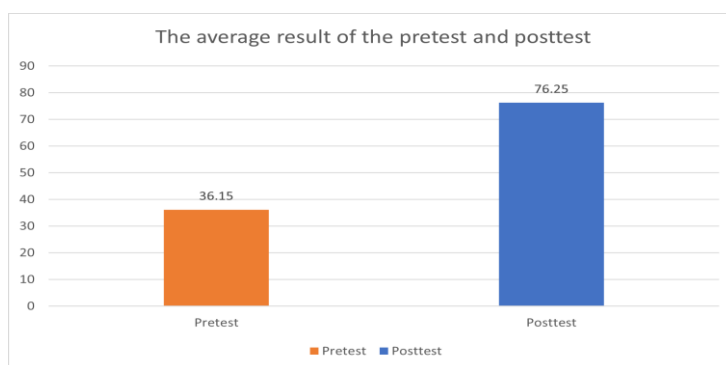


Figure 4. The results of the pre-test and post-test.

5. Conclusion

The results of the learning show that the average posttest score of students is 76.25% greater than the average pretest score of 36.15%, so the difference is 40.10%. These results

indicate that there is an increase in knowledge about the “Tari Merak” material through Youtube media. Therefore, we can increase the interest of students in learning arts and culture. students' understanding of the “Tari Merak” material can be further improved by delivering material through Youtube videos that are carried out online from using the WhatsApp Group application. This method is a positive side for educators in an effort to increase student knowledge so that the results of the learning process are maximized.

Acknowledgment

We acknowledged Bangdos, Universitas Pendidikan Indonesia. We thank to A. Kuswara Abdul Gani, S.Pd. and Dicky Mulyana, S.Pd. from Junior High School. This study is a part of community service (Program: Community Service Program Tematik Literasi 2021 (August-Sept 2021) kel 22) Lembaga Penelitian dan Pengabdian Masyarakat (LPPM), Universitas Pendidikan Indonesia. We also thank to Kantor Jurnal dan Publikasi, Universitas Pendidikan Indonesia. We thank to Nissa Nur Azizah, Dwi Fitria Al Hussaeni, Dr.Eng. Asep Bayu Dani Nandiyanto, S.T., M.Eng., Rina Maryanti, S.Pd., M.Pd., and Asri Wibawa Sakti, M.Pd.

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