The Development of Tutorial Video of Piring Dance West Sumatera on Grade XI Students

Hamidah
Educational Technology Study Program, Post-Graduate Program, Universitas Negeri Medan, Medan, Indonesia

M. Badiran
Educational Technology Study Program, Post-Graduate Program, Universitas Negeri Medan, Medan, Indonesia

R. Mursid
Educational Technology Study Program, Post-Graduate Program, Universitas Negeri Medan, Medan, Indonesia

Abstract
The success of human resource improvement through education is supported by such an excellent learning process that the students achieve the skill and the score which fulfills the national standard. Learning is a conscious effort of a teacher to make the students learn by directing the students with a good interaction and supported by learning sources which are professionally and effectively transferred by the teachers to reach the expected learning goal. The using of learning media in dancing art is very important because by using learning media; tutorial video, the learning goal is easier to achieve. The objectives of this study are: 1) to produce tutorial video of Seni Budaya Subject which focuses on Piring Dance West Sumatera that is proper to use in the learning process, 2) to know the effective learning achievement toward tutorial video of Piring Dance West Sumatera on Grade XI students of SMAN 15 Medan. The significances of this study are 1) the tutorial video of Seni Budaya Subject, which focuses on the traditional dance especially Piring Dance West Sumatera, is recommended to be the learning media and the alternative way to transfer the learning material, especially dancing art. 2) as the learning sources for the students in learning Seni Budaya Subject especially traditional dancing art, so that they can easily understand the content of the subject and apply it in the practice of Piring Dance art West Sumatera.

Keywords: development, media, tutorial video, learning, art

I Introduction
The main purpose of tutorial program is to support the learning by using textbook or lecturing. The students are given a chance to interact with the concepts (Padmanthara: 2007). The tutorial in PBK is aimed to replace the person by using text or graphic on the screen which consists of question or problem items. The stages in Tutorial Learning Model (Eric: 2009) are as follows: (1) Introduction, (2) Presentation of information or material, (3) Question and response to the answers, (4) Response assessment, (5) Giving feedback to the response, (6) Repetition, (7) Learning management segment, (8) Closing.

This Tutorial Learning Model is aimed to give the ‘satisfaction’ or understanding to the students about the material which is being learned (Eric: 2009). The students are given the chance to choose the learning topics in one subject. The more topics are chosen, the easier they will be understood by the students.

The computerization development makes the portable applications grow up so that it gives the chance to the developers and the users to be more creative in inventing a product that can be used by other people.

To learn how a computer program works, we can use Google search engine to find out the appropriate tutorial with the program being learned. The most comfortable tutorial model in learning computer is interactive tutorial, especially video. This tutorial is generally easy to follow because the video display shows the window layout for the program being learned.

From the explanation above, it can be concluded that video is a media which presents messages which contain concept, principle, procedure, or the application theories in the form of video which is recorded through video and combined with audio to help the understanding on something being sent to the message.

The video which is generally presented in the form of dialogue which has been set. The learning video program is produced based on the appropriate manuscript and video format for traditional dance subject. This learning video program uses Camtasia Studio software. Camtasia Studio is the application software to edit the video which is well-known in the world to capture video and to edit video for many kinds of document, especially for the files in the form of VCD and DVD.

II Method
This research uses the Research Development methodology which refers to Borg and Gall Model (1983) which is combined with formative evaluation from Dick and Carey (2009). This methodology deals with the product development, through the planning process, production, and evaluation of the product validity.
### III Finding and Discussion

Based on the validation, the product of tutorial video of *Piring* Dance West Sumatera is suitable to forward in the field testing. The tutorial video of the learning of *Piring* Dance West Sumatera which is being developed has fulfilled the standard. It can be seen on table 1

<table>
<thead>
<tr>
<th>Validation Expert</th>
<th>Percentage</th>
<th>Worthy/ not worthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert of Learning Material</td>
<td>94.26%</td>
<td>Worthy to use</td>
</tr>
<tr>
<td>Expert of Learning Media</td>
<td>79.00%</td>
<td>Worthy to use</td>
</tr>
<tr>
<td>Expert of Learning Design</td>
<td>86.25%</td>
<td>Worthy to use</td>
</tr>
</tbody>
</table>

### IV References

Dinny. (2013).*Evaluasi Pembelajaran Ruang Lingkup Seni*. Jakarta: Inti Prima Promosindo