

# Development of the Learning Media Video Tutorial "Tatak Menapu Kopi" in Arts and Culture Subjects for Dance Learning

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## ABSTRACT

This research aims to produce a learning media product called "Tatak Menapu Kopi" video tutorial for the Arts and Culture learning subject for dance learning at SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency that is feasible, practical, and effective. This research uses a research and development (R&D) research model with research subjects totaling 35 students of IX SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency, consisting of 5 students in individual tests, 10 students in small group tests, and 35 students in limited field tests. This research also involved validators from two learning media experts, two learning design experts, and two learning material experts. The results of this research explain that: (1) Through validation results by learning material experts, an average validity result of 94.7% was obtained in the very feasible/practical category; (2) validation results by learning design experts obtained an average validity result of 94.9% in the very feasible/practical category; and (3) validation results by learning media experts obtained an average validity result of 93.9% in the very feasible/practical category. (2) The results of the practicality test of the Video Tutorial "Tatak Menapu Kopi" learning media in the arts and culture learning subject for learning dance at SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency show a level of practicality with a percentage of 89.1%, in the very practical category. (3) The effectiveness of using the products developed in learning is considered quite effective; this is shown by the results of the N-Gain score effectiveness test, which obtained an average value of 61.2%.

## KEYWORDS

Video tutorials; Tatak Menapu Kopi; art and culture; dance

## INTRODUCTION

The life of social groups cannot be separated from culture; culture is a combination of life that cannot be separated between humans and life. A culture can be formed because of the common sense of human beings, which can give birth to thoughts that they consider to be correct, can be applied to society, and can produce works of art.

Khumaidi (2021) culture is a complex that includes knowledge, belief, art, morals, law, customs, and habits carried out by a group of community members. Meanwhile, according to Abidin (2019), culture is the totality of knowledge, attitudes, and behavioral patterns, which are habits owned and inherited by members of a particular society. So that culture can be reflected in everyday life so that it develops into a habit, and these habits become a value that Indonesian people can be proud of, especially because they are also related to the quality of education today by studying the various types of culture that exist in Indonesia. and enriching educational knowledge.

In this regard, Jusar and Mudjiran (2022) stated that teachers as educators have an important role in the learning process, namely teachers as learning resources, facilitators, managers, demonstrators, mentors, and motivators. Meanwhile, learning is a conscious effort by a teacher to teach students, namely directing students with good interaction and supported by learning resources delivered by the teacher professionally and effectively. Furthermore, according to Mursid, R. (2018), teachers continue to develop capacity, motivation, coordination, enthusiasm, commitment, quality improvement, learning effectiveness, and the ability to evaluate, monitor, and improve learning competence according to their scientific field to improve student quality.

The use of learning media has very often become a problem faced by teachers in schools, and the teacher's weakness in creating media. According to Angraini et al. (2019), teachers are required to be able to understand and use the available tools in an effort to achieve the expected learning goals. In this case, teachers must have sufficient knowledge and understanding of learning media. Moreover, nowadays, information technology has experienced rapid progress. The media that teachers often use are print media (books, modules, and other teaching materials) and blackboards, chalk, or markers as additional media in the classroom.

Based on what researchers observed at SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency, there are still many things that still want to be developed, but specifically the development of learning media to be applied to the art and culture subject of dance material, namely "Tatak Menapu Kopi." It is also known that there are obstacles to using the media, because not many teachers have media. The learning system is teacher-centered, namely delivering learning material with lectures and demonstrations, then giving students movement practice or in-class exercises. In this case, students also think that arts and culture subjects are considered trivial, so that arts and culture subjects are looked down upon compared to other subjects, so that the expected results in arts and culture subjects in dance material are less than optimal.

In terms of the minimum completeness criteria for students in class IX arts and culture subjects, it is a score of 78. This causes various groups to feel dissatisfied with the results of arts and culture subjects on dance material. To get higher learning outcomes, students are required to better understand and master dance material. Thus, a more effective dance learning process is needed so that learning dance material can be on target. For this reason, feedback and motivation to learn are needed.

Computer-based multimedia and video tutorials (video tutorials) are a combination of text, graphics, animation, sound, and video. This combination forms a unit that together displays information, messages, and lesson content. In accordance with research by Nasir and Bargstädt (2017), he states that by using video tutorials, it is easier for students to understand the lessons given. This was also conveyed by researcher Dimitrios Stephannidis, who stated that videos can optimize learning.

In class IX middle school arts and culture subjects, there is learning material for performing creative dances referring to competency standards for art study materials. It can be concluded that, apart from identifying a dance, you can obtain information about the name of the dance, the special characteristics of the dance in question, the message or content of the story in the dance, as well as aspects of the dance performance. Students are also required to be able to express the dance by demonstrating basic dance movements. This ability can be obtained through observing performances and the social life of the community.

The "Tatak Menapu Kopi" dance originates from Dairi district and was created by the Pakpak artist, namely Djauli Padang Batang Hari, around the 1980s. "Tatak Menapu Kopi"

refers to the habits of farmers when picking coffee. Tells about the processes of picking, menutu (growing), and menapi (winnowing).

The level of the Menapu Kopi dance is in the low to medium range and is more orientated. In learning activities at schools, specifically in the Dairi area, the "Tatak Menapu Kopi" dance can be used as creative dance learning material in junior high schools. Apart from the reasons mentioned above, several other reasons for choosing the "Tatak Menapu Kopi" dance as creative dance material are the physical form; it is a dance that is danced in groups so that it is in accordance with one of the basic competencies of dance subjects in junior high school. This dance in the teaching material means that it is no longer popular, even though it is a dance that should be popularized because it is one of the icons of Dairi that must be preserved.

According to Anya (2007), dance is considered the oldest art. It can also be said that dance can be said to be older than art itself. The human body creates patterns of movement in space and time, making dance unique among other arts and perhaps explaining long-standing time processes and their universality. Meanwhile, the Sumaryono (Adrian and Suri, 2021) dance is used to convey messages from social and religious life. For primitive people, their whole life is always related to religion.

Using video as a learning resource is very important. Using video as a learning resource is very important. Students can provide stimulation when they watch learning videos. The approach taken in making this video is a constructional and design approach. This learning resource is a video related to the use of video as a learning resource. The use of videos as a source of learning basic competencies responds to helping students understand the basic competencies to be achieved.

Arsyad (2013) states that video is an image in frames, where frame by frame it is projected mechanically through the projector lens so that the screen looks alive. The ability of video to depict live images and sound provides its own charm, video can present information, explain processes, explain complex concepts, teach skills, shorten or lengthen time, and influence attitudes.

According to Erik (2009), the stages in tutorial model learning are as follows: (1) introduction, (2) presentation of information or material, (3) questions and responses, (4) assessment of responses, (5) giving feedback, (6) repetition, (7) lesson arrangement segment, and (8) closing. The main goal of tutorial programs is to provide support for learning with textbooks or lectures. Students are given the opportunity to interact with these concepts, such as by just learning with the teacher.

The media model used in this video uses a video tutorial, which means a tutorial model or a learning program that uses software in the form of a computer program that contains learning material. The tutorial model is a program designed to act as a tutor for students. This means that this model is presented in a dialogue format with students. The tutorial model contains concepts, explanations, formulas, principles, charts, tables, definitions, terms, and exercises.

The formulation of the problem in this research includes: (1) How is the dance video tutorial "Tatak Menapu Kopi" developed for arts and culture subjects in dance learning suitable for use? (2) How is the video tutorial medium for the "Tatak Menapu Kopi" dance in practical arts and culture subjects used? (3) How is the video tutorial medium "Tatak Menapu Kopi" effective in arts and culture subjects?

## **RESEARCH METHODS**

The research method applied in this study is the Research and Development (R&D) method. The development carried out in this research utilized the Borg & Gall (2003)

development model. The aim of the research is to develop learning media in the form of video tutorials for the movement "Tatak Menapu Kopi" in arts and culture subjects. The product development of learning media for the dance tutorial video "Tatak Menapu Kopi" requires feedback in the context of formative evaluation. These feedbacks were obtained from subjects consisting of learning design experts, material experts, media, and product users, namely class IX of SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency.

The research was carried out on students of SMP Negeri 2 Siempat Nempu Hulu Dairi Regency in the even semester of class IX in the 2023–2024 academic year at the time of the research.

The product trial in this development was carried out using the following steps: (1) Determining the trial targets, namely learning design experts, material experts, software experts, and students, as well as the "Tatak Menapu Kopi" dance tutorial video learning media as users. The input expected from each expert is media design data, learning aspects, and the correctness and accuracy of the content of the product being developed. From students, this is done to obtain input regarding aspects of appearance quality, material presentation, usefulness, convenience, and attractiveness of the product; (2) determine test subjects based on educational criteria, expertise, and availability of time and energy to provide the necessary data for the product before it is tested on users in the field; (3) carry out an expert review before testing; first, the product is given to experts to obtain targets and input according to their respective expertise, which is then analyzed and concluded as a basis for making improvements to the product; and (4) student practicality. This trial was carried out to find out whether there were still deficiencies that needed to be corrected in the product developed after discussions based on expert reviews and trials. If there are still deficiencies, improvements will be made based on the input received. If not, the product can be declared worthy as a valid learning resource in the field.

Data collected from the results of product trials is used as a basis for determining the feasibility and attractiveness of the product being developed before it is used in the field. In accordance with the development design used. The types of data extracted are as follows: (1) Learning aspects and content accuracy obtained from material and learning design experts; (2) Learning media for the dance tutorial video "Tatak Menapu Kopi" and learning plans obtained from media experts; (3) The quality of the appearance and presentation of the material is obtained from field trials; and (4) The attractiveness of the "Tatak Menapu Kopi" video tutorial learning media was obtained from students' activities and responses during the trial of the "Tatak Menapu Kopi" dance video tutorial learning media.

**Table 1.** Validation Instrument Grid for Material Experts

Aspect	Variable	Indicator
Content Eligibility	Quality of learning materials	Clarity of learning objectives
		Determination of material coverage
	Delivery learning system	Correctness of learning material
		Conformity to the curriculum
		Accuracy of the sequence of learning materials
Presentation	Quality of learning strategies	Preliminary quality
		Quality of material presentation
		Student involvement and role in learning activities
		Quality of feedback
		Serving time
Language	Quality of learning	Material planning and logical presentation
		Language use
		Ease of understanding the language

Aspect	Variable	Indicator
Graphics	Quality of learning materials	Display quality
		Illustration

**Table 2.** Validation Instrument Grid for Learning Design

Aspect	Variable	Indicator
Eligibility of content	Quality of learning design	Accuracy in topic selection
		Suitability of material to learning indicators
		Providing training
		Content consistency with learning indicators
Presentation	Quality of information design	Providing motivation
		Clarity of material description
		Clarity of the examples given
		Use of new information
		Use of new information
		Framing/sequential
	Quality of interaction	Maximizing the learning process
		Clarity of study instructions
		Explanation of terms
		Feedback on student responses
Graphics	Presentation quality	Use of different texts to mark the most important parts
		Color composition
		Use of graphics
		Selection of font type and size
		Use of navigation buttons
		Image and animation quality
	Use of music	
Quality of information design	Ease of use	

**Tabel 3.** Grid of Graphic Design Validation Instruments for Video Media Experts

Aspect	Variable	Indicator
Eligibility of content	Programming	Execution order
		Consistent with program flow
		Program sustainability
		System efficiency
		Display accuracy
		Distribution management
		Consistency between lesson sections
Graphics	Technical quality/appearance	Easy modification
		The beauty of the screen display
		Text readability
		Image and animation quality
		Color composition
		Navigation
Music carrying capacity		
		Interaction

**Table 4.** Student Trial Grid

Practicality Aspect	Rated aspect
Convenience	I can operate interactive multimedia very easily
	With interactive multimedia I can learn by myself even without a teacher
	Dengan multimedia interaktif pembelajaran menjadi lebih praktis
	With interactive multimedia, learning becomes more practical
	I can repeat answering interactive multimedia questions at home
	Interactive multimedia really helped me in understanding the concept of learning material
Required time	With interactive multimedia I can understand the concepts of learning material in a short time
	I understand the lesson material more quickly if I use interactive multimedia
	The time used for interactive multimedia is very appropriate
Media attractiveness	I enjoy learning with interactive multimedia
	I can concentrate/focus on the activities involved
	Animated images and videos make it easier for me to gain real learning experience
	Learning with interactive multimedia aroused my interest in studying more actively
	I don't get bored answering interactive multimedia even for a long time

**Table 5.** Assessment Criteria for Media Needs and Feasibility Analysis Response Questionnaire

Answer	Score
Very Infeasible/ Very Impractical	1
Not Feasible/ Impractical	2
Medium	3
Feasible/Practical	4
Very Feasible/ Very Practical	5

Observation Sheet Observations were carried out on test subjects to find out directly regarding: (1) the use of the dance tutorial video learning media "Tatak Menapu Kopi". (2) linkage to the learning media of the dance video tutorial "Tatak Menapu Kopi". (3) the difficulties and conveniences experienced by students while using the learning media video dance tutorial "Tatak Menapu Kopi".

Student Learning Outcome Test Instruments In this research, tests were used as one of the research instruments. The test functions to assess effectiveness and to see students' abilities after using the dance tutorial video learning media "Tatak Menapu Kopi". The instrument grid used to determine learning outcomes uses psychomotor tests.

**Table 6.** Grid of the Dance Learning Results Test "Tatak Menapu Kopi"

Component	Sub Component	Value		Information
		Maximum	Achieved	
Metode	Media Preparation	2		
	Attitude	2		
	A. Concentration	3		
	B. Facial Mimics	3		
	C. Facing Direction	3		
	Use of Tools	3		
	Property Completeness	2		
	<b>Total</b>		<b>10</b>	

Component	Sub Component	Value		Information
		Maximum	Achieved	
Various movement steps	Proposition	10		
	Clothing Accuracy	10		
	Variety of Movement	10		
	Harmony of Dance Movements	10		
	Applying Dance Movement Techniques:			
	a. Tolehan Position	5		
	b. Hand Position	5		
	c. Body Position	10		
	Floor Pattern Adjustment Technique	10		
	Neatness	10		
<b>Total</b>	<b>80%</b>			
Time	Exactly	5		
	Faster	5		
	Slow	0		
	<b>Total</b>	<b>10%</b>		
<b>Total Value</b>		<b>100%</b>		

### **Data Analysis Technique**

Data analysis in this research uses quantitative descriptive analysis. All data collected was analyzed using descriptive statistical techniques which were quantitatively separated according to categories to sharpen judgment in drawing conclusions. Qualitative data in the form of statements of strongly agree, agree, disagree and strongly disagree is converted into quantitative data on a scale of 1 to 4. The results are averaged and used to assess the quality of learning media. The learning media criteria will be converted into four scale values using a Likert scale which is analyzed descriptively as a percentage with the following formula:

$$x = \frac{\sum X}{n}$$

Information n:

$x$  : Average score

$\sum X$  : Total score of statement items

$n$  : Number of data (number of statement items)

With assessment criteria as written in table 7 below.

**Table 7. Assessment Criteria**

Mark	Criteria	Percentage
5	Very Feasible/Very Practical	$80\% \leq X \leq 100\%$
4	Feasible/ Practical	$70\% \leq X \leq 79\%$
3	Medium	$60\% \leq X \leq 69\%$
2	Not Feasible/Not Practical	$50\% \leq X \leq 59\%$
1	Very Infeasible/ Very Impractical	$0\% \leq X \leq 49\%$

X= Empirical Score

To prove the significant differences in learning systems before using learning video products and after using dance tutorial video learning media, they were tested using the T test. And in this case the statistical hypotheses that need to be tested in this research include:

$H_0 = \mu_2 \leq \mu_1$

$H_a = \mu_1 \leq \mu_2$

Where:

$\mu_1$  = Average student Dance learning outcomes before using the video tutorial "Tatak Menapu Kopi" in learning.

$\mu_2$  = Average student dance learning outcomes after using the video tutorial "Tatak Menapu Kopi" in learning.

$H_0$  = If the student's dance learning results before using the video tutorial are greater than or equal to the student's dance learning results after using the video tutorial.

$H_a$  = If the student's dance learning results before using the video tutorial are smaller than the student's dance learning results after using the video tutorial.

Criteria for rejecting  $H_0$  and accepting  $H_a$ : The t test is carried out with the criterion that if  $t_{count} > t_{table}$ , then  $H_a$  is accepted at the level  $\alpha = 0.05$  with  $dk = n-1$ .

### **N-Gain Score Effectiveness Test**

The data analysis technique used to assess and determine improvements in student learning outcomes is carried out through normalized gain analysis. Normalized gain or N-gain score aims to determine the effectiveness of using a particular method or treatment in research. The Ngain score test is carried out by calculating the difference between the pretest score and the posttest score. By calculating the difference between the pretest and posttest scores or the gain score, we can find out whether the use or application of a particular method can be said to be effective or not.

The categorization of the N-Gain Score value can be determined based on the N-Gain value or from the N-Gain value in the form of a percentage (%). The division of N-Gain value acquisition categories can be seen in the table below.

**Table 8.** Distribution of Gain Scores

N-Gain Value	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g > 0,3$	Low

*Source: Melzer in Syahfitri, 2008*

Meanwhile, the division of N-Gain acquisition categories in the form of percent (%) refers to table 9 below.

**Table 9.** Categories of Interpretation of N-Gain Effectiveness

Percentage (%)	Interpretation
< 40	Ineffective
40 - 55	Less Effective
56 - 76	Moderately Effective
> 76	Effective

*Source: Hake, R.R, 199*

## **RESULTS AND DISCUSSION**

### **Results**

Results of the development of learning media Video Tutorial Tatak Menapu Kopi in the Arts and Culture learning subject for learning Dance at SMP Negeri 2 Siempat Nempu Hulu Dairi Regency. A series of development processes, the next step is to design and

develop learning video tutorial media using the Adobe Premier and Nero 8 programs. The initial product of the video tutorial media developed is a learning CD. The following is a video tutorial product image:



**Figure 1.** This variety of movement is carried out when picking coffee, inserting the coffee cherries, done repeatedly counting 2 x 8

Based on product validation through a series of trials and revisions that have been carried out, the development of the Video Tutorial learning media "Tatak Menapu Kopi" in the arts and culture learning subject for learning dance at SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency has valid status. The trial was carried out in 4 stages, namely: (a) evaluation of media experts, learning design experts and material experts, (b) individual trials, (c) small group trials, (d) limited field trials.

**Table 10.** Assessment Scores and Responses by Material Experts

No.	Aspect	Variable	Average Percentage	Category
1.	Appropriateness of Content	Quality of learning materials	96,0%	Very Eligible
		Learning delivery system		
2.	Presentation	Quality of learning strategies	96,0%	Very Eligible
3.	Language	Quality of learning materials	86,7%	Very Eligible
4.	Graphics	Quality of learning materials	100%	Very Eligible
<b>Average</b>			<b>94,7%</b>	<b>Very Eligible</b>

**Table 11.** Assessment Scores and Responses by Learning Design Experts

No.	Aspect	Variable	Average Percentage	Category
1.	Appropriateness of Content	Learning design quality	96,0%	Very Eligible
2.	Presentation	Information design quality	92,7%	Very Eligible
		Quality of Interaction		
3.	Graphics	Presentation Quality	97,1%	Very Eligible
		Quality of information design		
<b>Average</b>			<b>94,9%</b>	<b>Very Eligible</b>

**Table 12.** Assessment Scores and Responses from Video Media Experts

No.	Aspect	Variable	Average Percentage	Category
1.	Appropriateness of Content	Learning design quality	96,3%	Very Eligible
2.	Graphics	Technical/display quality	91,4%	Very Eligible
<b>Average</b>			<b>93,9%</b>	<b>Very Eligible</b>

**Table 13.** Average percentage of individual, small group and field trial results

No.	Aspect	Average Percentage	Category
1.	Individual trial	88,7%	Very Eligible
2.	Small group trial	88,0%	Very Eligible
3.	Field trials	92,9%	Very Eligible
	<b>Average</b>	<b>89,87</b>	Very Eligible

Data on Learning Results Before (Pre-Test) Using the Learning Media Video Tutorial for the Dance "Tatak Menapu Kopi" in the Arts and Culture Learning Course. Based on the data obtained, it can be seen that the score for learning the Regional Traditional Dance "Tatak Menapu Kopi" before using the video tutorial learning media.

**Table 14.** Description of Pre-Test Learning Results Using Video Tutorial Learning Media

No.	Class Intervals	Middle value	F Absolute	F Relative
1	45-51	48	7	20%
2	52-58	55	7	20%
3	59-65	62	9	26%
4	66-72	69	6	17%
5	73-79	76	3	9%
6	80-86	83	3	9%
Total			35	100%
Mean				61
Median				60
Mode				61
Std. Deviation				10,9
Minimum				45
Maximum				82

**Table 15.** Description of Learning Result Data After (Post-Test) Using Video Tutorial Learning Media

No.	Class Intervals	Middle value	F Absolute	F Relative
1	79-82	80,5	8	23%
2	83-86	84,5	12	34%
3	87-90	88,5	6	17%
4	91-94	92,5	4	11%
5	95-98	96,5	5	14%
6	99-102	100,5	0	0%
Total			35	100%
Mean				86
Median				84
Mode				83
Std. Deviation				5,39
Minimum				79
Maximum				98

The data analysis requirements test was carried out to determine the parametric statistical test of the research hypothesis. Data analysis prerequisite testing was carried out by testing the normality of research data with the Kolmogorov-Smirnov Test. The pretest significance data (Asymp.Sig. (2-tailed)) is  $0.119 > 0.05$ , and the posttest significance level is  $0.112 > 0.05$ . After the pretest and posttest, the data were normally distributed.

The statistical hypotheses that need to be tested in this case include:

$$H_0 = \mu_1 \geq \mu_2$$

$H_a = \mu_1 < \mu_2$

Where:

$\mu_1$  = Average student dance learning outcomes before using the tutorial video learning media "Tatak Menapu Kopi" in the Cultural Arts Subject for Dance Learning.

$\mu_2$  = Average student dance learning outcomes after using the video tutorial learning media "Tatak Menapu Kopi" in the Cultural Arts Subject for Dance Learning.

$H_o$  = If the student's dance learning results before using the video tutorial learning media are greater or equal to the student's dance learning results after using the video tutorial learning media.

$H_a$  = If students' dance learning outcomes before using video tutorial learning media are smaller than students' dance learning outcomes after using tutorial video learning media.

Hypothesis testing is carried out by conducting a T-test on research data using the SPSS application called the Paired Sample T-Test. The conditions in the Paired Sample T-Test show Sig. (2-tailed) has a value of  $0.000 < 0.05$ . Based on these results, it can be concluded that there is a significant difference between before using the video tutorial learning media "Tatak Menapu Kopi" and after using the video tutorial learning media "Tatak Menapu Kopi."

The effectiveness before using the video tutorial learning media "Tatak Menapu Kopi" in the Cultural Arts Subject for Dance Learning was 61.17%. Meanwhile, the effectiveness value after using the learning media video tutorial "Tatak Menapu Kopi" in the Cultural Arts Subject for Dance Learning was 86.00%. So based on the results of the paired sample test and the calculated value of product effectiveness, it can be concluded that  $H_o$  is rejected and  $H_a$  is accepted.

To determine the effectiveness of using the video tutorial learning media "Tatak Menapu Kopi" in the Cultural Arts Subject for Dance Learning on student learning outcomes at SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency. The following are the results of the N-gain score effectiveness test on student learning outcomes before (pretest) and after (posttest) using video tutorial learning media. Based on the results of the N-Gain score test calculation above, it shows that the average N-Gain score for learning outcomes in class IX of SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency is 61.2% and is included in the Fairly Effective category.

### **Discussion**

The development of the video tutorial medium "Tatak Menapu Kopi" in the arts and culture learning subject for dance learning is carried out based on the stages as contained in the procedure. The development results are then subjected to a feasibility test or validation by a predetermined expert. Based on the results of the validation carried out, the video tutorial learning media product "Tatak Menapu Kopi" in the Arts and Culture learning course for dance learning was declared suitable to be continued in field trials. The video tutorial learning media "Tatak Menapu Kopi" in the Arts and Culture learning course for dance learning has been developed to meet standards based on the design of learning video media development standards and learning material standards.

The product development research carried out is directed at producing a product in the form of learning media. Video Tutorial "Tatak Menapu Kopi" in the Arts and Culture Learning Course for Dance Learning at SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency, Video Tutorial Media "Tatak Menapu Kopi" in the eyes of Cultural Arts Learning for Dance Learning at SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency, which is used to improve the learning process and students' dancing competence. Aspects

were revised and refined based on data analysis and trials, as well as input from material experts, learning design experts, and learning video media experts. This aims to explore several aspects that are common in the product development process. The learning video media variables assessed include the suitability of the content, presentation, graphics, and language.

Based on the analysis of the results, the average dance skill score before using the "Tatak Menapu Kopi" dance video learning media in the Cultural Arts learning subject for dance lessons was 61, while the average dance skills score after using the "Tatak" dance video tutorial learning media Menapu Kopi" in the Arts and Culture subject for dance lessons is 86. By looking at the guidelines and assessment criteria according to Sugiyono (2013: 257), it can be concluded that the data above proves that the use of the dance tutorial video learning media "Tatak Menapu Kopi" in the Arts and Culture subject for dance lessons is very suitable for use by students in arts and culture subjects, especially dance material.

Some of the uses and benefits of using the "Tatak Menapu Kopi" dance tutorial video learning medium in the Arts and Culture learning subject for dance lessons are as follows: (1) The material can solve problems because the concept is planned to make it easier for students and systematic; (2) Learning is faster and more interesting, so it doesn't cause boredom. (3) The video learning medium for the dance tutorial "Tatak Menapu Kopi" in the Arts and Culture learning subject for dance lessons can also be used as an alternative learning media conventionally or individually, overcoming distance and time, being able to demonstrate ease by using movement steps in learning, being repeated if necessary to add clarity, the message it conveys being quick and easy to remember, and being able to act as the main medium for solving problems that students will discuss in class.

In using the learning media for the dance video tutorial "Tatak Menapu Kopi" in the Cultural Arts learning subject for dance lessons, there needs to be comprehensive support because the dance learning process requires psychomotor movements, memory, and the ability to balance dance, music, and movement simultaneously. Therefore, according to Mursid, R. et al. (2022), increasing learning outcomes is very helpful in achieving quality science and knowledge in the field, including in dancing, problem solving, developing interests and talents, as well as the application of technology in the 20<sup>th</sup> century. 21 in the ability to think creatively through the application of holistic and effective event learning strategies.

From the results of research data processing carried out, there is an average learning result for Arts and Culture after using the video tutorial learning media "Tatak Menapu Kopi" in the Arts and Culture Learning Subject for learning dance at SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency, Medan, which is 86. 0. Meanwhile, the results of learning arts and culture before using video tutorial media were 61.1. From this data, it proves that the video tutorial learning media "Tatak Menapu Kopi" in the Arts and Culture Learning Subject for learning dance at SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency, is feasible and effective for use in improving students' skill competencies. This is also in line with the findings of Ampera and Juliarti (2015), who stated that the CD tutorial creates enthusiasm and motivation for learning, which leads to achieving learning goals. Apart from that, the video tutorial learning media "Tatak Menapu Kopi" in the Arts and Culture Learning Subject for learning dance can develop students' dexterity in traditional dancing.

The use of the video tutorial learning media "Tatak Menapu Kopi" in the Arts and Culture Learning Course for dance learning allows students to more easily understand the steps of the "Tatak Menapu Kopi" movement because this video tutorial media allows

students to interact directly and has a more detailed movement structure. orderly and clearer so that each student no longer has difficulty solving problems in the form of imitating and developing the traditional Pakpak "Tatak Menapu Kopi" dance movement form. Apart from that, the learning media for the video tutorial "Tatak Menapu Kopi" is very practical and easy for students to take anywhere for independent learning because this media has an MP4 file format, so it can be played on video player applications found on all types of gadgets.

## CONCLUSION

Based on the results and discussion of research on the development of learning video media, it can be concluded as follows:

1. The results of validation from material experts, learning design experts, and learning media experts in the video tutorial "Tatak Menapu Kopi" on the arts and culture learning course for dance learning that was developed show that the learning video media in the criteria is very feasible, so it can be accepted and suitable for use in the learning process.
2. Results of the practicality test of the "Tatak Menapu Kopi" video tutorial learning media in the arts and culture learning subject for dance learning in the very practical category. Thus, the learning media video tutorial "Tatak Menapu Kopi" in the arts and culture learning subject makes it easier for students to understand dance learning material.
3. The video tutorial learning media "Tatak Menapu Kopi" in the Arts and Culture Learning Subject for learning dance at SMP Negeri 2 Siempat Nempu Hulu, Dairi Regency, which was developed by researchers, is quite effective to use because it refers to the results of the N-Gain score effectiveness test, which obtained an average value of 61.2% in the quite effective category.

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