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Promoting Local Wisdom and Enchancing Better Learning on Language, Art, and Culture

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Yos Sudarman (Universitas Negeri Padang, Indonesia)

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THE USE OF LEARNING MATERIALS IN THE FORM OF VIDEO IN LEARNING DANCE

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Abstract: There is an assumption that the teaching of dance that must be good dancer. This has been the main cause of the dance is not prioritized in school compared with music and other art. So neglected in the dance arts learning in school. Audio visual media video can actually be learning materials as a substitute teacher in dance train. The purpose of this paper is to identify the power of the audio visual media in learning dance either in conceptual or through best practices that are already done by researchers of dance. Discussion of the analysis of the various facets of audio visual strength that is confirmed by expert opinion about the media and dance can be a conclusion that an audio visual of the dance can be used as learning materials for teachers of dance as a solution of the inability of teachers to teach dance through dance mastery owned. So audio visual media in dance can be functioning in integrative learning. For that teacher has recommended these skills.

Keywords: *Materials; Audiovisual; Media Video; Learning Dance*

1. INTRODUCTION

In 2013 the expected competency curriculum on student competency is the attitude (learn why), competency skills (learn how), knowledge and competencies (learning what). This is done by observing activities through scientific approaches, ask yourself, try/cultivate, reasoning, and present. The activity observed in the study other than reading a textbook, of course also necessary media can show the material contained in the book. The teachers demanded could cultivate and create a variety of media in the process of learning, because with the media can give a response and stimuli in the students so that students are willing, able and passion in learning. In the syllabus of art and culture there are 4 fields of art should be taught that is the art of music, dance, drama and Visual Arts. However its implementation in schools, based on the phenomenon of this group during the MGMP (Musyawarah Guru subjects) on the county town only took 2 plane that is the art of music and fine arts. From some information that authors receive, this caused some of the stuff in between is the lack of ability or competence of teachers in the field of dance. They consider when teaching the dance must be good at dancing, though ideally it is indeed like that. Because of this disability, then the field of dance art is only implemented in the self development course. While known as self-development activities are only followed by students who are interested in the field of dance art, then what about the other students. self development course.

In addition, even if taught in the curricular teacher only teaching theory course or if the practice just mimic motion teacher or told to practice outside as in workshops or dance coach brings to the school. After that, students are told to display without going through learning that is ideally done at school. Based on the above phenomena show up some problems, Whether it be students forever will never accept learning dance? What is dance not important to them? whether students will not be given an appreciation of dance that is in their own areas? If they do not require knowledge of the cultural values that exist in the dance? It is very alarming.

Thus, in order to keep dibelajarkan dance learning in schools, and in this paper the author will put forward an alternative for those who have not membelajarkan dance, i.e. with the use of learning materials in the form of audio-visual media and some of the benefits from the use of materials with the audio visual. With expectations of teachers who feel difficulty or objection to membelajarkan the field of dance art in schools each can use the media offered this as learning materials that are more effective than the textual materials.

B. DISCUSSION**1. Audiovisual Media as Learning Materials of Dance**

Audio-visual media is a modern instructional media in accordance with the times (advances in science and technology), includes a media that can be seen and hear (Rohani, 1997:97-98). Audiovisual media is the medium or the use of material and absorption through sight and hearing so as to establish conditions which can make students to gain knowledge, skills or attitudes (<http://www.sarjanaku.com/2011/05/media-audio-visual.html>).

While the audio visual media forms can be classified into eight classes, namely: 1) Audio visual media motion example, televisions, video tape, film and audio media such as cassettes in general programme, disc, etc., 2) audio visual Media silent example, filmastip-voiced, voiceless, comic slides with sound, 3) audio Media spring motion example, telewriter, mose, and the media board, 4) visual Media motion example, silent film, 5) visual Media silent example microfon, images, and graphics, maps, charts, and so on, 6) the art of motion Media, audio Media example 7), radio, telephone, tape, disk, and so on. 8) print e.g., television (Soedjarwono, 1997: 175).

Based on the above opinion when in the context to dance, which is ordinary taught through impersonation by a teacher or someone from outside trainers demonstrated on learners, then this kind of media has been running in practice teacher at learning dance. The biggest obstacle to bringing coaches and demonstrates by the teachers of the dance is the dance teacher mastery against the limitations that will be taught and the limitations of time and dancers who want to be invited to demonstrate in the classroom as the dance material. By using audio-visual media motion complete with music is actually a more dance material of high quality, effective and more in line with the spirit of scientific learning curriculum 2013 compared with material of dance as performed during this time.

2. Functions of the Audio-visual Media in Learning Dance

Because according to Hamalik (2008), learning media Function that is 1) to realize an effective learning situation, 2) use of the media is part of the learning system in internal, 3) important learning Media in order to achieve the learning objectives, 4) use of media in learning is to speed up the process of learning and help students in an effort to understand the material presented by the teacher in the classroom, 5) the use of media in learning is intended to heighten the quality of education.

While according to Kempt & Dayton (1998), the main function of the learning media namely 1) Motivates interest and action, realized with the technique of the drama or entertainment, 2) present information, used in the framework of the presentation of information in the presence of a group of students, 3) Gives instructions, the information contained in the media should involve students.

Special dance, as a raw substance is motion only selecting affective cognitive and psychomotor compared, then the audio visual media is suitable for achieving the objectives of learning and accelerate the learning process as expressed above Hamalik. Beside that, it can motivate learners realized with the technique.

3. Benefits of Using Video Media in Learning Dance

Concretely audio visual media that's popular at the moment, appears in the form of a video film on the side. Even the video was not only terdokumen in the form of CD, flash disk has been outstanding even on you tube and the internet in various forms of ethnic dance, modern or contemporary. All of which facilitate learning materials provide teachers of dance-based audio visual. Required in the audio visual media presents a video, as the instructional dance is a skill of the teachers to access it via the internet. And select them for material that matches the KD and the indicators that will be achieved.

The benefits of learning materials for special video dance is also supported by the opinion of Prastowo as following:

- a) gives an unexpected experience to learners, b) shows for real something that is initially not possible can be seen, c) analyzing the changes in a specific time period, d) provide experience to learners to feel a certain State, and e) showing the presentation of case studies of actual life may trigger discussions learners.

The implication of the benefits in learning dance, for those who haven't seen this dance for material according to them it is the real thing cut, can be repeated in accordance with the learning theory Thorndike i.e. law of exercise the principle of learning exercises, the main principle of this learning is learning from Deuteronomy. The more often a lesson is repeated then the more the lesson dikuasailah (Dikti, 1981:20-24).

4. The Excess Use of Video Media as Dance Learning Materials

According to Daryanto (2011:79), some of the advantages of the use of video media, among other things: 1) the Video adds a new dimension in the learning, the video presents moving pictures to students along with the accompanying sound, 2) Video can show a phenomenon that is difficult to be seen. Furthermore, according to Ronald Anderson (1987:105), the advantages are: 1) using video (accompanied by sounds or not), we can show a specific movement, 2) back) using a particular effect can be strengthened both the learning process as well as the entertainment value of the representation that, 3) with video, information can be presented simultaneously at the same time on site (class) are different and with attendance or participants of the infinite with the road put the monitors in each classroom, 4) with the video students are able to learn independently.

Due to the nature of the video can be repeated nor dismissed, then teachers can invite to communicate with students about the content/message from the video viewed, as well as frequently asked questions about video for the record. So communications are not only one direction. Audio visual media video as learning materials in dance has started experts dug and developed in the design of learning, so that the design of the pembelajaran dance with video audio visual media are increasingly believed to be used as learning materials for effective and meaningful. This study has been carried out by ... as follows; There are two kinds of video as learning. First, the video that is deliberately created or designed for learning. This video can replace teachers in teaching. These videos are interactive against students. It is what makes this video can replace the role of teacher in teaching. This kind of video can be referred to as "video" learning. Second, the videos are not designed for learning, but it can be used or utilized to describe something related to learning. For example the video dancing area. By using this video students are able to see clearly how a model dance.

5. The Principle of the Use of Video as a Teaching Material in Learning Dance

Before the audio visual media video as learning materials used in the study, it is necessary carefully crafted learning design so that video as learning materials very seriously, so that selected the material is relevant to the purposes to be achieved. For it to consider and watch out for certain principles. The principle according to Cynthia Sparks (2000), in using a video teacher needs to pay attention to the idea as follows:

- a. Preview each program first. The teacher should determine the video that corresponds with the lesson. Select the appropriate video with learning objectives and will engage students in learning. Note also whether the video was able to motivate students, introduce a new concept, reinforcing the concept that has been studied before, or are able to improve and expand the current knowledge.

Video as learning materials in the form of recordings of dance in rill. This principle is supported by Sedyawati (2014:217) that procurement of learning materials about ethnic culture accompanied by examples in the form of audio-visual-kinetic is beneficial for the deep appreciation of the values embodied in it.

All kinds of artistic expression is a symbolic expression, there is a cultural background that must be understood. In the concept of culture there is the benar-salah or appropriate and not appropriate. As for the symbols used to express uniqueness and difference of characters of which can be seen in motion and clothing (Sedyawati, 2014:315).

On the element of motion can be viewed from the base the motion technique dance style, the basic attitude of the stand, how to form the basic position of the feet and legs as well as the position of the torso are upright, leaning forward, straight or blown away to the left or to the right. Can be exemplified the idiosyncrasies of motion and values that exist in the Dayak kenyah dance from Kalimantan Tengah;

Footwork gambol, trot, interspersed with silat motion attack and fend off well-built body looming with attitude and then bends suddenly. A unique blend of choreography mimicry gestures Hornbill ... Kenyah dance in the Mandau stored values and philosophy of the ideal human Dayak 'mamut-menteng-hadat-bahadat' IE the Valor and courage to defend the earth/mother/father, the sky and the wind as the breath of life by holding fast to the Customs (Narawati: 2012).

So is also the case in the fashion of dance. By displaying it for real in visual form, students can appreciate in depth. Students not only their imagination only, but there's real evidence. (Narawati: 2012). From the form that the teacher describes the values that are contained in such fashion. One of them can be exemplified in how the installation of the hats, must match the custom of each region.

As a result of research Piriang dance in Ateh Kaco from nagari Bayue Tanjung Raya, Agam Regency by Asriati (2015) explains that dance clothing used in the dance that comes from nagari they must correspond to the identity of the nagari them, because fashion has used its own meaning. Couture closed the nakedness and have meaning. A long red scarf that crested for supporting older nephew bind the minds. Head wear tengkuluk berbuhul sentak. How how is black. Black was hardness. So by displaying ethnic dance through the audio-visual media, students became know the values that are contained in the dance.

- b. Gives the focus/reason to be seen. Give students something special to view or listen to the video segment. This will focus the attention, pushing the liveliness, and give students the purpose or a reason to be seen.

Can be exemplified here that in 2013 in the curriculum at KD 3 reads 'stringing dance creations in traditional style'. So before traditional dikreasikan dance students should know in advance how the original form of the tradition that is obtained through the audio-visual media. This is necessary in order to make known what are the aspects of created and the extent of permissible created. Because if it is known that the original, then it is feared the creation of dance will be disconnected from the value of traditions. This is required so that the dance tradition can still live near the harkatnya itself, and not the origin was hit with a 'renewal' that may defy tradition (Sedyawati, 2014:315).

- c. Video segment. Learning videos contains vast amounts of information, this allows students more easily meet the learning objectives, 4) pre and post activities watching that will mengintegrasikan the video into the entire structure of the lesson. Activity pre watch can serve several purposes, namely to examine prior knowledge, introduces the necessary vocabulary, and setting the stage for a new study. Post watch activities should allow students to reinforce, view, apply, or expand new knowledge. 5) teachers can pause the video for a brief or discussion questions for video, 6) Use the remote control. Remote controls give you the flexibility of movement and presentation, 7) don't forget the frame advance, it is possible to advance a frame-by-frame video. This is a great feature to use shows in detail the events, such as the chicks out of the egg (<http://eprints.uny.ac.id/9809/3/BAB%20%2008108244022.pdf>)

6. The Best Practice of Video Dance as Learning Materials

As the use of audio-visual media in learning this dance has been performed by Gracia G. Nawangsasi (2014) in the research he had done in school. The results of his findings concluded that the process of learning dance Sigeh Penguten using the media audio visual learning can help students in learning and understanding the movements of the dance Sigeh Penguten. In the application of audio visual, learning media audio visual learning, all students first watch and listen to video dance Sigeh Penguten, after which students practice range of motion with accompanied by researchers. Stages like this is capable of giving a good stimulus to the students in a dance Sigeh Penguten. Media audio visual learning that is applied to the study of dance Sigeh Penguten, from the meeting early to seventh meeting (pre evaluation).

Media audio visual learning is appropriately used in learning dance Sigeh Penguten. It looks after the whole students watch and listen to video through the media audio visual learning, students can better live up to do range of motion performed by researchers. Although there are some students who are still wrong in doing range of motion, but most students can do well. Learning the art of dance in schools using the medium of audio visual learning is an effective learning model. This is because audio visual learning media has advantages among which can give an idea of the range of motion that will be studied. In addition to this learning model also has its disadvantages, namely students insufficient understanding of movement if not accompanied by a teacher. Therefore, the role of teachers must also remain implemented in this learning model.

Research of Gracia with proven by using audio visual in learning dance Penguten Sugih can increase the effectiveness of learning dance, which has been tested in practice learning revealed through research as described.

C. CONCLUSION

Is based on the above studies, both about the audio visual media as dance learning materials, audio-visual media function in learning dance, the benefits of using video media in learning dance, an excess use of video media as dance learning materials, the principle of the use of video as a teaching material in learning dance, the best practice use of video as a learning materials learning dance, sufficient reason to conclude that audio visual media video about dance was used as learning materials can increase effectiveness in learning effective in learning dance.

For it is recommended on the teachers need to train a skill utilization of audio-visual materials video as. At the same time was made a media that is integrated with a learning material for dance teachers in college and in high school.

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