The Influence of Audio Visual Based Learning Media on Learning Temboyak Dance

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Abstract. The aims of this research is to find out whether there were significant differences between student achievement which is taught using a visual audio media with student achievement in teaching without using media audio visual media in learning pemboyaq dance for VIII grade student in junior high school 2 Kerauk in the 2016/2017 academic year. This is an actual experimental research which conducted at class VIII grade in junior high school that consist of 5 classes. The sample in this research were student of class VIII.1 as an experimental group with 28 students consist of 12 boys and 16 girls, and class VIII.2 as a control group with 26 students consist of 11 boys and 15 girls. The sampling technique with random sampling and data analysis using inferential statistic. The test results using statistic obtained number which shows that t-count > t-table or (2.247) > t-table value (2.0095). This hypothesis proposed in chapter II is acceptable. Thus, there is an influence on pemboyaq dance for eight grade students in junior high school.

1. Introduction
The content of art and culture as mandated in the Government Regulation of the Republic of Indonesia Number nineteen two thousand five on National Education Standards does not only exist in one subject because culture itself covers all aspects of life[1]. In the subject of arts and culture, cultural aspects are not discussed separately but integrated with art[2]. Therefore, art and culture subjects are basically culture-based arts education.

Cultural arts education provided at schools has a very important role in the development needs of children in achieving optimal levels of intelligence[3]. Children's intelligence can not only be seen from how much knowledge they have but also how students are able to express through art[4]. That is because each individual has a difference in intelligence. Art and culture is one of the subjects that facilitate children to develop kinaesthetic intelligence[5].

Secondary School Education (SMP) is a secondary school from elementary school (SD). Students at junior high school level are in a transition period from childhood to adolescence. At this time children usually have a very high curiosity, and at this time children are also very unstable to determine things that are good for themselves. In times like this, guidance is needed so that they can develop properly. Therefore it is very much needed a learning that is appropriate to the characteristics of the students
themselves, because children are prospective future generations whose potential must continue to be developed[6]. The achievement of learning objectives is the main task of an educator.

The development of science and technology has brought very significant changes to various dimensions of human life, both in the economic, social, cultural and educational aspects[7]. Therefore, so that education does not lag behind the development of science and technology it is necessary to have adjustments, especially those relating to learning factors in schools[8]. One of these factors is the learning media that need to be learned and mastered by teachers or prospective teachers, so that they can convey subject matter to students well[9]. One effort to overcome this situation is the use of integrated media in the teaching and learning process, because the function of the media in these activities in addition to serving as stimulus information, attitudes, etc., is also to increase harmony in receiving information[10].

Based on observations at Junior High School 2 Keruak, the variety of learning models and strategies for class VIII students in general are still dominant in applying conventional learning strategies or models that tend to use lecture methods that caused minimum of students participating in lessons.

The information obtained from the results of interviews with art and culture subject teachers at Junior High School 2 Keruak. During the teaching and learning process, students have difficulty in understanding the material being taught. This causes students to receive information only conveyed by the teacher, not from other sources. Moreover, in practicum activities, students are less organized because there are no guidelines for the practice. (Source: Interview with Mr. Ahmad Wais, on Thursday the fifth of January two thousand and seventeen).

Based on the problems, the researcher intends to add a new learning strategy to attract students' attention and demand students to be more active and concentrate independently in the teaching and learning process. The research topic is "The influence of Audio Visual-Based Learning Media on Temboyak Dance Learning in Class VIII of 2 Junior High School, Keruak".

2. Method
The theory used in this research is audio visual theory, and dance theory used because the variable studies is the influence of visual media on dance learning[11]. The type of research used in this study belongs to the actual experimental group because it is deemed the requirements[12]. The requirement in question is that there are already other groups that are not subject to experimentation and participate in getting observations, namely the control group. With the existence of other groups as a comparison, the results obtained from the treatment can be seen with certainty compared with those not treated, with the technique used to determine the experimental group and the control group randomly taken from the population of VIII 2 of Junior High School, Keruak. Both groups are assumed to be the same in all relevant respects and are only in the provision of teaching treatment

3. Result and Discussion

Results

3.1. The Control Class.

In the control class obtained the highest value of 90 and the lowest value of 45, from the results of the calculation of the data obtained an average of 67.58. For class data that do not use Audio Visual-based learning can also be found the ideal maximum score, the ideal average price, and the ideal standard deviation. The ideal maximum score of 100 and the ideal minimum score of zero, then the average price is obtained as follows:
The average is $M_i = \frac{1}{2} (100 + 0) = 50$

The ideal standard deviation $SD_i = \frac{1}{6} (100 + 0) = 16.67$

So thus the following categories can be made:

$(M_i + 1 \ SD_i)$ to $(M_i + 3 \ SD_i)$

$66.67$ to $100 \rightarrow$ (High)

$(M_i - 1 \ SD_i)$ to $(M_i + 1 \ SD_i)$

$33.33$ to $66.67 \rightarrow$ (Medium)

$(M_i - 3 \ SD_i)$ to $(M_i - 1 \ SD_i)$

$0.00$ to $33.33 \rightarrow$ Low

Based on the Mean data for the control group it is determined that the quality of student achievement in the pemboyaq dance is included in the high category.

### Table 1. The mean (average) and the standard deviation of the experimental class and control class

| Group   | Max Score | Min Score | Mean ($\bar{x}$) | SD  | Score |
|---------|-----------|-----------|------------------|-----|-------|
| Experimental | 95        | 50        | 75.13            | 12.12 | High   |
| Control | 90        | 45        | 67.58            | 12.41 | High   |

#### 3.2. The Data Normality Test

The data normality test is to test the score in the use of visual audio-based learning models with normal distribution or not Chi-squared ($\chi^2$). The calculation results obtained are then compared with values $\chi^2_{hitung}$ with a significance level of 5% and degrees of freedom (k-1), where k is the number of interval classes and the criteria used are: if $\chi^2_{hitung} < \chi^2_{table}$ the significance level of 5% and degrees of freedom k-1 then the data is distributed normal, on the contrary if $\chi^2_{hitung} > \chi^2_{table}$ at the 5% significance level and the degree of freedom k-1, the data are not normally distributed.

### Table 2. Test Normality for Experiment Class and Control Class

| Group   | $\chi^2_{hitung}$ | $\chi^2_{table}$ | Notes |
|---------|-------------------|-------------------|-------|
| Experiment | 2.9996             | 11.07             | Normal |
| Control | 2.3227             | 11.07             | Normal |

#### 3.3. The Data of Homogeneity Test

Homogeneity test data intended to determine whether or not general samples taken from the same population[13]. Homogeneity testing is very important if $x^2$ the researcher intends to make generalizations for $x^2$ his research results. To test the homogeneity data uses the Bartlet test formula with the $\alpha$ method in the chi square table with $x^2$ the criteria if $x^2$ the count is greater than the table
the data obtained is not homogeneous, and if the count is smaller than the table then the data obtained is homogeneous.

Based on the data homogeneity test, it is known that student learning achievement in pemboyaq dance in VIII grade students of Junior High School 2, Keruak that are taught with audio visual based learning media is homogeneous where the count (0.0112) is smaller than table (3.841) at a significance level of 5%.

3.4. The Hypothesis Test

The next hypothesis test is performed where in this test the researcher uses the t-test as follows:

\[
t = \frac{x_1 - x_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 1} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}
\]

\[
= \frac{75.13 - 67.58}{\sqrt{\frac{(27-1)146.78 + (26-1)153.99}{27+26-2} \left( \frac{1}{27} + \frac{1}{26} \right)}}
\]

\[
= \frac{7.55}{\sqrt{3816.28+3849.75 \left( 0.037+0.038 \right)}}
\]

\[
= \frac{7.55}{\sqrt{150.91}}
\]

\[
= \frac{7.55}{3.36} = 2.2470
\]

to test the hypothesis, the results of t arithmetic compared with t-table with a significance level of 5%. From the calculation of data that has been done that the value of t arithmetic (2.2470), while the value of t-table (2.0095) for the value of k (27 + 26 - 2 = 51). Then from the data that t count (2.247) is greater than t table (2.0095).

| Variabel       | t-test | t-tabel | Notes |
|----------------|--------|---------|-------|
| The hypothesis test | 2.247  | 2.0095  | Significant |

The table above shows that the value of t arithmetic (2.247)> value of t-table (2.0095), then it can be stated that Ho is rejected and Ha is accepted. This means that there is an influence of audio visual based learning media on pemboyaq dance.

Discussion

Based on the results, it can be explained that there is an influence of audio visual based learning media on students who are taught using audio visual media and students who are taught without using audio visual media. From the statistical results above can be seen that classes taught using audio visual media can improve student learning achievement in pemboyaq dance learning.

In the experimental class obtained the highest value of 95 and the lowest value of 50 with an average value of 75.13. While the control class obtained the highest value of 90 and the lowest value of 45
with an average value of 67.58. This means that there is an influence between classes taught using audio-visual media and those who do not use audio-visual media.

Learning using audio visual media is not only superior in academic achievement but also superior in practice as evidenced by the staging of art presentation held in Junior High School 2, Keruak. Students who are taught using audio visual media are better prepared to practice every move in the pemboyaq dance. The use of audio-visual media can ward off students' difficulties in understanding and absorbing the material provided because students are more stimulated to collaborate and discuss with their peers and enable students to be more active in the classroom in teaching and learning.

Data normality test aims to test the score in the use of audio visual based learning models whether the data is normally distributed or not[14]. Data normality test in both classes shows that data is normally distributed, this is evidenced by testing data in both classes. The results of normality test data in the experimental class showed that the price of X2 count (2.9996) <X2 table (11.07) with a significance level of 5%. This means that the data in the experimental class are normally distributed. Data normality test in the control class shows that the price of X2 count (2.3227) <X2 table (11.07) with a significance level of 5%. This means that the data in the control class are normally distributed.

Homogeneity test data aims to determine whether or not general samples taken from the same population[15]. Based on homogeneity tests that have been carried out it is known that the calculated X2 0.0112 is smaller than the X2 table 3.841 at a significance level of 5%. This means that student achievement data on pemboyaq dance taught using audio visual media is homogeneous.

Hypothesis test results indicate that the calculated t value (2.2470) with a significant level of 5% is greater than the value of t table (2.0095). This means that H0 was rejected and Ha was accepted. The hypothesis says that there is an influence of audio visual based learning media on the learning of pemboyaq dance in class VIII grade students of Junior High School 2 can be accepted. It can be concluded that learning with audio visual based learning media has a significant influence on the learning of pemboyaq dance.

During the learning process, all students pay attention when the teacher shows the video about pemboyaq dance material that has been prepared then the teacher explaining the material contained in the video. Learning by using audio visual based learning media is more effective because learning it’s more stimulating students to work together in solving problems then asking questions that are still poorly understood, and answering problems with different techniques which are certainly managed and supervised by the teacher. So that students accustomed to collaborate and discuss with their friends to find a solution. Asking questions aims to make students accustomed to asking things that are not yet understood, not to waiting the teacher explain the material. The essence of learning with this audio visual based learning media enables students to more active and creative in the classroom and learning process.

In the control class, the teacher delivered the material as usual by using conventional media, without using audio-visual media. During the learning process, students in the control class also pay attention to the teacher, but apparently they do not really understand. Students are not very interested when the teacher only teaches material as usual. This certainly can affect student achievement.

The results of the study indicate that there is an influence between students who are given learning by using audio visual media than the usual learning methods. It show from the results of the final test given to students where the experimental class has a higher average value than the control class. The acquisition of class scores taught by audio visual based learning media (experimental class) is higher than the class that is not taught with Audio Visual Based learning media (control class). In the experimental class that is used as a treatment class that is given audio visual based learning media, where students are able to do the tests well.
4. Conclusion

Based on the results of testing with the t-test, it can be concluded that learning with audio visual based learning media which has been implemented in class VIII of Junior High School 2, Keruak, has a significant influence on the learning of pemboyaq dance. The results of calculations on student achievement obtained by the value of t arithmetic (2.274) > value of t table (2.0095). So it can be concluded that there is the effect of audio visual based learning media on the learning of Pemboyaq Dance in Class VIII Students of Junior High School 2, Keruak. Some of the VIII classes that were sampled had greater interest and attention when taught using audio-visual media. In addition students are also more enthusiastic in learning and more quickly absorb the material being taught. The use of audio-visual media is more efficient in learning because it is more stimulating students to work together in solving problems. The conclusions explained that use of media in the learning process are very necessary because interest and increased learning greatly influence in improving the students learning outcomes.

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