

Can the Use of Video Learning Increase Student's Interest in Traditional Music?

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Abstract:

Nowadays, video increasing its popularity and becomes alternatives media used for education. It is popularity in line with the extensive access to online video such as Youtube, Netflix, etc. This research aims to compare learning outcomes between textbook and video specifically at students interest to Indonesian traditional music, named Gamelan. Quasi-experimental Design method used to compare those two learning media. Three phases of activities are conducted in this study: 1) preparing the video learning media, 2) testing learning media on experimental class and control class 3) taking questionnaires and analyse the result. The number of samples was 182 students, chosen from local students at a vocational high school at Boyolali, a city in Central Java Province, Indonesia. The results showed both of learning media increase the student interest. However, the video increase student interest more significant. Using the textbook, we got 77,58% meaning "interested". Moreover, using the video, we got 83,76%, meaning "very interested"..

Keywords: Video, interest, textbook, video-based learning, gamelan music.

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Introduction

Learning is the process of communication between learners, teachers, and teaching materials (Sanaky, 2009). Learning media is used as a tool to explain the material from teacher to students. The selection of media should consider its friendliness to use. The role of learning media in the process of education is essential to achieve the purpose of learning. Building student-teacher relation requires continuous and effective communication; teachers need to learn the art of communicating with the student especially in this leaning media (Rusman, 2013). There are many benefits of learning media (Lilo & Suhardi, 2003): 1) can increase student learning variation; 2) can improve student motivation; 3) can help student concentration; 4) can stimulate the student to think and analyze problems; and 5) can improve the understanding of subject matter systematically.

Research about culture learning media is rare to find, and this including culture video-based learning. This study is a unique attempt to measure the students' interest in Gamelan music, also to compare the student interest in Gamelan music between using a textbook and using a video. The video material adapted from the electronic school book about the Gamelan for Vocational High School grade 1.

The purpose of this research is to find out: 1) there is an increasing interest in learners against traditional gamelan music after given learning using video media and using a textbook; 2) Using video, learners are more interest comparing using the textbook

In this article will be discussing the introduction, previous works, literature review, methods, results, and conclusions.

Literature Review

Woottipong (2014), studied the effect of using video material in the listening skills of university students. In the conclusion of his research, the students' English listening comprehension ability increased significantly after learning with videos and student had positive attitudes towards using videos in teaching listening skills.

Golu (2016) showed that there was an improvement in learning outcomes in the Science learning at primary school Bakalan. In cycle I obtain the average of the class score as much 78,72, the completeness were 19 students or 83%, and incompleteness were four students or 18%. In cycle II the result was improved at the average was 81,31 and the completeness were 21 students or 92% and incompleteness were two students or 9%. Therefore there was an improvement from cycle I to cycle II. Furthermore, learning achievement of students was also improved.

Chen (2012) in her research explained that the interactive thematic video could promote students to be more engaged, acquired more information, and remembered more ideas. Furthermore, the students in the experimental group could get the higher posttest scores and learning motivation better than the control group.

Handziko & Slamet (2015), indicate there was a difference between the two classes, it means video learning influential to improve learning motivation and mastery of concepts.

Haryoko, (2009) in his research showed that there is a difference significantly learning outcomes. The study explained that the learning outcome of computer network engineering using audiovisual media is higher than using the conventional method.

Comparing to previous researches we mention above, Our research focuses on traditional music, and we construct our video to be tested on experimental classes. The video contains tutorials to make Gamelan, the history of Gamelan, the names of Gamelan, Gamelan types used in Yogyakarta and Surakarta Palace, and the gamelan performances. This study will discuss the definition of the textbook, video, and indicators of students' interest.

The textbook is a reference book used in schools that contain learning material. Muslich & Masnur (2010), a textbook used as leaning media for a student at a certain level. The textbook is one type of media created by experts in education that is used as a standard on a particular lesson (Tarigan, 1986). Based on the opinions above it can be concluded that the textbook is one of the media types of learning that

created by experts in education that are used in schools as a learning media for students. In this study, the textbook used is an electronic school of art and culture for a vocational high school that used for control class learning.

This study develops tutorial video contains introduction material of Gamelan, a kind of traditional music from Indonesia. The video has 22 minutes duration, consist of images, soundtrack, voice narration and text narration. The content included is story starting from the history of Gamelan, the making, kinds of Gamelan, and cities the Gamelan coming from. This is the video used for testing on experimental class.

Interest is a constant tendency to pay attention and remember some activities (Slameto, 2010). Hamalik (2001), argues that interest is a change of energy in a person with the emergence of feelings to achieve a goal. Keller (2010), mentions several indicators to measure student interest and motivation that is attention, relevance, confidence, and satisfaction.

Attention including creating incongruity or conflict in information, expressing examples, and visuals in concrete ways, varying presentation, and requiring learner participation. The Relevance concept of the ARCS model deals with the perceived relevance of subject matter to learners. The confidence concept in the ARCS model refers to a learner's level of confidence that he or she will succeed. The Satisfaction concept in the ARCS model refers to how learners feel about their accomplishments.

Methodology

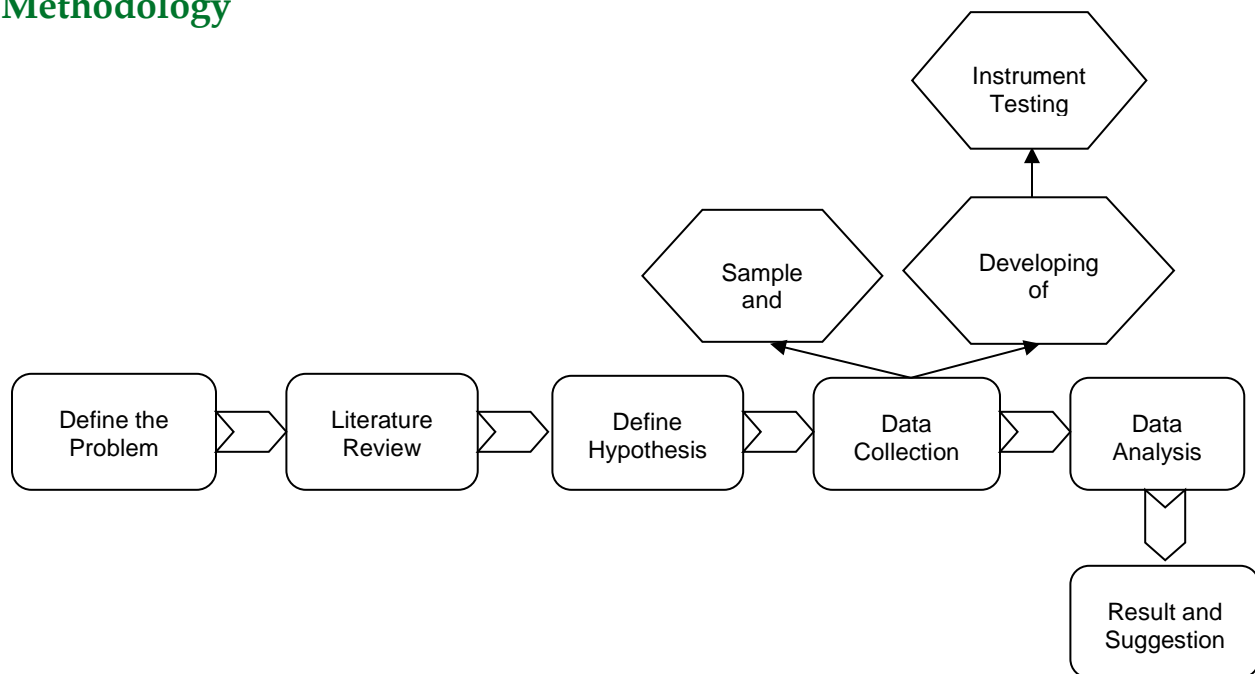


Figure 1. Research Process

There are six processes in this study that developed by Sugiyono (2012), the first is to define the research problem that identifies the problem of Gamelan learning in the Vocational High School Sawit Boyolali. Second is a literature review, which is searching for the relevant study of video-based learning. The third is define hypothesis; the hypothesis is a temporary answer from research problem. Before collect data, must determine the sample and population, then developing the instrument, in this study we use a video of Gamelan and a questionnaire. After data collected, the need for analysing so can establish the result.

Sample

The technique of taking a sample in this research is using probability sampling with cluster sampling. This technique provides the opportunity for all members of the population to become members of the sample. Cluster sampling is random sampling and has a clump which means sampling with sample members are clumps, then from each clump taken the same small clump, (Darmawan, 2013). From a population of 358 students, it was taken 182 as a sample class, which is divided into control and experimental classes.

Method of Collecting Data

Interviews

In this research, the data is also obtained by using an interview technique. This is done to find out the problems occurred before doing the research. Sugiyono (2012) points out that the interview is used as one of the techniques of data collection conducted preliminary studies when researchers want to find problems that need to be examined.

Questionnaire

The questionnaire is used to measure the student's interest towards the gamelan music. This study used the Likert Scale to determine the inquiry score. Sundayana (2015) in some educational research, using Likert scale is consisting of five categories: strongly agree (SA), agree (A), neutral (N), disagree (DA), strongly disagree (SDA).

INSTRUMENT OF STUDENT INTEREST

1. I am happy with the traditional gamelan music
2. I was studying gamelan will be useful for me
3. I was satisfied studied gamelan at school
4. I am happy to follow learning gamelan
5. I am glad to hear the gamelan instrument at school games
6. Gamelan learning makes this feels it is vital for me to learn
7. I believe I can develop musical ability with gamelan
8. Capable of playing musical instruments of the gamelan is not going to affect my future
9. Studying gamelan feels hard for me
10. Knowledge of gamelan music is important to me have
11. Learn important gamelan music gamelan because I wanted this kept alive
12. I believe with the study of gamelan music I could get rewarding science
13. I am sure if practised playing gamelan music I can certainly
14. I feel happy to see anybody playing gamelan
15. I feel the knowledge of gamelan need plus more
16. I felt not sure to learn gamelan will be useful for me
17. I was not satisfied with the knowledge of gamelan music that I got
18. I found it quickly tired of hearing game gamelan
19. Playing Gamelan music easy for me
20. I want to try to play all the instruments of the gamelan
21. I am interested in studying Karawitan
22. Studied gamelan can train your sense of discipline I due to play gamelan required accuracy
23. I want to study gamelan there are at each level of education
24. By studying gamelan music could help preserve the musical culture of Indonesia
25. I believe the gamelan music could compete with music from other countries
26. Gamelan music is capable of carrying the name of Indonesia is known in the world

27. Like the gamelan is not useful for me in the future
28. I am less fond of the music of the gamelan
29. Gamelan music is not able to interest me
30. I am not sure the gamelan will be able to be the things that attract the attention of the world

Instrument Video of Gamelan

Those are the screenshot of instrument video. This video composed by 7 parts (Figure 1): (a) The materials for create Gamelan, (b) The history of Gamelan, (c) Types of Gamelan, (d) Origin province in Indonesia that using Gamelan, (e) Gamelan in Kingdom of Yogyakarta and Surakarta, (f) How to make Gamelan, (g) The performance of Gamelan Instrument.



Figure 2. Screenshot from a video, where it is showed the seven contents: (a) The materials for create Gamelan, (b) The history of Gamelan, (c) Types of Gamelan, (d) Province in Indonesia that using Gamelan, (e) Gamelan in Kingdom of Yogyakarta, (f) How to make Gamelan, (g) The performance of Gamelan Instrument

Research Procedure

This research used Quasi-Experimental Design with Nonequivalent Control Group Design for testing both of the learning media. Using this method, both classes, control and experimental classes are given a pretest (questionnaire) to measure the student interest in gamelan music.

After the treatment, again, control class and the experimental class was given a test. We can see the parameter of each test in Table 2.

Table 1. The Research Procedure Design

Class	Pretest	Treatment	Posttest
Control	Y_1	X_1	X_1Y_1

Experimental	Y_2	X_2	X_2Y_2
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Information:

- Y_1 = Result of the Control Class pretest
- Y_2 = Result of the experimental class pretest
- X_1 = Control class treatment using the textbook
- X_2 = Experimental class treatment using video
- X_1Y_1 = Result of the control class posttest
- X_2Y_2 = Result of the experimental class posttest

Data Analysis

Data analysis techniques used are t-test analysis and analysis of the index gain. The t-test is used to see the significant difference between student interest and the Gain Index analysis is used to see the better method to increase student interest. The the Gain Index formula is as follows:

$$g = \frac{\text{posttest score} - \text{pretest score}}{\text{maximum possible score} - \text{pretest score}}$$

Result

The Result of Analysis

Table 2. The Score of Pretest and Posttest of Control Class and Experimental Class

Class	Pretest				Posttest			
	Max Score	Min Score	Averange		Max Score	Min Score	Averange	
			Score	%			Score	%
Control	140	84	111.7	74.46	147	84	116.3778	77.58
Exsperimental	136	68	115.1413	76.76	148	84	125.6413	83.76

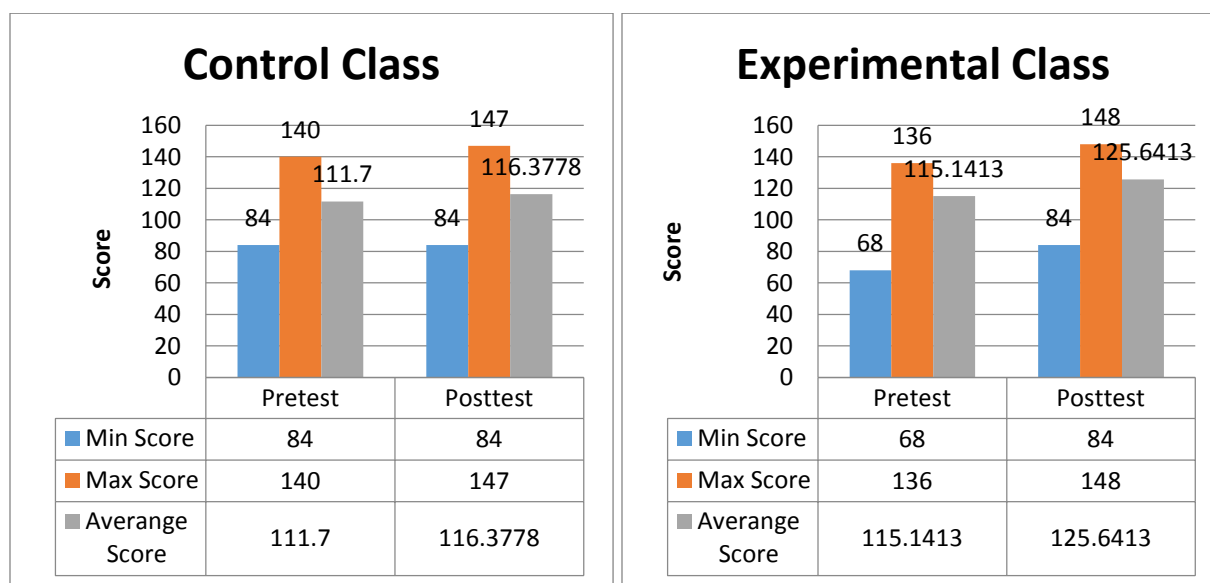


Figure 3. The Graph of Pretest and Posttest Score of The Control Class and The Experimental Class

As we can see in Table 3 and Figure 3, the initial condition for both groups is relatively at the same level. Lowest score for the experimental class was 68, compared to 84 for the control class. Moreover, for the maximum was 136 for experimental class compare to 140 for the control class. For the control class we got 111.7 for the average or 74.6%, and for the control class, we got 115.14, or 76.76%.

We can tolerate the differences between the pre-test result because of as we want to analyse the effect/the changes after the treatment.

Moreover, for the post-test, we can see, the interest level was increased to 77.58% for control class, and 83.76% for the experimental class. From the results, it is undoubtedly that both of the media, increasing the interest level, but for the experimental class, or class with video, produce a higher number.

Table 3. The result of Index Gain Score

Class	Gain Score	Criteria
Control	0,1221	Low
Eksperimenal	0,3012	Medium

Based on the data of Table 3 we can see that the Gain Score control class is 0.1221 which means "low" while the experimental class with Gain Score of 0.3012.

Conclusion

Based on data analysis results, it can be concluded that there is a difference between students' interest towards gamelan music among learning uses video media and textbook media. Students interested in using video is higher than the textbook. This result indicates the student interest in learning by using video, so the student feels pleasant to learn in the school. This study result espouses the relevant research from Handziko & Slamet (2015), had a result video improve learning motivation can increase the student interest in learning. Also espouse the result from Woottipong (2014), which indicated the student listening skill increased significantly.

Future Works

Video as learning media has ample opportunity to be used in other fields. Furthermore, video-based learning also applicable to be implemented in varies student level starting from elementary school to tertiary.

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