

Development of Learning Video to Introduce Panting Musical Instrument in Bina Desa Program Anjir Pasar Kota II

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Abstract: The development of a Panting Music learning video in the MBKM Bina Desa Independent Program of FKIP ULM 2022 in Anjir Pasar Kota II Village aims to produce a product in the form of a Panting Music instrument introduction video learning media and describe the feasibility of the developed learning video. The 4D development model includes the Define, Design, Develop, and Disseminate phases. The researcher employed data collection techniques for this development, including structured observations, unstructured interviews with the village chief, questionnaires systematically distributed to the experts and participants, and documentation in photos to complement the research data. Data analysis was conducted quantitatively and descriptively. The developed media went through stages of validation, with the language validated by a language expert with a "Very Feasible" assessment category at a 95% rating, media validation by a media expert with a "Feasible" assessment category at an 85% rating, and content validation by a subject matter expert with a "Feasible" assessment category at an 80% rating. The next phase involved testing the media with students, resulting in a "Very Feasible" student responses category at a 92% rating, indicating that students could recognize and learn to play the Panting Music instrument.

Keywords: Learning Videos; Panting Music; Video Development

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DOI : <https://doi.org/10.20527/jvk.v38i2.17320>

Received: 31 August 2023 Accepted: 5 November 2023 Published: 21 November 2023

How to cite: Rizki, A.N., Ratumbusang, M. F. N. G., Utama, A. H., & Mansur, H. (2023). Development of learning video to introduce panting musical instrument in bina desa program anjir pasar kota ii. *Vidya Karya*, 38(2), 118-125.

INTRODUCTION

Freedom to Learn-Independent Campus (Merdeka Belajar Kampus Merdeka, henceforth MBKM) aims to provide students with opportunities for personal development beyond the classroom. One of the MBKM programs is the Bina Desa (Village Development) program, where students are divided into working groups. One of the programs carried out by students and researchers in this program is the establishment of a Panting Music Group, which provides Panting Music training.

Based on observations in the village and interviews with the Village Chief, it was revealed that the residents of Anjir Pasar Kota II Village were not familiar with the Panting Music instrument due to the lack of related learning media. Students participating in the MBKM Independent Village Development program with the Panting Music Group planned to provide Panting Music training to the community, specifically to the Karang Taruna Youth organization of the village.

As a result, an appropriate and effective learning medium is needed to

effectively introduce the Panting Music instrument to the community, particularly to the Karang Taruna youth as the trainees of the Panting Music training. Utilizing learning media suitable for the users can play a significant role in facilitating the understanding of the materials (Demayanti & Soenarto, 2018). Learning media that meets certain standards of validity is considered suitable for educational purposes. Moreover, video learning media has been proven effective in enhancing students' understanding, especially in materials that involve the movement of visual and auditory elements (Arthur et al., 2019).

This research offers a solution through video learning media presented through monitors. Video learning media adheres to validity standards, indicating that it is suitable for educational purposes. In addition, video learning media can effectively enhance the understanding of Karang Taruna participants in the materials presented (Lukitarini et al., 2020). As mentioned by Fauziah (2021), video learning is a form of learning media that combines audio (sound) and visual (images). Through video learning, participants can be intellectually and emotionally engaged, fostering their interest and understanding of the content, ideas, messages, materials, and information presented. In introducing the Panting Music instrument, the researcher developed video-based media (Ramdhan et al., 2018).

This development aims to produce nine Panting Music video learning media products and describe the feasibility of the developed learning video. This media aims to introduce the Panting Music instrument to the trainees of the Panting Music Group in Anjir Pasar Kota II.

METHOD

This research employed Research and Development (R&D) to develop a

product and test its validity and feasibility through expert involvement (Hanafi, 2017).

In this study, the development model used is the 4D (Four-D) model, following the approach proposed by Thiagarajan in (Astuti et al., 2022). The 4D model consists of four development Stages: Define, Design, Develop, and Disseminate. This research method focuses on the first three Stages: Define, Design, and Develop.

Define Stage

In this stage, the following five sub-processes are described:

1) Front-end Analysis

Problem analysis was conducted based on village observations and interviews with the Village Chief. It was discovered that the community is unfamiliar with the Panting Music instruments due to the absence of learning media related to it.

2) Learner Analysis

The researchers analyzed the characteristics of the community or learners participating in the Panting Music Group formation program, considering the impact of social and economic factors on the use of learning media. Accessibility to media usage was challenging due to the lack of infrastructure. This analysis formed the basis for adapting learning media development to align with the characteristics of the Anjir Pasar Kota II village community.

3) Specifying Instructional Objectives

This analysis determined the learning objectives of the Panting Music instrument introduction training for the Anjir Pasar Kota II community. The video learning media, developed to introduce the instrument, would be used by students in training the Panting Music Group to acquaint them with the instrument.

Design Stage

In this stage, following the initial analysis, the media, specifically the Panting Music instrument introduction video, was designed, as described in the following stages:

1) Media Selection

At this stage, relevant media was selected after discussions with student groups. The chosen media was in the form of video learning.

2) Format Selection

The developed media is in video format (MP4). The video introduction to the Panting Music instrument includes a narrator for the introduction and conclusion of the video and subject matter experts to explain the content. Nine video learning materials were created, with different content in each video estimated at approximately 3-5 minutes. The first video introduces the Panting Music instrument, the second to fourth videos explain basic Panting music elements and the fifth to ninth videos discuss basic Panting music pieces.

3) Initial Design

The initial design of the video learning was created through a storyboard, which was then discussed with student groups and mentors for refinement. storyboard is shown in Figure 1.

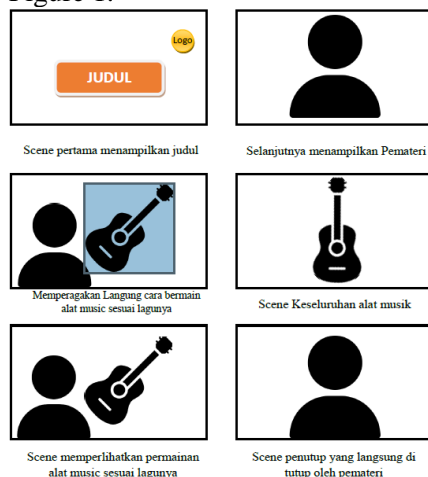


Figure 1 Storyboard

4) Final Design

In this stage, the design, approved by the student groups and mentors, was finalized according to the previous analysis.

Development Stage

In the development phase, the video learning media, created based on the storyboard, underwent validation by experts, as recommended by mentors. These experts included a media expert from the Educational Technology study program, a content expert from the Performing Arts Education study program, and a script and language expert from the Indonesian Language and Literature Education study program. The media was also tested with trainees from the Panting Music Group, i.e., the Karang Taruna of Anjir Pasar Kota II, who provided practical feedback on the media's usability.

Disseminate Stage

The final stage of development involves disseminating the created media. The introduction video to the Panting Music instrument was uploaded to the internet, specifically on the social media platform YouTube, under the channel name "Ahmad Naufal Rizki." This dissemination allows the knowledge and experiences gained during the research to be shared with others, facilitating the transfer of useful knowledge.

The subjects of this activity are the Karang Taruna of Anjir Pasar Kota II, with an average of five participants in each session. The Panting Music training took place in the Anjir Pasar Kota II Village, with the student group providing the Panting Music instrument as part of their Panting Music Group formation program. The introduction of the Panting Music instrument included basic Panting music elements and pieces.

In this research, data collection techniques included:

1) Structured Observations: Observations were carried out to understand the learning infrastructure in the village, ensuring that the developed media would meet the identified needs (Mahabbati et al., 2018), (2) Unstructured Interviews: Interviews were conducted using an unstructured approach with the Village Chief of Anjir Pasar Kota II (Mahabbati et al., 2018), (3) Questionnaires: The Respondents in this research included systematic participants such as a content expert, a media expert, and a material expert, as well as trainees of the Panting Music Group (Arthur et al., 2019), (4) Documentation: This research used photography to support and supplement data collection (Fujiastuti et al., 2019).

The research instruments used in this development included guidelines for observation, interviews, and questionnaires. The experts validated these instruments and were then provided to content experts, script and language experts, and media experts during the development process to validate the developed product (Norrani et al., 2021).

In this development, quantitative descriptive data analysis was employed. This technique described the data collected without drawing generalized conclusions (Mulyana, 2021). Quantitative data from expert questionnaires and trainee responses were analyzed using a Likert scale format (Syafriada et al., 2023).

The data analysis followed these steps (Jumiati & Jumaisyaroh Siregar, 2022). Evaluation of each validation instrument item uses Likert scale indicators as shown in Table 1.

Tabel 1 Likert Scale Assessment Indicator

Assessment Category	Score
Strongly Disagree	1
Disagree	2
Uncertain	3
Agree	4
Strongly Agree	5

After obtaining the score from the validation questionnaire, the feasibility of the media being developed is calculated. The results are then categorized based on the interpretation values listed in Table 2.

Tabel 2 Feasibility Criteria for Media

Feasibility Value	Category
80% - 100%	Very Feasible
61% - 79%	Feasible
41% - 60%	Fairly Feasible
21% - 40%	Unfeasible
<21%	Very Unfeasible

RESULTS AND DISCUSSION

The outcome of this development is a video learning media titled "Introduction to the Panting Music Instrument" in the MBKM Bina Desa 2022 program in Anjir Pasar Kota II Village. The selection of material content to be presented is based on the work program of the village development student group, specifically the formation of the Panting Music group, aiming to assist students in introducing the Panting Music instrument during training.

The initial design of the video learning involved the creation of a storyboard for introducing the Panting Music instrument and then progressed to the final design, as seen in Figure 2.



Figure 2 Final Design of Petikan Material

Next, the media's feasibility was validated by experts and tested with learners using questionnaires. Before these instruments were distributed, they underwent validation by an instrument expert, specifically an Educational Technology program lecturer. The results of media validation were as follows:

Questionnaire Instrument Validation

The Educational Technology program lecturer conducted the questionnaire instrument validation. The results of the instrument validation are shown in Figure 3.

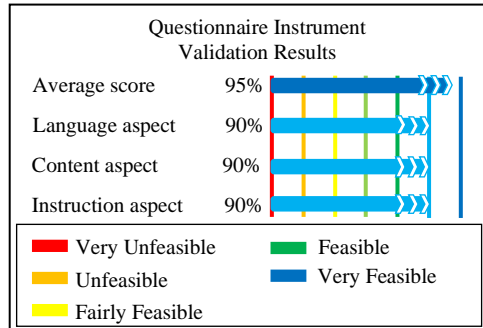


Figure 3 Results of Instrument Validation

Based on the validation data, the instrument used had an average percentage score of 95% in all aspects, indicating a very high feasibility level. This ensures that experts can effectively use the instrument and the products tested with learners.

In the validation process

Language Aspect Validation

The Indonesian Language and Literature Education program lecturer performed language aspect validation. The results of the script and language validation are shown in Figure 4.

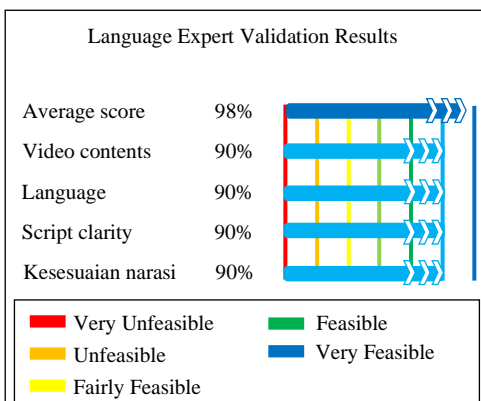


Figure 4 Results of language validation

Based on the validation data, the developed content had an average

percentage score of 98% in all aspects, indicating that it can be categorized as "Very Feasible." This further confirms that the developed content passed the validation and is suitable for learners in forming the Panting Music Group in Anjir Pasar Kota II Village in the MBKM Mandiri FKIP ULM 2022 program.

Media Validation

An Educational Technology program lecturer conducted media validation. The results of media validation are shown in Figure 5.

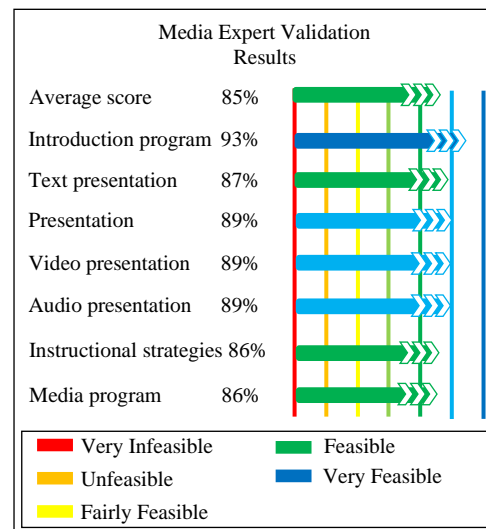


Figure 5 Results of Media Validation

Based on the validation results, the developed media had an average percentage score of 85% in all aspects, categorizing it as "Feasible." This indicates that the media passed the validation stage and is ready for testing by learners in the Panting Music Group formation. This shows that the media developed can be used (Nuryanah et al., 2021; Setiyorini et al., 2016).

Material Validation

A lecturer from the Performing Arts Education program carried out material validation. The results of material validation are shown in Figure 6.

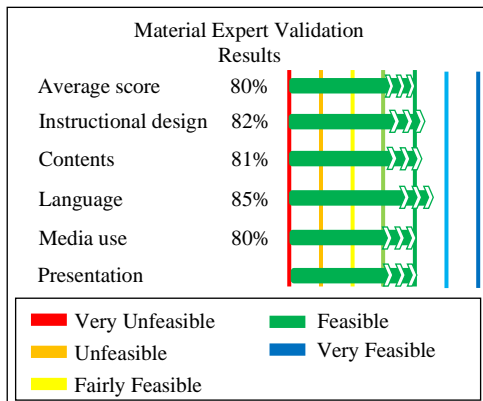


Figure 6 Results of Material Validation

Data from material validation showed an average percentage score of 80%, which can be categorized as "Feasible" for testing with Panting Music trainees.

Results of Product Try-out

The developed introduction video for the Panting Music instrument in the Bina Desa Anjir Pasar Kota II program, after being developed and validated for feasibility by experts, was tried out with learners in each session. In this case, nine sessions were conducted, and in each session, learners evaluated the media by filling out questionnaires.



Figure 7 Try-out Documentation

Learners' Responses

The testing and assessment of the media were conducted by learners, specifically the Karang Taruna of Anjir Pasar Kota II, regarding the introduction video for the Panting Music instrument. The results of the testing and assessment by learners are presented in Figure 8.

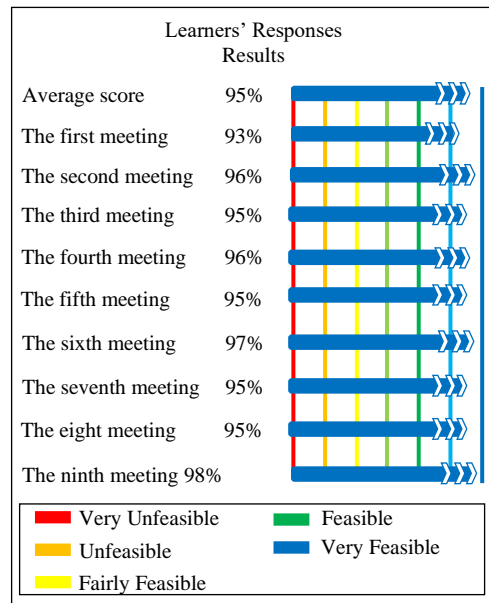


Figure 8 Results of The Try-Out

Based on the existing data, the results of the learners' responses showed an average percentage score of 95% in all Panting Music Group formation training sessions in Anjir Pasar Kota II Village. This can be categorized as "Very Feasible" in introducing the Panting Music instrument. This shows that the media developed can be used in the learning process (Rohmah et al., 2021; Yudiyanto et al., 2020).

CONCLUSION

The development of video learning media for introducing the Panting Music instrument in the MBKM Mandiri Bina Desa Anjir Pasar Kota II program using the 4D development model has been successfully executed. Experts' assessment of media feasibility resulted in an 85% score, categorizing it as "Feasible." Material validation scored an 80% average, falling within the "Feasible" category, while script and language validation showed a 98% average, classifying it as "Very Feasible." The media was tested with learners, who rated it as "Very Feasible,"

with an average percentage score of 95%. This indicates that learners can recognize and learn to play the Panting Music instrument. In the dissemination phase, the developed media was uploaded to the internet, specifically on the social media platform YouTube, allowing the knowledge and experiences gained during the research to be shared with others and facilitating the transfer of useful knowledge.

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