

Two And Three Dimensional Two And Three Dimensional Arts Learning Media Through Video Tutorials

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Abstract

This study at develop designs, determine the viability and effectiveness of video tutorial media as a medium for learning two- and three-dimensional arts for the second grade students at Bebengan 3 Elementary School. The type of this research was Research and Development with a development model by Sugiyono. The data collection techniques used tests, interviews, documentation, and questionnaires. Based on the evaluation by the content expert validator, it was declared very viable with a percentage of 92.5%, and the media expert's assessment with a percentage of 94.23% with very viable criteria. The results of the small group t test used paired sample t-test obtained tcount of -8, 437 and t table with= 5% which is equal to 2.571, so that Ho was rejected and $B < 0$. The N-Gain test obtained a score of 0.67 with medium criteria. The conclusion from this research is that the video tutorial media was very viable and effective to be used in arts and culture subject of two and three dimensional artstopic in the second grade at Bebengan 3 Elementary School.

Keywords: Art and Culture, Learning Media, Video Tutorials

1. INTRODUCTION

Cultural Arts and Crafts is one of the contents that must be taught in the 2013 Curriculum which is equivalent to other subject content (Permendikbud No 67 of 2013 concerning the Basic Framework and Curriculum Structure of SD/MI). In Permendikbud No. 21/2016, the scope of the subjects of Cultural Arts and Crafts includes fine arts, music, dance, crafts and cultural heritage. The scope of fine arts includes appreciation and creation of works of art (expressive images, mosaics/applications, reliefs and sculptures from soft materials)(Attachment to Permendikbud No. 21 of 2016:168-172).

SBdP learning problems occur in elementary schools. Based on pre-research activities through teacher interviews and student learning outcomes in grade II SDN 3 Bebengan, it shows that in SBdP learning carried out by teachers and grade II students at SDN 3 Bebengan, the teaching materials used by teachers are minimal, which only comes from teacher books and student books in which it presents limited material. In addition, the learning media used by teachers are less innovative and less supportive in the learning process. Briefly, Sanaky (2013) in Nunuk Suryani (2018: 4) defines learning media as a tool with a function and is useful for conveying messages in the learning process. Ani (2019: 47-48) explained that there are five types of learning media, one of which is multimedia. According to Herman (2017: 16-17) based on the presentation, multimedia can be done linearly and non-linearly. Multimedia that is presented linearly is a program that is run

sequentially with the navigation used is play, pause and stop. Examples of this multimedia include: videos, movies, demos/tutorials. So, an example of learning media that can be used is a video tutorial which in its implementation helps teachers explain the material and process of making a two- and three-dimensional work of art.

According to Faizal (2020: 321), video tutorials are a series of live images that are shown by educators that contain learning messages in the form of audio visuals to help understand small and large group learning materials. Video tutorials can be saved in the form of a flash disk, CD, or internal memory, or can also be uploaded on the internet. Husein (2015: 75) also argues that video tutorials as learning media have advantages and disadvantages in terms of use, usability and manufacture.

The selection of learning media is one part of the overall instructional system (Arsyad: 2019). Therefore, teachers need to be careful and creative in choosing and utilizing learning media that will be used to help improve students' understanding and achievement of learning outcomes. The use of video tutorial media to overcome problems in SBdP learning is supported by research conducted by Dessy Mega Harumawati et al who title "The Effectiveness of Video Tutorial Recorder Media on Recorder Playing Skills for Class VI SDN Wringinanom 2 Gresik" which shows that there is significant effectiveness in the experimental class with video tutorial recorder media, while the control class without similar media results in a T count $> T$ table (11,323 $>$ 2,080).

In addition, research conducted by Miftah Arif Rohman, et al entitled "Development of Monopoly Game Media in Art and Culture Lessons and Skills Class VI SDN Tanamera I" with research results get a percentage of 67.2% (material experts) and 75% (media experts) so that they have good quality, the average value of the pre-test questions is 46.75 and the post-test is 78.92, and the results of the first meeting observations (69, 64%), and the third meeting (83.93%) concluded that the monopoly game media was effective and appropriate to be used in learning Arts, Culture and Skills.

Based on the background of the problem and relevant research results, this research was examined through Research and Development (R&D) research by developing video tutorials for two- and three-dimensional art materials in SBdP learning in small class II groups at SDN 3 Bebengan.

2. RESEARCH METHOD

The type of research used in this research is the type of research and development (Research and Development) with a quantitative approach. According to Sugiyono (2015: 407), research and development methods can be interpreted as a scientific way to research, design, produce, and test the validity of the products that have been produced.. The research and development steps according to Sugiyono (in Sugiyono, 2016:409) there are ten steps, however researchers only arrived at the product trial stage in small groups, because in Indonesia there was a COVID-19 emergency which resulted in the learning process being carried out using the Work From Home (WFH) system. In addition, the "mass production" stage was modified to "limited production" which will not significantly affect the research conducted by the researcher.

In the study entitled "Development of Video Tutorial Media for Two- and Three-Dimensional Art Materials as Learning Media for Class II SBdP SDN 3 Bebengan" with research subjects namely material experts, media experts, teachers and second grade students of SD N 3 Bebengann. Data collection techniques in this study include interviews, questionnaires, and data documentation. The assessment of the feasibility of video tutorials on two- and three-dimensional art materials was analyzed by validation experts such as media and material experts, as well as teachers and students as users. Media needs analysis was obtained through an assessment of teacher and student needs questionnaires. The effectiveness of the media was obtained from the results of the pretest and posttest which were assessed for their effectiveness through the Normality Test, T-test and N-Gain Test.

3. RESEARCH RESULTS AND DISCUSSION

Based on research at SDN 3 Bebengan, researchers developed a video tutorial for two- and three-dimensional art materials as a medium for teaching SBdP class II. The discussion examines the results of the research obtained by researchers in the SBdP learning of two- and three-dimensional art materials in class II SDN 3 Bebengan include (1) developing a video tutorial media design; (2) the feasibility of video tutorial media; and (3) the effectiveness of video tutorials in small groups.

Video Tutorial Media Development

The product developed by the researcher is a video tutorial media for SBdP learning of two- and three-dimensional art materials in class II SDN 3 Bebengan.

Video tutorials in language consist of two words, namely video and tutorial. Sukiman (2012: 187-188), argues video is a set of media capable of showing images and sound at the same time. The Big Indonesian Dictionary (1990: 1003) (in Sukiman, 2012: 187) defines video, namely: 1) the part that displays images on a television set; 2) live image recording for display on television sets. So, what is meant by video is a moving image display accompanied by sound that can be shown simultaneously on a television set.

Then according to the Big Indonesian Dictionary (2012: 907) in Adhi (2018: 69-70), tutorial is class guidance by a teacher (tutor) for one person or a small group of people. Meanwhile, according to Utomo and Ratnawati (2018: 70) in Husein (2020: 75), the term tutorial itself means teaching activities carried out by an expert or tutor to a group of people. So, what is meant by tutorials is tutoring by teachers as tutors in individuals, small groups and large groups.

According to Faizal (2020: 321), video tutorials are a series of live images that are shown by educators that contain learning messages in the form of audio visuals to help understand small and large group learning materials. Meanwhile, according to Havizah (in Hilma, 2018: 148), a video tutorial is a series of live pictures displayed by a teacher, containing learning messages to help understanding and as additional guidance to a small group of students.. From the two opinions above, it is concluded that what is meant by Video tutorials are a series of live pictures accompanied by sound, containing learning materials for student understanding in small and large groups by a learner (tutor). This tutorial video media can be stored on a flash disk, CD, or in internal memory, or can also be uploaded on the internet via e-mail, Youtube or other internet media. This makes the video easy to access and distribute to the general public so it is considered very practical and efficient. Students can operate

videos using laptops, computers, smartphones and cellphones.

The video tutorial media was developed with an attractive design in accordance with the development of students, namely the number of videos taught was eight videos with a duration of approximately 5 minutes for each video. This video tutorial is landscape-oriented with a quality resolution of 720p, in mp4 format and packaged on a CD to make it more practical for storage and use. The product components designed by the researcher are as follows.

a) Video Opener

The opening videos in this video tutorial include: The prefix of the video is displayed with the Unnes logo and the opening contains the title of the video, namely "Two and Three Dimensional Artwork Video Tutorial Media for Grade 2 Elementary School", which is continued by delivering core competencies, basic competencies, indicators and learning objectives. In addition, the names of researchers, supervisors and class II teachers are also included.

b) Video Content

The content section of the tutorial video contains an explanation of the material, and tutorials on how to create some two- and three-dimensional works of art. The material explained is the understanding of two- and three-dimensional works along with examples of their work. Tutorials for making two-dimensional works include drawing mountain views, drawing sea views and drawing batik. While the tutorial for making three-dimensional works is to make replicas of animals and plants using a soft material, namely plasticine. Animal and plant forms made include crabs, butterflies, octopus, roses and jasmine flowers.

c) Video Cover

The closing video tutorial includes Credits and biodata. The credits themselves consist of: the name of the artist in the video tutorial, video editor and thanks from the researcher, while the biodata used is a brief bio of: researchers, supervisors and class II teachers.

The design of this tutorial video media uses video editing applications, namely Filmorago and Kinemaster which can combine several aspects of images, text, sound and video.



Figure 1. Video Tutorial Media Development Design

Media Video Tutorial Eligibility

The assessment of the feasibility of the video tutorial media was carried out using an assessment instrument by a material expert, namely Mrs. Dwi Wahyuni Kurniawati, S.Pd., M.Sn. lecturer of Fine Arts FBS UNNES and media expert, namely Mr. Basuki Sulistio, S. Pd., M. Pd. lecturer of Curriculum and Education Technology FIP UNNES. The results of the assessments of the two experts are presented in the following table:

Table 1. Assessment of the feasibility of video tutorial media

No	Validator	Percentase	Criteria
1	Material expert	92.5%	Very worth it
2	Media Expert	94, 23%	Very worth it

Based on table 1, it shows that the video tutorial media for two- and three-dimensional art materials developed got a percentage of 92.5% which was included in the very feasible category from material experts and the percentage gain of 94.23% was included in the very feasible category from media experts. In addition to providing an assessment, experts also provide input for improvement. Improvements were made by researchers before testing the product in small groups.

The feasibility of the video tutorial media can be seen from the results of the teacher and student response questionnaires. Based on the results of the questionnaire, the responses of teachers and students in small groups showed positive responses to the video tutorial media products for two- and three-dimensional fine arts, the percentage of responses was 100% with very feasible criteria. From the results of the analysis of the questionnaire responses as a whole, it is stated that the video tutorial media for two- and three-dimensional art materials is very suitable for use in SBdP learning in class II.

Effectiveness of Video Tutorial Media

The product trial in small groups involved a sample of five students to test the effectiveness of the two- and three-dimensional visual art tutorial video media through a questionnaire from students and teachers. The effectiveness of using video tutorials for two- and three-dimensional art materials can be seen from student learning outcomes. According to Rifa'i and Anni (2016), it is stated that learning outcomes are changes in behavior obtained by students after carrying out learning activities. Learning outcomes consisting of pretest and posttest scores were tested using normality test, T-test and N-Gain test.

Based on the results of the pretest in the small group test, the students' cognitive pretest scores obtained an average of 63.2 with the highest score of 72 and the lowest score of 56. With the KKM 70, the percentage of completeness obtained at the pretest was 20%. While the results of the posttest scores of students get an average of 88 with the highest score of 92 and the lowest score of 84. With the KKM 70, the percentage of completeness obtained at the posttest is 100%. While in the realm of skills, the average pretest score for the small group test is 63.75 and the average posttest value taken after carrying out learning using video tutorial media in the small group test is 78.75. The following is a table of the results of the average normality test of students' cognitive domain scores:

Table 2. Small Group Normality Test Results

<i>Data</i>	<i>Average</i>	<i>Standard Deviation</i>	<i>L0</i>	<i>L Table</i>	<i>Note.</i>
<i>Pre-test</i>	63.2	5,933	0.237	0.337	<i>Normal distribution</i>
<i>Post-test</i>	88	2,828	0.222	0.337	

From table 2, the calculation for the small group L0 pretest is 0.237 and the posttest is 0.222. Based on these data, it can be concluded that the small group test scores of pretest and posttest are normally distributed because the value of $L_0 < L$ table.

Table 3. Test Results Differences in Class Average

<i>Class</i>	<i>N</i>	<i>Average</i>	<i>var.</i>	<i>tcount</i>	<i>ttable</i>	<i>Criterion-happy</i>
<i>Pre-test</i>	5	63.2	35.2	-8,437	2,571	<i>Ho</i>
<i>Post-test</i>	5	88	47.85			<i>Rejected</i>

From table 3. It shows that the results of the t-test calculation using the paired sample t-test obtained tcount of -8,437 and ttable with $\alpha = 5\%$ of 2,571, resulting in $t \leq -t_{table}$ that is $-8,437 \leq -2,571$ then H_0 is rejected and $B < 0$. These results indicate that in the small group product trial stage there are differences in student learning outcomes in SBdP learning of two- and three-dimensional visual arts using video tutorial media.

Table 4. N-Gain Test Results

<i>Class</i>	<i>Average Score</i>		<i>N-Gain</i>	<i>Criteria</i>
	<i>Pretest</i>	<i>Posttest</i>		
<i>Small Group</i>	63.2	88	0.67	<i>Currently</i>

Based on table 4. shows that the results of the calculation of N-gain in the small group is 0.67 with moderate criteria. The increase from pretest to posttest scores from 63 to 88 indicates an increase in the average pretest to posttest scores. Thus the video tutorial media is effectively used in SBdP learning of two- and three-dimensional art materials.

Based on the results obtained from the results of cognitive and skill assessments, there was an increase in learning outcomes in class II SBdP learning at SDN 3 Bebengan. This is relevant to research that conducted by Dwi Hendra Kusuma (2015) showed the results that this learning media had a positive effect on learning outcomes with evidence of the level of completeness of student learning outcomes with the percentage before using the media from 33% to 76% after using the media.

While other research that supports this research is research by Gunver Majgaard which states that the use of video tutorials in learning increasing so that they can develop new teaching strategies that are suitable for new types of learning. On the other hand, Research that is relevant to the present, namely the pandemic period, is a study conducted by Hamdan H. Batubara, et al (2020) showing the use of video tutorials to get student responses by obtaining a score of 4.09 which means good.

Another research related to the development of video tutorial media with material for making 3D sculptures from plasticine is a study conducted by M. Risky Arungga with the results media and material expert validation as well as a series of trials to students got the very good category, and the results of calculations using the t test formula showed that t count was greater than t table $7.60 > 0.05$.

It can be concluded that the development of video tutorial media can improve the learning outcomes of SBdP content of two- and three-dimensional fine arts for class II SDN 3 Bebengan.

4. CONCLUSION

This research is a research and development research by developing a video tutorial media on the content of two- and three-dimensional SBdP art materials in class II SDN 3 Bebengan. The feasibility of this video tutorial media was validated by two experts, namely material experts and media experts. Feasibility of the material provided by the material expert, the average score of the material validator was 92.5% with very decent criteria, while the feasibility of the media validated by media experts obtained the average validator score of 94.23% with the criteria very worthy. The feasibility of this video tutorial media is also supported by the results of the questionnaire responses from students and teachers of class II SDN 3 Bebengan who obtained a 100% eligibility percentage with very feasible

criteria.63.2and 88. Meanwhile, in the skill domain, the average pretest and posttest scores in the small group test were 63.75 and 78.75. In the small group normality test, the pretest learning outcomes (0.237) < (0.337), while the posttest learning outcomes showed (0.222) < (0.337). The small group t-test results obtained tcount of -8.437 and ttable with $L_0L_{tabel}L_0L_{tabel} \square = 5\%$ of 2.571, resulting in that H_0 is rejected and $B < 0$. The results of the calculation of N-gain in the small group $t \leq -t_{tabel} - 8,437 \leq -2,571, 0.67$ with moderate criteria. This proves that in small group trials using video tutorial media is effective in improving student learning outcomes.

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