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Development of Audio-Visual Based Pantomime Learning Media in Grade VIII Students at SMP Plus Zainuddin Pamekasan Regency

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Abstract: This research aims to increase the appreciation of students' art, expression, and creativity in the art of pantomime performance. By using the research and development of ADDIE, this research develops effective and efficient learning products. The results of alpha and beta testing show a high level of validity from various points of view. The conclusion highlights the importance of careful planning in the development of audio-visual-based pantomime learning media and emphasizes the integration of media with other learning approaches as a solution to optimize student learning outcomes. This research contributes to the development of innovative and creative learning methods, and is expected to be the foundation for further research in improving the quality of pantomime learning media and creating a more effective and enjoyable learning experience for students.

Keywords: Learning Media, Pantomime, Audio-Visual

1. INTRODUCTION

The goal in the process of learning cultural arts, especially pantomime performance art, is to be able to appreciate art, be able to express and create. There are many benefits obtained if students are able to create, and express, namely that students' creativity will be further developed, aesthetic value will increase and support the maturity of attitudes, especially in preserving cultural arts.

The development of world pantomime has found its dynamism far from time, while in Indonesia it onlystarted around the 1970s, especially in Jakarta and Yogyakarta. There are not many artists who are engaged in pantomime and only a few artists are quite consistent, such as Sena A. Utaya, Didi Petet (Sena Didi Mime), Jemek Supardi, Moortri Poernomo, and Deddy Ratmoyo. Social reality also shows that there has not been an encouraging appreciation from the community for the existence of pantomime. It is known that in the 1990s, the Yogya Pantomy experienced quite serious ups and downs.

SMP Plus Zainuddin is one of the schools based on Islamic boarding schools, the curriculum at SMP Plus Zainuddin has cultural arts subjects in which there are theater art materials. Theater art materials at SMP Plus Zainuddin are given to students because the K13 curriculum in cultural arts subjects includes fine arts , music, dance and theater arts. Theater art materials in cultural arts subjects are not given much attention due to several factors.

One of the factors that causes the lack of attention to cultural arts materials, especially pantomime, is that educators do not have a background in cultural arts education and lack of knowledge about electronic learning media that are interesting for students. The cultural arts materials that teachers give to students are just providing material

and not maximizing in their practicum, so that students feel bored with art materials and student learning outcomes remain at the average score according to the KKM, which is 70-75. If the KKM is determined to be 71, it means that the child's score is divided into 3 with a range of A (100 -91), B (90-81), and C (80-71). The smaller the KKM, the larger the interval. That is, the lower the KKM, the greater the distance between the values.

The teaching and learning activities in the classroom are the main activities of the school. Schools are given the freedom to choose effective strategies, methods, and teaching techniques that suit the characteristics of the subject matter, students, teachers, and the actual conditions of the resources available at the school. The goal of the learning process is to create an environment that can shape and change students' cognitive structures, related to the type of knowledge that must be learned and should involve the role of the social environment. (Sanjaya, 2005:98)

The students at SMP Plus Zainuddin targeted in this study are eighth-grade students participating in learning, totaling 30 students. This is because the eighth-grade arts and culture curriculum includes basic pantomime techniques and pantomime performance. The media that the researcher will use to improve students' learning outcomes in pantomime at SMP Plus Zainuddin is very interesting because it uses audio-visual media and directly involves students in the learning strategy.

Based on the phenomena described in the background, the researcher attempts to conduct a study by applying audio-visual media to help students better understand art material, especially pantomime in its practical aspect. Consequently, a title for the research emerged: "Development of Audio-Visual Based Pantomime Learning Media for Eighth Grade Students at SMP Plus Zainuddin in Pamekasan Regency."

2. METHOD

The ADDIE model, an acronym for Analysis, Design, Development, Implementation, and Evaluation, is a widely utilized framework in instructional design and training development. This systematic and iterative model serves as a structured guide for creating effective educational and training programs. The first phase, “Analysis”, involves identifying the learning needs, goals, and objectives. During this phase, instructional designers conduct needs assessments, audience analysis, and task analysis to ensure a thorough understanding of the learners and the context in which the instruction will occur. This foundational phase is crucial as it informs all subsequent stages.

The “Design” phase follows, where the instructional strategies, learning objectives, and assessment instruments are developed. This phase involves meticulous planning and the creation of detailed blueprints for the instructional materials. Designers determine the content structure, choose appropriate delivery methods, and create storyboards and prototypes. Attention to detail during the design phase ensures that the instruction is well-organized and aligned with the identified learning goals.

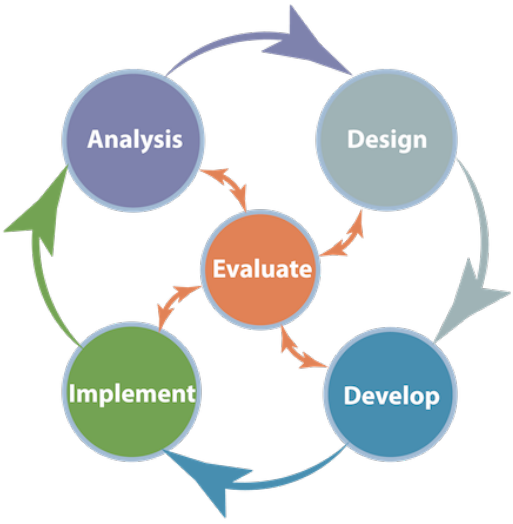
Next is the “Development” phase, where the actual creation of instructional materials takes place. This includes the production of multimedia elements, development of learning activities, and

assembly of all content into a cohesive format. The development phase often involves collaboration with subject matter experts, graphic designers, and multimedia developers to produce high-quality materials that are engaging and effective.

The "Implementation" phase is where the instructional materials are delivered to the learners. This can take various forms, such as face-to-face training sessions, online courses, or blended learning environments. During implementation, it is essential to ensure that all logistical aspects are in place, including technology setup, instructor training, and learner support. Effective implementation facilitates a smooth and engaging learning experience for the participants.

Finally, the "Evaluation" phase is critical for assessing the effectiveness of the instructional program. Evaluation occurs at multiple levels, including formative evaluation during each phase to make necessary adjustments and summative evaluation after implementation to measure learning outcomes and overall program impact. Feedback from learners and other stakeholders is gathered and analyzed to identify areas for improvement and to ensure that the instructional goals are met.

In summary, the ADDIE model provides a comprehensive and flexible framework for instructional design. Its systematic approach ensures that all aspects of the learning experience are carefully considered and effectively addressed, leading to high-quality educational programs that meet the needs of learners and achieve desired outcomes. By continually iterating through the ADDIE phases, instructional designers can refine and enhance their programs, ensuring continuous improvement and sustained success in educational endeavors.



Picture 1. ADDIE Development Model

3. RESULTS AND DISCUSSION

This research and development was carried out at SMP Plus Zainuddin, Pamekasan Regency and aimed to find out how quality, effective and practical audio-visual-based pantomime learning media is for grade VIII students of SMP Plus Zainuddin.

3.1 Development Media Qualitas

According to M. David Merrill, an expert in instructional design and the development of learning media, the quality of learning media

development encompasses several key elements detailed in his approach. Merrill asserts that the quality of learning media development is measured by how effective the media is in supporting learning. The following is an understanding of the quality of learning media development that meets several characteristics, including:

1. Strong Instructional Design: Learning media should be designed with strong instructional design principles, including systematic learning planning, clear learning objectives, and well-organized learning materials.
2. Content Quality: The media must deliver accurate, relevant content that aligns with the learning objectives. The information presented in the learning media must be correct and up-to-date.
3. Good User Experience: Learning media should be easy for students to use. The interface must be intuitive, and navigation should be simple and efficient to help students focus on learning.
4. Interactive and Student-Centered: High-quality learning media should encourage active interaction from students, including activities that allow them to think, reflect, and participate in the learning process. The media should support a student-centered approach, where students play an active role in learning.
5. Effectiveness in Achieving Learning Objectives: Learning media must be effective in helping students achieve the established learning objectives. This effectiveness can be measured by how well the media succeeds in changing students' knowledge, skills, or attitudes as expected.

Merrill's approach to defining the quality of learning media development emphasizes strong instructional design, the delivery of quality content, a good user experience, interactivity, a student-centered approach, and effectiveness in achieving learning objectives. By considering these elements, learning media can become an effective tool in supporting students' learning processes.

The quality of development media is the main key in presenting an effective and engaging learning experience. Development media is not only an intermediary for the delivery of information, but also a means that gives a deep impression on student understanding and engagement. In ensuring the quality of development media, the validation process by material experts and media experts plays a central role. Material experts assess the accuracy and relevance of content, while media experts observe aspects of visual presentation, readability, and visual appeal. The integration of input from these two perspectives is a critical step to achieve an optimal balance between the substance of the material and the alluring visual presentation. Through a continuous validation process, media developers can identify areas for improvement, optimize key elements, and ensure that development media not only meets standards, but also continues to evolve to meet dynamic learning needs. The following is a description of the quality of development media through a validation questionnaire of material experts and media experts:

1. Material Expert Validation Results

The validation of material experts aims to determine the quality of the feasibility of the material aspect, content aspect, presentation aspect and presentation technique of the product developed, The validation sheet is filled by material experts, namely:

Table 1.1 Results of Validation by Material Experts

No.	Aspects	Valuation
1	Material Aspects	36
2.	Content aspect	10
3.	Aspect of presentation	15
4.	Serving technique	10
Number of scores obtained		**71**
Number of highest/ideal scores		**75**

The formula used to find out the questionnaire value is as follows:

$$p = \frac{\text{Number of scores obtained}}{\text{Number of highest/ideal scores}} \times 100\%$$

$$p = \frac{71}{75} \times 100\%$$

p = **94,6%**

It is known that the results of validation by material experts obtained the following percentages: in the final score , a percentage of 94.6% was obtained with the criterion of "Very Feasible"

2. Media Expert Validation Results

The validation of media experts aims to determine the quality of the feasibility of the quality aspect, graphic aspect, effectiveness aspect and interactive aspect of the product being developed. The validation sheet is filled out by media experts, namely:

Table 1.2 Results of Validation by Media Experts

No	**Aspects**	**Valuation**
1.	Quality Aspects	27
2.	Graphic Aspects	24
3.	Effectiveness Aspect	19
4.	Interactive Aspects	20
Number of scores obtained		**90**
Number of highest/ideal scores		**90**

The formula used to find out the questionnaire value is as follows:

$$p = \frac{\text{Number of scores obtained}}{\text{Number of highest/ideal scores}} \times 100\%$$

$$p = \frac{90}{90} \times 100\%$$

p =100**%**

It is known that the results of validation by media experts obtained the following percentages: in the final score, a percentage of 100% was obtained with the criterion of "Very Feasible".

3.2 Effectiveness of Development Media

Edgar Dale was an educator known for developing the "Cone of Experience" or "Cone of Learning," which refers to various types of learning media and the extent to which these media can enhance information retention. This concept demonstrates the effectiveness of using different learning media in an educational context. The Cone of Experience is a conical diagram that illustrates various types of learning experiences that can be used in education. According to Edgar Dale, the effectiveness of learning media can be explained as follows:

1. Direct Experience: This is the most effective form of learning according to Dale. Students learn through direct experiences such as hands-on experiments, field trips, or direct actions. This tends to create deeper understanding and better retention.
2. Contrived Experience: This type of experience includes the use of models, demonstrations, and simulations. Learning media that allow students to see or interact with concrete representations of concepts or phenomena are also considered effective. Examples include 3D models or computer simulations.
3. Symbolic Experience: This includes the use of media such as pictures, graphics, diagrams, and text. Symbolic media help students assimilate abstract concepts through visual or textual representations. However, their level of effectiveness is not as strong as direct or contrived experiences.
4. Abstract Experience: According to Dale, this is the least effective type of media. It includes the use of symbols such as words or mathematical symbols without strong physical or visual involvement. Students often find it difficult to connect these abstract concepts with concrete experiences in real life.

Thus, according to Edgar Dale, the effectiveness of learning media development depends on the extent to which the media allows students to engage in direct or contrived experiences. The closer the learning experience is to real-life situations, the more effective the learning media. This underscores the importance of using various types of learning media to achieve diverse learning objectives and ensure that students can experience a variety of learning experiences according to their needs.

The effectiveness of development media can be comprehensively assessed through teacher response questionnaires and student response questionnaires. The teacher's response provides a professional perspective on the extent to which the media supports the teaching process in the classroom. Teachers can assess the level of clarity, relevance, and ease of use of development media in delivering learning materials. The teacher response questionnaire is also able to measure the extent to which the media integrates curriculum needs and whether it can provide optimal support in achieving learning goals. The integration of teacher and student responses through questionnaires provides a comprehensive picture of the effectiveness of development media. The results of these two questionnaires can be used as a basis for improvement and adjustment of development media. The incorporation of teacher perspectives and student experiences ensures that the media not only

meets teaching standards, but also effectively supports learners' needs and preferences, creating an optimal and meaningful learning experience. As a result, the effectiveness of development media can be measured not only in terms of learning achievement, but also in terms of student involvement and satisfaction in the learning process. The following is a description of the effectiveness of development media through teacher response questionnaires and student responses:

1. Results of Teacher Response Questionnaire

The purpose of the teacher response questionnaire in evaluating the effectiveness of development media is to obtain insights and feedback from educators who directly use or integrate the media in the learning process. The following is the result sheet of the teacher's response questionnaire:

Table 1.3 Results of Teacher Response Validation

No.	Aspects	Valuation
1	Material Suitability	19
2.	Quality Aspects	14
3.	Effectiveness Aspect	10
4.	Practical Aspects	15
Number of scores obtained		**58**
Number of highest/ideal scores		**60**

The formula used to find out the questionnaire value is as follows:

$$p = \frac{\text{Number of scores obtained}}{\text{Number of highest/ideal scores}} \times 100\%$$

$$p = \frac{58}{60} \times 100\%$$

$$p = \mathbf{96.6\%}$$

It is known that the results of the validation of the teacher's response obtained the following percentage: in the final score, a percentage of 96.6% was obtained with the criterion of "Very Feasible".

2. Results of Student Response Questionnaire

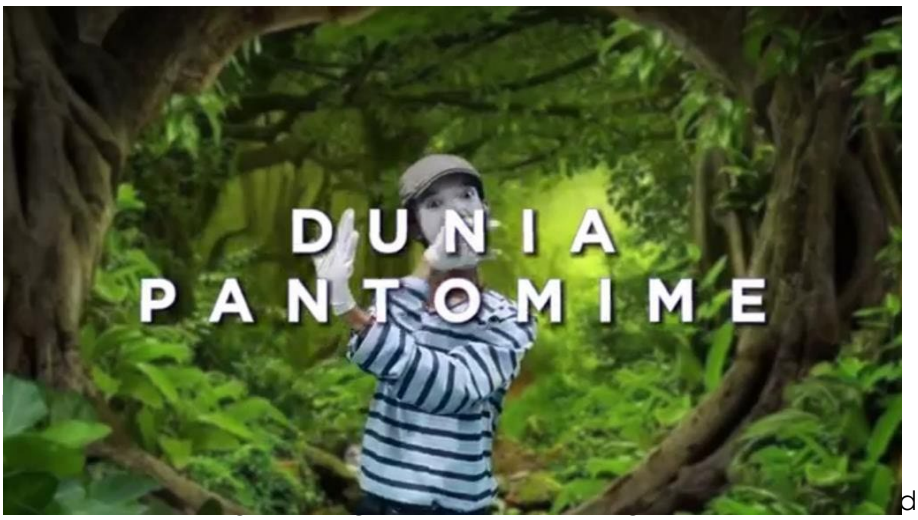
The purpose of the student response questionnaire in evaluating the effectiveness of development media is to obtain a direct perspective from students regarding their experiences while using the media. The formula used to find out the questionnaire value is as follows:

$$p = \frac{\text{Number of scores obtained}}{\text{Number of highest/ideal scores}} \times 100\%$$

$$p = \frac{1.424}{1.500} \times 100\%$$

p = **94.9%**

It is known that the results of the validation of student responses obtained the following percentages: in the final score, a percentage of 94.9% was obtained with the criterion of "Very Feasible".



d pantomime learning media in facilitating the understanding of abstract concepts is an important step to create an effective learning experience. Through the use of body movements, facial expressions, and other audio-visual elements, this learning medium aims to help students understand complex or abstract concepts in a more concrete and easily digestible way. These goals include building visual and kinesthetic representations that help students internalize information in more depth. Using pantomime, students can see these concepts embodied in the form of body movements and facial expressions, allowing them to associate abstract concepts with more realistic visual images. In addition, pantomime learning media can also attract students' attention and make learning more interesting and memorable.

In the book "Instructional Technology and Media for Learning," authored by Sharon Smaldino, James D. Russell, Robert Heinich, and Michael Molenda (12th edition), Sharon Smaldino and her colleagues discuss the concept of practicality in the development of instructional media. According to Smaldino, the practicality of instructional media development refers to the extent to which the media can be efficiently applied and easily used in existing learning environments.

The practicality of instructional media is about ensuring that the media can be seamlessly integrated into actual educational contexts. Some aspects to consider in the concept of instructional media practicality according to Smaldino include:

1. Resource Availability: The practicality of instructional media includes considerations related to the availability of resources needed to implement the media. This includes access to hardware, software, network infrastructure, and technical support that might be required.

2. Ease of Use: Practical instructional media must be easy for educators and students to use. The user interface should be simple, intuitive, and not require a high level of technical skills. Practicality also relates to the amount of training needed to master the use of the media.
3. Instructional Support: Practicality also involves the support provided in implementing instructional media. This includes guides, tutorials, and technical assistance available to facilitate the use of the media by educators and students.
4. Integration with the Curriculum: Practical instructional media should be easily integrated into the existing curriculum. They should support the established learning objectives and can be used in various subjects or educational contexts.
5. Financial Feasibility: Practicality also includes considerations about financial feasibility. This means that instructional media should be accessible and usable without imposing an excessive financial burden on schools, educators, or students.

4. CONCLUSION

Based on the results of data analysis, it can be concluded that:

In this study, the development of audio-visual-based pantomime instructional media was carried out with the aim of improving the effectiveness of the learning process. The research findings indicate that this media has several advantages, such as the ability to visualize abstract concepts, sensory stimulation, and student engagement in active interaction. Additionally, the development of non-verbal communication skills is also a positive contribution of using pantomime media. However, there are some drawbacks, including limitations in explaining complex details, dependency on production quality, and unsuitability for material that requires direct understanding of written or spoken language. The conclusion of this study emphasizes the importance of careful planning in the development of audio-visual-based pantomime instructional media. Integrating this media with other learning approaches can be a solution to optimize student learning outcomes.

One of the key recommendations from this study is the need for a balanced approach that leverages the strengths of pantomime media while addressing its weaknesses. For instance, combining audio-visual pantomime with textual or verbal explanations can provide a more comprehensive understanding of complex subjects. This multimodal approach ensures that students benefit from the engaging and interactive aspects of pantomime while also gaining clarity on detailed or intricate concepts through supplementary materials. Moreover, the study suggests that ongoing professional development and training for educators are essential to maximize the effectiveness of pantomime media. Educators need to be well-versed in the use of this media and capable of integrating it seamlessly into their teaching practices. Training programs should focus on developing skills in creating high-quality pantomime productions and effectively incorporating them into lesson plans.

The study also highlights the importance of infrastructure and resource availability. Schools and educational institutions need to invest in the necessary technological infrastructure to support the use of audio-visual media. This includes reliable hardware, software, and

technical support to ensure smooth implementation and utilization of pantomime media in classrooms. Another critical aspect is the need for continuous feedback and evaluation. Implementing a robust feedback mechanism allows educators to gather insights from students about the effectiveness of the pantomime media and make necessary adjustments. Regular evaluations help in identifying areas of improvement and ensuring that the media remains relevant and impactful over time.

In conclusion, while audio-visual-based pantomime instructional media presents several advantages in enhancing the learning process, its successful implementation requires careful planning, adequate training, and a supportive infrastructure. By integrating this media with other instructional approaches and continuously refining its use based on feedback and evaluation, educators can create a dynamic and effective learning environment that caters to diverse student needs and optimizes learning outcomes. This balanced and well-rounded approach can lead to a more engaging, interactive, and effective educational experience for students.

AUTHOR CONTRIBUTIONS

In this writing, author 1 conducted research in order to fulfill the final project at the State University of Surabaya. In this case, author 2 is very helpful in directing the writing and a clear direction of research.

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