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Development of Video Learning Media for Dance "Tiba Meka" Manggarai Tradition to Improve Dance Skills of Junior High School Students Grade VIII

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Abstract: The development of video learning media was carried out as an innovative effort to provide more interesting and varied learning tools for students, considering that previous learning media were unable to stimulate interesting learning. In addition, the development of media was also carried out to overcome the limitations of arts and culture teachers in the Manggarai region so that the learning process could run independently and more effectively through the presentation of material in a visual and structured manner. The objective of this study in to develop learning media in the form of Tiba Meka dance video s, which are traditional dances from the Manggarai region, to improve the dancing skills of eighth-grade junior high school students` abilities through the use of video-based learning media. The research used the ADDIE research and development method, which has five main stages: Analysis, Design, Development, Implementation, and Evaluation. The data collection techniques applied in this study include field observation, interview, questionnaire distribution, and documentation. Data analysis was conducted qualitatively for observation and interview data, and quantitatively for questionnaire data measured through score acquisition. The research instrument used include validation sheets for experts, as well as response questionnaires from students and teachers. The media development process, conducted using the ADDIE model based on student needs analysis, curriculum analysis, and student characteristics analysis, demonstrated success in creating educational media. The feasibility test, which involved validation by subject matter experts, media experts, and teacher feedback showed that the media falls into the highly feasible category, while the practicality test conducted by students and teachers indicated that the media is practical. Thus, the results of the research on the development of Tiba Meka dance video learning media are effective in improving the dance skills of eighth-grade junior high school students.

Keywords: *Media Development, Video, Tiba Meka Dance*

1. INTRODUCTION

Tiba Meka is a traditional dance originating from the Manggarai region in East Nusa Tenggara Province. This dance has a very deep meaning. Tiba Meka is a term used in Manggarai tradition to welcome the birth of a child, also known as meka weru or a newborn gues t. This tradition stems from the ancestral customs of the Manggarai people, who have a specific way of receiving important guests, with the aim of strengthening the bonds of brotherhood between the local community and the visiting guests. Over time, Tiba Meka evolved into a welcoming dance for missionaries who introduced the Catholic faith to the Manggarai region of Flores. To this day, the dance is preserved and often performed to welcome the arrival of bishops, newly ordained Catholic priests, and other



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distinguished guests. The dance has continued to be preserved and developed up to the present day.

Based on its function, the Tiba Meka dance serves as a welcoming dance for Catholic religious leaders. This function makes the Tiba Meka dance not merely an artistic performance but also a symbol of deep respect and honor for the arriving guests. The dance holds a significant position in the social and cultural life of the Manggarai community, so its existence is consistently preserved and maintained as part of the respected cultural identity. The preservation of the Tiba Meka dance is based on the community's awareness of the cultural values it embodies. This dance is a manifestation of traditions that have developed over generations and is one of the cultural heritages that carry noble values. Through the Tiba Meka dance, the Manggarai community expresses respect, joy, and togetherness in a welcoming ritual that also strengthens social bonds between the community and their guests. Therefore, the preservation of this dance not only serves as an effort to maintain performing arts but also as a form of preserving cultural values that are the foundation of community life. In the context of developing traditional arts, the Tiba Meka dance plays a strategic role as a bridge between the past and present of the Manggarai community. The uniqueness of the movements, costumes, and symbolic meanings contained in this dance reflect the richness of local culture that must be continuously preserved. Thus, the Tiba Meka dance is not only a living tradition but also a cultural heritage that plays a crucial role in shaping the identity and character of the Manggarai community in the future.

The enthusiasm and desire of the community to learn and promote the Tiba Meka dance have made it highly popular among the entire Manggarai community and even throughout the provinces of East Nusa Tenggara. Despite its popularity among the Manggarai community, unfortunately, this dance is not widely recognized, even within the province of NTT itself. There are many dance studios in the Manggarai region that already teach the Tiba Meka dance, but not all students attend these studios. Due to this issue, creativity is needed to create an innovation. Creativity is the ability to create or innovate.

In education, creativity is considered a supporting factor both in school and outside of school. On YouTube, TikTok, and other social media platforms, there are already videos of Tiba Meka dance performances, but there is no in-depth explanation of the dance, and there are no dance tutorials. Therefore, the researcher aims to create an innovation in the form of a Tiba Meka dance learning video that can be used as educational material in schools or outside of schools, enabling all students to easily learn it. This dance can be performed by both male and female dancers, but it is typically performed by female dancers. Female dancers usually wear Mbero attire, Bali-belo (head ornaments), and Songke cloth from Manggarai. Male dancers, on the other hand, wear Songke Manggari cloth, Sapu Curup, Tubi Rapa, and Selepe. The number of dancers in this dance is not specified. This dance is usually performed by teenagers.

The Tiba Meka dance is very suitable as a learning medium in schools because it has great potential to effectively improve students' dance skills. Through learning this dance, students not only gain technical skills in dancing but also become more familiar with and appreciate one of the traditional cultural heritages of the Manggarai region. However, the implementation of Tiba Meka dance education in schools faces significant challenges, particularly regarding the availability of cultural arts instructors. In the Manggarai region, cultural arts teachers are still very limited, and some schools do not even have specialized teachers for this subject. This situation results in teachers from other subjects having to teach cultural arts.

2. METHOD

The research entitled “Development of Video Learning Media for the Manggarai Traditional Dance ‘Tiba Meka’ to Improve the Dance Skills of Eighth Grade Junior High School Students” used the ADDIE development model, which stands for Analyze, Design, Develop, Implement, and Evaluate. This model was applied to build a learning foundation with a focus on developing learning products. ADDIE is an instructional design centered on individual learning, featuring systematic and structured stages, and employing a systematic approach to knowledge and the learning process. This instructional design emphasizes the execution of authentic tasks, mastery of complex knowledge, and the resolution of real-world problems, thereby creating a high degree of alignment between the learning environment and real-world work conditions. The ADDIE model also emphasizes effective interaction between students, teachers, and the learning environment, as well as continuous evaluation that allows learning development to progress to the next stage (Junaedi, 2019).

According to Sugiyono (2012:297), the research and development method is an approach used to create a specific product while testing its feasibility and effectiveness so that it can be utilized optimally. In this study, both qualitative and quantitative data analysis techniques were used. Sugiyono (2011:56) explains that qualitative research is conducted in natural conditions with research as the primary instrument, while quantitative research uses data in the form of numbers or data converted into numbers through a measurement process (scoring) Sugiyono 2023.

Qualitative data is used to describe the process and results of developing the Tiba Meka dance video learning media. Qualitative data analysis will be used to explain the research results and serve as a reference point when revising the Tiba Meka dance video learning media product, which includes suggestions and feedback from various parties, including subject matter experts and media experts, teachers responsible for the arts and culture subject at Pancasila Mukun Junior High School, and eighth-grade students at Pancasila Mukun Junior High School. Meanwhile, quantitative data analysis is used to determine the feasibility and practicality of the developed educational media based on the results of validation by subject matter experts and media experts, as well as student and teacher responses. The data will be collected using data collection techniques such as validation, observation, interviews, and questionnaire.

3. RESULTS AND DISCUSSION

3.1 The Process of Developing Video Learning Media for the Manggarai Traditional Dance “Tiba Meka” to Improve the Dance Skills of Eighth Grade Junior High School Students

This development process was carried out over a period of one month, starting from the initial planning stage until the video media was validated by media experts, subject matter experts, and through teacher feedback. The initial steps in this process included needs analysis, curriculum analysis, and analysis of student characteristics. To collect relevant initial data, the researcher conducted interviews with art teachers at Pancasila Mukun Junior High School. These interviews aimed to explore information related to the learning media already in use, the learning process in the classroom, and the challenges faced by both teachers and students. After obtaining field data, the researcher created learning media in the form of videos using the CapCut application as an editing tool. Before implementation, the developed media underwent validation by validators, namely media experts, subject matter experts, and subject teachers to ensure its quality and suitability.

In the application of the Tiba Meka dance video learning media, the researcher focused on traditional regional dance material in the cultural arts

learning process. To support the learning process, supporting devices such as a sound system and projector were used. The researcher also conducted a trial of the video content to evaluate the feasibility and practicality of the audiovisual learning media based on video. The model used in this study is the ADDIE development model, which consists of five stages: analysis, design, implementation, and evaluation. The results of the development process of the Tiba Meka dance learning video media based on the ADDIE model stages are presented below:

Analyze

The initial stage of implementation was carried out by collecting and identifying problems that arose during the learning process, especially in cultural arts learning. In this stage, the researcher analyzed problems from the aspects of learning media, learning methods, and learning outcomes achieved. In this analysis stage, the researcher analyzed three main points as follows:

a. Needs Analysis

This was done to examine the problems and needs experienced by students in the cultural arts learning process. The main objective of this analysis was to gain a comprehensive understanding of the students' obstacles, so that it could be used as a basis for designing Tiba Meka dance video learning media that was more appropriate and provided optimal benefits. In its implementation, the researcher distributed a questionnaire to 10 students to obtain data reflecting their actual needs for learning media. The results of this analysis were subsequently utilized as the basis for designing video learning media that can facilitate the teaching and learning process optimally.

b. Curriculum Analysis

This can be used by classifying performance issues that require solutions to overcome the learning process and improve time management. As performance analysis aims to solve a problem, it is necessary to create a Tiba Meka dance learning video. The curriculum serves as a reference and formulates indicators for the achievement of the Tiba Meka dance video learning media.

c. Analysis of Student Characteristics

The objective is to understand the characteristics of students in the context of cultural arts learning focused on traditional regional dance material. Analysis of student characteristics is conducted to ensure the development of learning media proceeds effectively and efficiently. Based on data obtained through interviews and direct observations at Pancasila Mukun Junior High School, teachers apply learning media that can attract students' interest and attention during the teaching and learning process. Teachers stated that during the learning process, some students experienced boredom and lack of focus because the media used was not interesting, namely lectures and reading books. The desired media are those designed to prevent boredom during the learning process and have an appearance that attracts students' attention in accordance with the learning material. Meanwhile, students said that the learning media that were interesting and new to them were videos. Therefore, the researcher developed learning media in the form of Tiba Meka dance videos to facilitate teachers and students in the teaching and learning process.

Design

In this stage, the researcher presented the design of the learning media in the form of a video that showed the Tiba Meka dance in detail. The learning video consisted of several main components, including the cover, intro, learning material, and closing, so that the video structure was

systematic and easy for users to understand.

The initial steps taken by the researcher are as follows:

- a. The first step taken by the researcher is to select an application for editing the Tiba Meka dance learning video. The application selected is CapCut, which will facilitate the researcher in the process of editing the Tiba Meka dance learning video. Here is an image of the CapCut app.

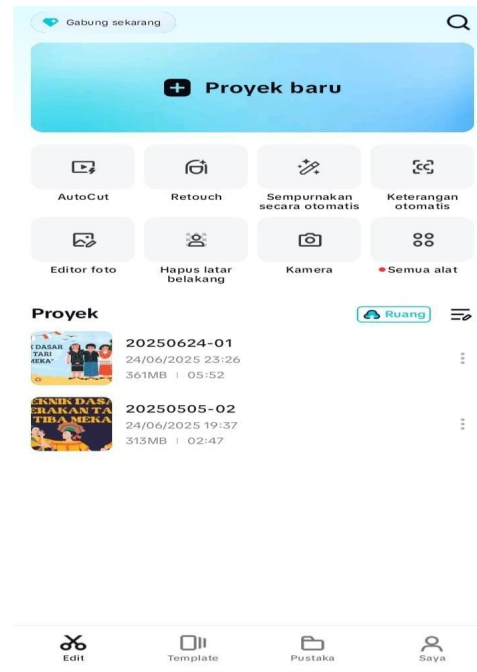


Figure 1 Capcut app
 (Source: Rein, 2025)

- b. After determining the application, the researcher designed the video display from start to finish.

No	Section	Subsection
1.	Title	Tiba Meka Dance Learning Video
2.	Section 1	Displaying the title of the learning video using an attractive display
3.	Section 2	Displaying Basic Competencies and Learning Objectives
4.	Section 3	Opening greeting and introduction
5.	Section 4	Explanation of Tiba Meka dance by the narrator
6.	Section 5	Movement variation 1: sae hand details front view side view foot details
7.	Section 6	Movement variation 2: sembah front view side view foot details

8.	Section 7	Movement variation 3: ba buti cepa front view side view foot details
9.	Section 8	Movement variation 4: teing cepa front view side view foot details
10.	Section 9	Movement variation 5: sae ndudundake front view side view leg details
11.	Section10	Full movements of variations 1-5 using Tiba Meka dance accompaniment music
12.	Section11	Closing greeting

- c. For the video's opening page, the researcher designed it to display a cartoon image of five dancers wearing traditional dance costumes from various regions and also displayed the title of the dance learning video. The initial appearance of the dance video can be seen in Figure 2 below.



Figure 2 Initial display of the Tiba Meka
 dance video learning media
 (Source: Rein, 2025)

- d. In the next part, the dance narrator gives an opening greeting and introduces the topic to be discussed using the narrator's voice, while the setting used is an open area.



Figure 3 Opening Video and Presentation of Material
 (Source: Rein, 2025)

- e. Next is the content design created by the researcher. The researcher presented a video of the basic techniques of Tiba Meka dance in great

detail, including the techniques of head, hand, body, and foot movements in each dance step so that students could easily understand them.

- f. At the end, the narrator asks students to understand and practice the basic movements of the Tiba Meka dance from the first variation to the last.

Development

The development stage involves producing videos as a medium for teaching dance to junior high school students. The process carried out by the author is as follows:

- a. The first stage is to plan the equipment needed for video recording. Together with the cameraman, the author prepares the necessary equipment, namely a camera and tripod.
- b. The author conducted a survey in Mukun, East Manggarai, to be used as the location for filming the Tiba Meka dance educational video on May 3, 2025. The setting was an open space.
- c. The video was filmed on May 5, 2025, in Mukun, East Manggarai. The filming began with a brief explanation of the meaning and function of the Tiba Meka dance.
- d. Next, the video recording of the movement techniques of the Tiba Meka dance was conducted. The video recording of the movement techniques of the Tiba Meka dance was divided into five parts: the Sae movement, the Sembah movement, the Ba Buti Cepa movement, the Teing Cepa movement, and the Ndundundake movement.
- e. After the visual and audio data of the Tiba Meka dance movement techniques were collected, the author and editor began processing the video according to the flow determined in the design phase.
- f. The next stage is validation. The validation stage is conducted to determine the suitability of the Tiba Meka dance movement technique video based on the assessment of: 1) subject matter experts who are competent in Tiba Meka dance art and 2) media experts who are competent in videography.

Implementation

The implementation stage is the result of developing the Tiba Meka dance video learning media for junior high school students. In this stage, a single trial was conducted with eighth-grade students at Pancasila Mukun Junior High School. During the cultural arts lesson, the educators used the Microsoft Teams application. At this stage, after the learning media has been developed and validated by experts and teachers, a trial of the video learning media will be conducted on May 25, 2025, at Pancasila Mukun Junior High School by students accompanied by their homeroom teacher, Mr. Karolus Kevin Dando. The trial is conducted to test the practicality of the developed Tiba Meka dance video learning media. Furthermore, when implementing the Tiba Meka dance video learning media, the researcher began the activity by giving an opening greeting to start the teaching and learning process. The researcher then delivered the cultural arts learning material on traditional dance and instructed the students to pay attention to the Tiba Meka dance video that was played.

Based on observations during the learning process in the classroom, changes in students' learning behavior were observed. Students demonstrated high enthusiasm and motivation in participating in learning activities when using the Tiba Meka dance video learning media. This differed from the previous situation, where students tended to feel bored and sleepy during cultural arts lessons. However, after the implementation of this video learning media, students appeared more enthusiastic and enjoyed the learning process. An interview with the homeroom teacher of Class VIII A, Mr. Karolus

Kevin Dando, revealed that one of the challenges in cultural arts education is the low interest in learning among students. This situation caused most students to pay little attention to the teacher's explanations and instead choose to talk with their classmates. However, after the use of the Tiba Meka dance educational video, the responses from both students and teachers were very positive. This medium also succeeded in creating better interaction between teachers and students during the learning process.



Students watching a video lesson on Tiba Meka dance
(Source: Rein, 2025)

The existence of Tiba Meka dance video learning media is expected to be an additional reference source in the application of traditional dance learning media in the classroom learning process. In addition, users of this media are also expected to be able to increase student motivation so that they do not experience boredom during the activity.

Evaluate

The final stage of ADDIE model development is evaluation, which aims to improve and refine the learning media product that has been created. This evaluation is divided into two types, namely formative evaluation and summative evaluation. Formative evaluation is carried out by collecting data at each stage of development, while summative evaluation focuses on assessing the product after the entire development process is complete. In this study, the researcher used formative evaluation in accordance with the principles of the ADDIE model, which involves conducting continuous evaluation at each stage of development.

The researcher refined the product design to achieve maximum results. The revision process was based on criticism, suggestions, and input provided by validators and teachers. The purpose of this revision was to ensure that the learning media developed could be used more effectively by teachers and students. Furthermore, an explanation of the product improvements will be provided in accordance with the recommendations from the validators.

a. Subject Matter Expert

The subject matter validation was conducted by Mrs. Yohana Moi, S.Pd, who evaluated the content of the Tiba Meka dance learning video. She stated that the presentation of the material was clear enough, but suggested that the video be supplemented with text so that students could not only listen but also read the material simultaneously. In response to this suggestion, the researcher made improvements by adding text to the video

so that it could be read along with the audio.



Figure 5 Product Improvement
(Source: Rein, 2025)

b. Media Expert

Media expert validation by Mrs. Yuliana Eldidis Damung S.Pd, Gr. The media expert assessed the visual aspects of the Tiba Meka dance learning video. The results of the media assessment by the validator were that the sound was not perfect because only the narrator's original voice was heard without any other musical effects, making it less interesting to listen to. The improvement was that the researcher added music when the narrator delivered the material, but the music was adjusted so that it did not interfere with the narrator's original voice when delivering the Tiba Meka dance material.



Figure 6 Product Improvement
(Source: Rein, 2025)

c. Teacher's Response

The suggestions and improvements made by Mr. Florensius Marliano S.Pd, an arts and culture teacher at Pancasila Mukun Junior High School, regarding the Tiba Meka dance video learning media were to add an overlay of footwork techniques to the basic Tiba Meka dance techniques so that students could learn them more easily.



Figure 7 Product Improvement
(Source: Rein, 2025)

After the product design was validated by media experts, material experts, and teachers, the researchers proceeded to the product testing stage. This testing was conducted on eighth-grade students at Pancasila Mukun Junior High School using the Tiba Meka dance video learning media. The data

obtained from this testing was then used as the basis for conducting three main types of analysis, namely needs analysis, curriculum analysis, and student characteristics analysis. These three analyses served as the foundation for the researchers in designing and developing the Tiba Meka dance video learning media. After the product was validated by the experts, the researchers conducted a trial to measure the effectiveness of the Tiba Meka dance video learning media.

Based on the trial results, the researcher received positive feedback from teachers and students, who stated that the Tiba Meka dance video learning media had good quality and was very engaging. Therefore, it can be concluded that the development process of the Tiba Meka dance video learning media has been completed and was successful. Here is the YouTube link for the Tiba Meka dance learning video:
https://youtu.be/Et_0yE91tAk?feature=shared

3.2 The Suitability of the "Tiba Meka" Dance Video Learning Media from the Manggarai Tradition to Improve the Dance Skills of Eighth Grade Junior High School Students

Media suitability is an assessment conducted to determine whether a learning medium meets certain standards so that it can be used effectively in the learning process. A suitable medium is one that is able to convey information clearly, attractively, and in a way that supports the achievement of the expected learning outcomes. In other words, media suitability is an important benchmark in determining whether the medium is appropriate and effective for use in learning activities. The following are the results of data obtained from the learning media development trial:

Student Needs Analysis

A needs analysis was conducted to identify problems faced at the junior high school level, particularly in the use of learning media in arts and culture subjects. This analysis was carried out through observation and the distribution of a needs questionnaire to ten eighth-grade students at Pancasila Mukun Junior High School. The results of the data collection showed that the average response rate of students reached 91.80%. Based on these findings, the researcher concluded that there is a need to develop educational media in the form of Tiba Meka dance videos as a solution to support the arts and culture learning process at the school.

Analysis of Expert Validation Data

The validation of the learning media by subject matter experts was carried out by Mrs. Yohana Moi, S.Pd, who assessed three main aspects: learning activities, content, and learning resources. Based on the validation results, the average assessment percentage was 95%, categorized as highly suitable. With these results, the learning media was deemed effective in helping eighth-grade students at the junior high school understand traditional dance material.

Analysis of Data from Media Expert Validation

The Tiba Meka dance learning video was designed to improve the dancing skills of eighth-grade junior high school students in the subject of cultural arts, specifically the traditional Tiba Meka dance from the Manggarai region. The aim was to create a more engaging and less boring learning environment. After the development process was completed, the researcher conducted media validation with media experts to assess the suitability of using the video in a school setting. This validation was conducted by Mrs. Eldidis Damung, S.Pd, Gr, who assessed two main aspects: presentation and program. The evaluation results showed a score of 92.50%, which falls into the highly suitable category, indicating that the Tiba Meka dance video can be effectively used in cultural arts education for eighth-grade junior high

school students.

Analysis of Teacher Feedback Data

Validation was also conducted by the cultural arts teacher at Pancasila Mukun Junior High School, Mr. Florensus Marlano, S.Pd. He stated that the image quality in the video is good, the text quality in the video is good, the text displayed is clear and appropriate, and the language used in the media is appropriate. He also assessed that the video media is easy to operate and highly effective and efficient in supporting the learning process. The average score obtained was 87.05%, indicating that the Tiba Meka dance video learning media is highly suitable for use in the teaching and learning process for eighth-grade junior high school students.

Analysis of Student Response Data

Student responses to the Tiba Meka dance learning video were very positive, as seen from the results of the questionnaire filled out by ten students with all questions answered. Based on the questionnaire results, an average score of 92% was obtained, indicating that the Tiba Meka dance learning video is highly suitable for use in the teaching and learning process at the eighth-grade level of junior high school.

Based on the data from the needs analysis, expert validation of the content and media, teacher feedback, and student responses, the Tiba Meka dance video learning media is highly suitable and effective for use as a cultural arts learning medium for eighth-grade junior high school students. This medium can enhance students' interest, understanding, and skills in learning traditional dance and can serve as an innovative solution in the learning process at school.

3.3 The Suitability of the "Tiba Meka" Dance Video Learning Media from the Manggarai Tradition to Improve the Dance Skills of Eighth Grade Junior High School Students

The practicality of a product is the extent to which a product can be used easily and efficiently by users in real situations without experiencing significant difficulties. A practical product allows users to operate, understand, and utilize the product quickly and smoothly, so that it does not require excessive time or effort.

The practicality of the Tiba Meka dance learning media product that has been developed can be seen from the results of the product practicality instrument filled out by 10 students and teachers. Product practicality can be determined using a Likert scale, with categories ranging from 1 to 5 (1 = strongly disagree and 5 = strongly agree). The results of the instrument from 10 students, who evaluated several criteria, yielded an average percentage score of 98.20, while the results of the teacher evaluation instrument yielded an average score of 96.92. This indicates that the development of the Tiba Meka dance learning video media is highly practical for use in the learning process at the junior high school level, specifically for eighth-grade students.

4. CONCLUSION

The development process of the Tiba Meka dance instructional video for the cultural arts subject at the junior high school level was carried out using the ADDIE method as the main framework. The video was edited using the CapCut application to produce media that meets instructional needs.

The suitability of the Tiba Meka dance instructional video was assessed through validation by subject matter experts, media experts, and teachers. The validation results showed that subject matter experts gave an average rating of 95%, which falls into the highly suitable category, media experts gave an average rating of 92.5%, also in the highly suitable category,

and teachers gave an average rating of 87.05%, which is still considered highly suitable. The media was deemed highly suitable for use after improvements were made based on feedback from the validators. Additionally, student responses to this media, measured through a questionnaire, obtained an average score of 92%, indicating that this media is highly accepted by students. The instruments used in this study include a questionnaire and a validation form.

The practicality of using the Tiba Meka dance video learning media can be seen from the results of the students' assessment, which gave an average score of 98.20%, indicating the category of very practical, while the average score of 96.92% was given by teachers, which also falls into the category of very practical. This indicates that this learning media is easy to use and effective in supporting the cultural arts learning process at the junior high school level.

AUTHOR CONTRIBUTIONS

The author was directly involved in all stages of the research, from planning, field data collection, data analysis, to writing the article. Observations and interviews were conducted by the author to obtain in-depth data related to the development of Tiba Meka dance video learning media. The author was also fully responsible for collecting data related to the development of Tiba Meka dance video learning media.

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