

## THE IMPROVEMENT OF AUDIO-VISUAL BASED DANCE APPRECIATION LEARNING AMONG PRIMARY TEACHER EDUCATION STUDENTS OF MAKASSAR STATE UNIVERSITY

Wahira

Makassar State University, Indonesia

E-mail: [wahira\\_arts@yahoo.co.id](mailto:wahira_arts@yahoo.co.id)

Received: December 2013. Accepted: Februari 2014. Published: Maret 2014

---

### Abstract

This research aimed to improve the skill in appreciating dances owned by the students of Primary Teacher Education of Makassar State University, to improve the perception towards audio-visual based art appreciation, to increase the students' interest in audio-visual based art education subject, and to increase the students' responses to the subject. This research was classroom action research using the research design created by Kemmis & MC. Taggart, which was conducted to 42 students of Primary Teacher Education of Makassar State University. The data collection was conducted using observation, questionnaire, and interview. The techniques of data analysis applied in this research were descriptive qualitative and quantitative. The results of this research were: (1) the students' achievement in audio-visual based dance appreciation improved: precycle 33,33%, cycle I 42,85% and cycle II 83,33%, (2) the students' perception towards the audio-visual based dance appreciation improved: cycle I 59,52%, and cycle II 71,42%. The students' perception towards the subject obtained through structured interview in cycle I and II was 69,83% in a high category, (3) the interest of the students in the art education subject, especially audio-visual based dance appreciation, increased: cycle I 52,38% and cycle II 64,28%, and the students' interest in the subject obtained through structured interview was 69,50% in a high category. (3) the students' response to audio-visual based dance appreciation increased: cycle I 54,76% and cycle II 69,04% in a good category.

© 2014 Sendratasik FBS UNNES

**Keywords:** learning; art appreciation; audio-visual media

---

### INTRODUCTION

Learning consists of goals, strategic approach materials, methods, learning sources, and evaluation. Jazuli (2007, p. 165) states that "learning is a process of interaction between students and a teacher and learning sources in a purposefully created condition so that there is a behavioral change". The art appreciation learning is very important to be presented in higher education because it functions not only as an effort to develop aesthetic po-

tentials but also to instill the awareness of traditional art and culture as well as to develop moral, social-cultural, and spiritual critical awareness.

Art appreciation aims to develop the awareness, understanding and appreciation towards artworks and is conducted through artwork observation and discussion. The observation aims to gain aesthetic experiences through the achievement of intrinsic values of the artworks.

Hamalik in (Arsyad, 2007, p. 15) asserts that "the use of learning media in a

teaching-learning process can raise an learning intention, interest and stimulus, even bring new psychological influences, raising students' motivation". Besides raising motivation and interest, learning media can help increase students' understanding, present data in an interesting and reliable way, facilitate data interpretation and condense information.

Interest directs someone's attitude and behavior to certain aims and goals, and it will also define someone's attitude and behavior in choosing object which will be done, or it will direct someone to do something. The observation showed that the interest of the students of Primary Teacher Education of Makassar State University in art education subject was very low, indicated by their reluctant attitude in attending the learning process.

The students had low achievement and dance appreciation activities, 33,33% of them got  $\geq 65$  in the pretest, and 66,70% of them got  $\leq 65$ . Whereas, perception, interest and response to the use of audio visual media in art education subject are still very low, only 26,19% of the students got  $\geq 65$  before the treatment, while the score  $\leq 65$  was achieved by 73,80% of the students. It was indicated by the initial condition of the test scores given to 42 students, it was caused by the situation in which the learning still referred to conventional model, so that the learning process became uninteresting for the students.

That problem indicated that a research about "*The Improvement of Audio-Visual based art appreciation learning among Primary Teacher Education Students of Makassar State University*" had to be done.

Learning is a combination which consists of the elements of human, materials, facilities, equipment and procedure which affect each other to achieve the learning goals (Hamalik, 2008, p. 66). Education is a learning process which is a combination of science and technology, ethics and arts. A learner is a man who always learns. A learner is a man who: (1) learns as an individual, (2) learns as a team, (3) learns as an organization, and (4) learns as a citizen of

a nation.

Learning is an effort to organize the environment to create a learning condition for students in dealing with the social life and becoming good citizens. Hamalik (2008, p. 71) states that a learning system has three main characteristics: (1) special plan, (2) interdependence of the elements, (3) goals to be achieved. The elements in the learning system are students, goals and procedure. Hamalik (2008, p. 61) asserts that education is "a process or activities which is intended to bring about a change on human behavior". There are three things contained in the learning system: plan, interdependence and goals.

### **Audio-Visual Based Media**

Media is derived from the latin 'medius' which means center, intermediary, or messenger from the sender to the receiver. Arsyad (2007, p. 27) states that "if it is understood generally media is the human, or events which create conditions which make students able to gain knowledge, skills or attitude". Learning Media are graphic, photographic or electronic equipment to catch, process, and rearrange the visual and verbal information

Audio-visual media is a development of visual teaching concept, in which some equipment used by teachers in presenting concept. Ideas and experiences caught by the sense of view. The main emphasis of visual teaching is the learning values gained through concrete experiences.

Audio-visual media has advantages and disadvantages in the learning process. The advantages are that it makes the students think creatively and appreciate it and able to overcome limitation. The experiences are gained by the students through audio-visual media. Audio-visual materials only matter when they are used as part of the learning process so that the teaching-learning process becomes interesting and not boring, and the materials can also be useful when they are used as part of the teaching process.

### Functions and Benefits of Media

Teaching-learning process is two important elements, namely teaching methods and learning media, and both of them are interdependent. The choice of a certain method will influence the suitable learning media, although there are other aspects. The use of learning media can raise new desire, motivation and interest.

The use of visual media can provide good experiences which fulfill the needs of individual students. Arsyad (2007, p. 16) asserts that there are three main functions if it is used for individuals, groups, or massive audience: (1) motivate interest and action, (2) provide information, (3) giving instructions. In order to fulfill the motivational function the learning can be realized using drama or entertainment technique.

### Appreciation and Creativity in Arts

There are many kinds of arts in Indonesia such as dances, which can be used as a media to improve appreciation and can be performed in any circumstances for the sake of the arts in this country. Art appreciation learning is expected to raise creativity in showing appreciating attitude towards Indonesian cultures and arts especially the local ones. The attitude and the interest in appreciation are related to the knowledge, observation, understanding, analysis and evaluation of an artwork.

Appreciation is often used in the artistic life and even in the daily life, sometimes the term is related to the arts. Many opinions say that art appreciation is comparison and assessment. Or, appreciation is assessment, reward, awareness and understanding.

Art appreciation is a skill to understand arts from various definition and skills. Adirosal (2004, p. 34) states that "appreciation is an ability to know or understand values contained in the area of virtue". The process of learning arts and the sensitivity in the sensory and emotional fields need to be trained optimally through various ways such as appreciating, exploring, experimenting with the environment and criticizing. This sensitivity needs to be

developed in the learners through the approach of arts. Arts play an important role in the real life, and art education helps the development of learners. Art appreciation contains an educating function. Its existence in art education program is alongside with recreational activities. With such kinds of activities, learners can develop their creative sides.

### Perception and the Factors Influencing It

Someone's behavior can be influenced by his/her perception and understanding towards situations which are related to the goals. Individual behavior can be predicted if it can be understood how an individual perceives the situation and what is expected. Behavior is defined by the perception about who he/she is and his/her surroundings; and what is done is the reflection of his/her environment. Perception can affect behavior; it is an individual behavioral attitude. Individual perception can motivate better behavior. The object of perception which is assessed negative results in negative behavior, while an individual who perceives an object positively will also behave positively.

Human generally receives information from the environment through the similar process, so that in understanding perception there must be a process in which there is information which is gained through a stimulus. Experts on cognitive social psychology suggest that there are two kinds of reality in the world, namely objective reality and subjective reality. Every object is similar, but if it is observed by different people, different interpretations on the object will occur. Perception is a process of assessment transaction towards an object, situation and event based on the past experiences, attitude, hope and values existing in an individual. The formation of perception is very influenced by observation, sensing towards the thinking process which can be realized through the reality desired by someone towards an observed object.

### **Interest and the Factors Influencing It**

Someone's success is not only defined by the skills and talents, but also his/her interest. Bando (2004, p. 8) asserts that "the real interest is the existing factor inside someone's self, which makes him interested in or reject an object, people and activities in his environment". Interest is basically a mental device consisting of a combination of feeling, hope, stance, prejudice, fear or other tendencies which direct an individual to a certain choice.

The existence of someone's interest and attention towards an object is indicated by how he/she responds to every object he/she encounters. Interest is not psychological symptom which is independent; it is affected by other conditions. Skinner (1968, p. 244) states that "interest is a motive which directs an individual's attention to an interesting object, namely the pleasing one".

In short, someone's interest comes from two factors, namely the primary interest coming from inside and secondary interest coming from outside. The internal interest is the main source which motivates an individual to do an activity, because it will be directly related to other mental state. Object of interest here comprises the whole conditional aspects which attract someone's attention. This object generally comes from outside the individual with different condition and form.

Soewando (1982, p. 17) states that whether someone's interest is focused on an object or not is influenced by several things related to the interest and attention, "(1) talent, (2) physical condition, (3), sex, (4) age, (5) atmosphere, (6) determination and willingness".

### **METHOD**

This research was conducted by involving 42 students of Primary Teacher Education Program of Makassar State University academic year 2006/2007. This research was conducted in two cycles with 2 months of effective treatment, and in every cycle took 1 month or equal to 4 meetings.

The research procedure consisted of two cycles which was conducted according to the achieved change. This research comprised 4 (four) steps: (1) planning, planning the learning which would be implemented in the teaching-learning process, (2) action implementation, implementing the action based on the scenario, (3) observation, conducting observation using observation form, (4) analysis and reflection, evaluating the action consisting of quality, quantity and time of each action, and improving the implementation based on the evaluation to be used in the next cycle.

### **Data Collection Technique**

The data of the students' skill and creativity were obtained using written test and practice using the basic competence of appreciation. The data on perception, interest and response were obtained using questionnaire and interview.

### **Data Analysis Technique**

The data were analyzed qualitatively and quantitatively. The analysis was conducted when every treatment ended. The data on the students' perception and interest and the lecturer's initial skill were analyzed quantitatively, this model consisted of three components; (1) data reduction, (2) data presentation, (3) description of the research result and conclusion. (Kasbolah, 1998, p. 3). The data on the students' skill and learning result as well as their understanding about the materials presented using audio visual media were analyzed quantitatively to see the influence of the audio visual media. The criterion of art education subject is  $\geq 65$  compared to the understanding test before the treatment.

In defining the success of the audio visual media implementation Likert scale is used with four choices, namely completely agree, agree, disagree, or completely disagree, on 12 aspects of the lecturer's activities and 6 aspects of the students' activities. The scores obtained from the researcher's and the students' observation were defined as: (1) 4.00 -5.00, complete-

ly agree, (2) 3.00-3.99 agree, (3) 2.00- 2.99, disagree, and (4) 1.00- 1.99 completely disagree. While the scores used in competency test were: (1) 4.00-5.00, very good, (2) 3.00-3.99, good, (3) 2.00-2.99, bad, (4) 1.00-1.99, very bad.

The analysis result through the average percentage was described by giving meaning of the numbers in the table of frequency and percentage. The meaning category were based on the level namely: (1) 0,0 - 20,0% very low, (2). 20,1 - 40%, low, (3) 40,1 - 60% medium, (4) 60,1 - 80% high (5) 80,1 - 100%, very high.

## RESULT AND DISCUSSION

### The Achievement and Art Appreciation Activities of the Students

The observation result shows that the learning improvement in cycle II had a positive impact on the students' activity: working on the assignment more structure-

rally, interactively communicating to other students and the lecturer, and not feeling nervous anymore when given an assignment by the lecturer. The analysis result on the learning improvement can be seen in Table 1. Table 2 shows that the students' dance appreciation skill was very good.

### The students' perception on the audio visual based dance appreciation learning

Perception is a process, organization and interpretation of the stimulus so that it becomes a meaningful thing, and a whole response inside an individual.

Table 3 shows that related to the students' perception towards the audio visual based dance appreciation learning in cycle I, 11 students completely disagreed (26,19%), 25 students agreed (59,52%), 5 students disagreed (11,90%), and 1 student completely disagreed (2,38%). Based on the explanation above, it can be concluded that most of the students agreed with the

**Table 1.** Improvement of Learning Activities and Achievement

No	Score	Requirement			Percentage		
		Precycle	Cycle I	Cycle II	Precycle	Cycle I	Cycle II
1	≥ 65	14	18	35	33,33	42,85	83,33
2	≤ 65	28	24	7	66,67	57,14	16,70

**Table 2.** The Appreciation Skill Improvement

Score	Category	Cycle I	Percentage	Cycle II	Percentage
4.00 - 5.00	Very Good	2	4,76	2	4,76
3.00 - 3.99	Good	36	85,71	37	88,09
2.00 - 3.99	Bad	4	9,53	3	7,14
1.00 - 1.99	Very bad	0	0	0	0
Total		42	100	42	100

**Table 3.** The students' perception on the audio visual based dance appreciation learning

Score	Category	Cycle I	Percentage	Cycle II	Percentage
4.00 - 5.00	Completely agree	11	26,19	11	26,19
3.00 - 3.99	Agree	25	59,52	30	71,42
2.00 - 2.99	Disagree	5	11,90	1	2,38
1.00 - 1.99	Completely disagree	1	2,38	0	0
Total		42	100	42	100

learning in cycle I, as shown with the percentage of 59,52%.

In cycle II it can be seen that 11 students completely agreed (26,19%), 30 students agreed (71,42%), 1 student disagreed (2,38%), and no one completely disagreed. Based on the explanation above, it can be concluded that the students' perception on the learning in the average of cycle I and II shows that they were agreed with it (71,42%).

Table 4 shows that related to the students' interest in the learning in cycle I, 13 students (30,95%) completely agreed, 22 students (52,38%) agreed, 4 students (9,52%) disagreed, and 3 students (7,14%) completely disagreed. Based on the explanation above, it can be concluded that most of the students completely agreed with the learning in cycle I with the percentage 30,95%.

In cycle II, it can be seen that 15 students completely agreed (35,71%), 27 students agreed (64,28%), and no one disagreed. Based on the explanation above, it can be concluded that most of the students completely agreed and were interested in learning art appreciation using audio visual media in cycle II with the percentage 35,71%.

Based on the Table 5, it is shown that related to the students' responses to the

learning in cycle I, 13 students were considered it very good (30,95%), 23 students considered it good (54,76%), 3 students considered it bad (7,14%), and 3 students considered it very bad (7,14%). Therefore, it can be concluded that the students gave positive responses to the dance appreciation learning in cycle I with the percentage 54,76%. In Cycle II it can be seen that 13 students thought that the learning was very good (30,95%), 29 students considered it good (69,04%), and no one thought it was bad. Based on the explanation above, it can be concluded that the students gave positive responses to the dance appreciation learning in cycle II with the percentage 30,95%.

The observation result shows that the learning improvement in cycle II had a positive impact on the students' activities: working on the assignment more structurally, interactively communicating to other students and the lecturer, and not feeling nervous anymore when given an assignment by the lecturer. Although the action was not very good, after cycle II the assignments given by the lecturer could be understood quickly and done well, the activities were better and their achievement improved, and this improvement occurred in the third meeting of cycle I.

**Table 4.** The Students' interest in the Audio Visual based dance appreciation learning

Score	Category	Cycle I	Percentage	Cycle II	Percentage
4.00 – 5.00	Completely agree	13	30,95	15	35,71
3.00 – 3.99	Agree	22	52,38	27	64,28
2.00 – 2.99	Disagree	4	9,52	0	0
1.00 – 1.99	Completely disagree	3	7,14	0	0
Total		42	100	42	100

**Table 5.** Students' responses to the audio visual based dance appreciation learning

Score	Category	Cycle I	Percentage	Cycle II	Percentage
4.00 – 5.00	Very good	13	30,95	13	30,95
3.00 – 3.99	Good	23	54,76	29	69,04
2.00 – 2.99	Bad	3	7,14	0	0
1.00 – 1.99	Very bad	3	7,14	0	0
Total		42	100	42	100

The students started to understand the concept of the materials presented by the lecturer. The understanding of the assignment characteristics was better, supported by the fact that the students could finish the assignment well every time they were given assignments. They were not nervous anymore to ask the things they did not really understand, and the class situation was very conducive.

In the first meeting of cycle II, the students' readiness in attending the class improved. 38 students dressed completely to join the basic dance movement practice. In the second meeting, every student had to bring their own practicing clothes consisting of shirt and training pants, and the female students were not allowed to wear skirts and the male students were not allowed to wear formal pants. This condition made the learning better. The basic dance movement practice and the appreciation of an artwork in a casual way resulted in better learning condition.

The dance appreciation learning using audio visual media provided many benefits for the learning process. Therefore, the audio visual based learning needs to be conducted by considering the planning, implementation and evaluation in the following way: (1) presenting materials which are designed systematically to make the students more active and creative in the learning process, (2) giving stimulus through audio visual media so that the students pay attention to the learning process, (3) starting a habit of watching dances through various media regularly and appreciating it, (4) standing up for the students' aspiration in order to make them better people especially in appreciating arts, (5) providing facilities to support the learning in the form of audio visual media such as video, CD, movie and sound, television, and pictures and sound. Perception of someone's observation process from a certain condition is continuously affected by the information from his/her surroundings. That perception is the organization and interpretation of a stimulus so that it becomes meaningful as a comprehensive

response in an individual (Avian, 2005).

The students' perception in attending the learning process of audiovisual based art appreciation improved, so that they could identify the difference between dances from Indonesia and those from other countries. The use of audio visual media could create a good perception and raise the students' interest so that they could appreciate an artwork, the display of national dances or the local ones could facilitate the learning goals.

Interest is influenced by needs, goals, satisfaction, talents and habits. External factors which affect the interest do not settle, but they can change according to the environmental conditions. Interest is the moments of tendency which are intensively directed to an object that is considered important. Interest always contains strong affective elements (feelings, emotion). It shows the real self of someone. Interest has the elements of recognition (cognitive) and willingness (hope) to reach an object.

Someone's response comes from him/herself, the outside, concentration, needs, talents and habits. This is in accordance with Arsyad's opinion (2007) that the benefits of audio visual media in learning are:

- (1) Increasing mutual understanding and sympathy in the classroom,
- (2) resulting in significant changes in student behavior,
- (3) showing the relationship between the subjects with the needs and the students' interest as their motivation increases,
- (4) bringing freshness and variety to the students' learning experiences,
- (5) making the learning results more meaningful for students' various abilities,
- (6) encouraging the use of meaningful subjects by involving imagination and active participation which results in the increasing learning outcomes,
- (7) providing necessary feedback to help students discover how much they have learned
- (8) providing experiences with the meaningful concepts which can be developed,
- (9) broadening the students' insight and learning experiences which reflect the nonverbal learning and make appropriate generalizations,
- (10)

convincing the students' that they need the order and the clarity of mind if they are going to create a structure of concept and a system of meaningful ideas.

The use of audio visual media according to the art appreciation materials can increase the quality of the teaching-learning activities. The quality is related to the situations that (1) the learning process runs well, dynamically and efficiently in time, (2) the students learn conscientiously and actively as an individual, and their creativity develops, (3) the lecturer's skills in demonstrating, presenting material using audio visual media, guiding and evaluating students' learning improve.

The use of visual media can provide enjoyable experiences and meet the needs of individual students, as what Arsyad (2007) states that the media are used to (1) motivate interest or action, (2) present information, (3) give instructions. Student responses to the application of art appreciation learning with audio-visual media were the following: exciting, fun, increasing understanding and appreciation, allowing more freedom in responding to artworks.

## CONCLUSION

Based on the findings that have been described and the discussion of the results of the study, the conclusion of the research result can be stated as follows.

The lecturer of dance education could develop audio visual media, so that the students' achievement and learning activities in art education subject especially in the basic competence of dance appreciation and basic movement practice improved. From the research on 42 students, there was an improvement in their achievement. The percentage of the achievement was not good in the precycle, but there were improvements in cycle I and cycle II, in the last learning activities. Whereas, the students' activities in precycle activities was not very good, but it improved in cycle I dan cycle II and became better.

With the use of audio-visual media,

the dance lecturer could provide reviews and comments in every end of the meeting so that it could improve the students' perceptions towards dance appreciation using audio-visual media in art education subject. It was proved that there is an increase in the percentage of cycle I and cycle II.

With the use of audio-visual media, the students' interest in art education subject, especially dance appreciation, increased, and it was proved by the increase from cycle I and cycle II.

With the use of audio-visual media in dance appreciation learning, the students' response to the use of the media increased, in which the lecturer could use the media so well that there was an increase in the students' responses on cycle I and cycle II with the high category.

Based on the conclusion above, some suggestions can be stated as follow:

Art education lecturers, especially dance, music, and visual art, should use audio-visual media as it can increase art appreciation, achievement, perception, interest and good response.

To Primary Teacher Education Program of Makassar State University, the results of this research should be used as a basis for policy making related to the professional development, especially art education lecturers in order to improve the quality of students' learning in the future.

Teachers should able to design and develop learning processes so as to provide a good understanding for students through audio visual based learning as a learning tool.

## REFERENCES

- Arsyad, A. (2007). *Media Pembelajaran*. Jakarta: PT. Raja Grafindo.
- Bando, M.S. (2004). *Analisis Faktor – Faktor yang Berperan Terhadap Minat Baca Siswa Sekolah Lanjutan Pertama (SLTP) di Kecamatan Panakkukang*. Tesis tidak diterbitkan. Makassar: Program Pascasarjana Sekolah Tinggi Ilmu Ekonomi Makassar.
- Bastomi, S. (1991). *Kritik dan Apresiasi Seni*.



- Makalah disajikan dalam Seminar Nasional Kritik Seni dalam Pendidikan IKIP Semarang, Semarang, 15-16 Maret.
- Bungin, M.B. (2007). *Penelitian Kualitatif*. Jakarta: Kencana
- Damandiri. (2005). Retrieved <http://www.damandiri.or.id/file>. May, 15 2008.
- Fadillah, A. (2005). *Konsep dan Pengenalan Diri*. Retrieved <http://www.avian.staff.ugm.or.id>. May, 15 2008
- Gegne, R.M. (1998). *The Condition of Learning*. New York: Holt & Rinehart and Winston.
- Hamalik, O. (2008). *Kurikulum Pembelajaran*. Jakarta: PT. Bumi Aksara.
- Harefa, A. (2008). *Menjadi Manusia Pembelajar*. Jakarta: Penerbit Buku Kompas.
- Harjanto. (2005). *Perencanaan Pengajaran*. Jakarta: Aneka Cipta.
- Heinick, R., Molenda, M. & James, D. Rus- sel. (1999). *Instructional Media and Technologies for Learning*. New Jersey: Prentice Hall, Inc, Englewood Cliffs.
- Jazuli, M. (2008). *Paradigma Kontekstual Pendidikan Seni*. Surabaya: Unesa University Press.
- Kartono, K. (1996). *Psikologi Umum*. Bandung: Mandar Maju.
- Kasbolah, K. (1998). *Penelitian Tindakan Kelas (PTK)*. Jakarta: Depdiknas Didjen Dikti Proyek PGSD.
- Khisbiyah, dkk. (2004). *Pendidikan Apresiasi Seni*. Surakarta: Universitas Muhammadiyah Surakarta.
- Mulyadi. (1991). *Kritik Seni*. Surakarta: UNS.
- Pardjoko, dkk. (2007). *Panduan Penelitian Tindakan Kelas*. Yogyakarta: Lembaga Penelitian Universitas Negeri Yogyakarta.
- Rohidi, R.T. (2000). *Kesenian dalam Pendekatan Kebudayaan*. Bandung: STISI Bandung Pres.
- Sadiman, S.A. dkk. (2007). *Media Pendidikan*. Jakarta: PT. Raja Grafindo
- Sedyawati, E. (2007). *Budaya Indonesia*. Jakarta: PT. Raja Grafindo Persada.
- Semiawan, C.R. (1993). *Memupuk Bakat dan Minat Belajar*. Jakarta: PT. Gramedia
- Sudiyono, dkk. (2006). *Strategi Pembelajaran Partisipatori di Perguruan Tinggi* Malang: UIN Malang Press.
- Sudjana, N. (2001). *Teknologi Pengajaran*. Bandung: Sinar Baru Algasindo.
- Sudjana, N. (2002). *Pembinaan dan Pengembangan Kurikulum di Sekolah*. Bandung: Suara Baru Algesindo.
- Soehardjo, A.J. (2005). *Pendidikan Seni dari Konsep Sampai Program*. Malang: Balai Kajian Seni dan Desain UM.
- Skinner. B. (1968). *The Technology of Teaching*. New York: Appleton Century Crofts.