

A stylized graphic of a person's head and shoulders, composed of white and yellow lines. The person's arms are outstretched, and the lines continue to form a network of connections across the top of the cover. A small green dot is visible on the person's chest.

# EMBRACING SOCIETY 5.0 WITH HUMANITY

A vertical bar on the left side of the cover, divided into three segments: white at the top, yellow in the middle, and purple at the bottom.

Editor: Diah Karmiyati

 **Bildung**

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## Embracing Society 5.0 with Humanity

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***Embracing Society 5.0  
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## **Development of Audio Visual Media Based on Macro Media Flash 8 on Dayang-Dayang Dance Learning**

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### **Introduction**

The teaching and learning process is essentially a communication process, namely the process of delivering messages from the source of the message through a certain channel to the recipient of the message.[1]–[3]. Teaching and learning activities are carried out every day, it is the life of a class, where teachers and students are interrelated in carrying out activities that have been planned by the teacher. [4]–[7]. In communication, of course, what is expected is reciprocity between teachers and students so that the learning process becomes active and effective.[4], [8], [9].

School is one of the places where the learning process occurs because there are educational facilities to channel various aspects of educational science that have been neatly arranged in learning designs in accordance with applicable and systematic curriculum standards, so that schools are the place for formal learning and teaching processes according to the rules and responsibilities. educators and students. [10]–[13]. The process is supported by several components that support important learning interactions in the world of education, such as students, teachers.[14]–[16]. Other components such as objectives, materials, media, tools, methods and evaluation. By paying attention to some of these components, it will certainly facilitate the formation of students' abilities in honing their skills. [14], [16]–[18].

Learning on cultural arts subjects for example. In all schools, this learning is mandatory in the learning curriculum that is prepared, because the function of this subject is to introduce the artistic identity of the area.[2], [19]–[21]. Lombok, for example, there are various types of traditional arts that are owned either in the art of music or dance. To carry out this learning, of course, requires teaching staff who have special abilities or skills in their fields so that the skills of students and students can be honed, but seeing the development of

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education now teachers are required to be creative in mastering technology as a support in developing learning media made, moreover the learning process much different from the previous condition because it collided with a very deadly virus, namely the corona virus disease 19 (covid 19)

The effect of these conditions is the demands of a teacher in carrying out the learning process using an online system or learning online. [22]–[24]. Of course, the role of a teacher as a developer of knowledge is very large to choose and implement appropriate and efficient learning for students and be able to provide an understanding that is quickly understood, of course, by utilizing technological developments and other supporting facilities.

An alternative that should be done in creating a pleasant learning atmosphere is the use of learning media. Learning media serves as a means to convey information so that students have the same perception of teaching materials.[14], [16]. Media also helps abstract thinking processes and can develop psychomotor skills in learning. Or it is the same with social media which is one of the important contributing factors that gives way to new ideas and innovations[26],[27], [28],[29].

One of the learning media that can be used by teachers in this case is the use of macro media flash 8 applications as an alternative to answer the conditions of the current teaching and learning system. Macro media flash application is one of the applications for multimedia graphics and animation programs created by the Macromedia company for the purposes of making interactive web applications and animations that are developing at this time. This program is widely used to create games, cartoons, presentations and interactive learning models.

Based on the results of observations made on April 15, 2021 at SMAN1 Lauhan Haji, in the subject of cultural arts there are three types of arts that are taught including the art of dance. this lesson is not able to teach or practice directly the material being taught because the scientific background they have is in the field of mathematics so that the learning method used is conventional, meaning that it is enough to give students the name of the local dance and then they are asked to find their own form of dance movement. by Gabriel, a teacher who teaches arts and culture subjects in class X (ten) said that it is very difficult to teach cultural arts subjects either directly in practicing them or using media to support the teaching and learning process in these subjects so that students feel bored while doing the learning

process.

From the description above, the researcher is interested in developing audio visuals by using the macro media flash 8 application in dance lessons. With the aim of providing understanding to teachers related to the development of application-based media and its benefits, it can make it easier for students and students to learn the forms and techniques of movement in dance as the main material in learning arts and culture subjects.

## **Results and Discussion**

### ***Product Development Results***

Based on the development procedure described earlier, in the process of developing audio-visual media using macro media flash 8 in Dayang Dayang Dance, there are several stages of development including:

1. The needs analysis stage; Before carrying out the design of learning media development, the first step that must be done in this case is a field study (observation) and then a literature study.

- a. Problem analysis

At this stage, an investigation of the problems that arise in learning activities in the field is carried out and then identify possible solutions that can be used to overcome these problems. Based on the observations, it is known the following problems:

- 1) In the arts, culture and arts (SBK) subjects, there are lessons that talk about the art of traditional dance. Then the traditional dance that is taught is the lady-in-waiting dance. In the learning process, this subject is more practical, it is necessary to develop learning media that are more creative and innovative but interactive
- 2) Students are less enthusiastic or less attentive when taking lessons, it is necessary to develop media that is attractive and interactive and has an attractive appearance so that students have motivation and interest in learning to learn.
- 3) Lack of creativity of teachers in using learning media, causing students to feel bored
- 4) Learning media still looks monotonous (lecture method)
- 5) The designed learning media is expected to improve student learning outcomes and achievement in the traditional music extracurricular of Gendang Beleg.

- b. Media content analysis

The preparation of learning media requires an analysis of the learning objectives to be achieved and an analysis of the content of the media. The content of this learning media is referring to traditional dance lessons, especially the ladies-in-waiting dance as traditional dances in Lombok

## 2. Product Design Stage

In the design process of learning media design using macromedia flash 8, in this case the display design needs a design sketch that is used to describe the making of the media. The sketch is formed in a storyboard. The sketch consists of:

### a. Opening page view

On this page the screen will display photos of researchers who are used directly as models in this media. there is a loading icon which is used as the process of opening this media with the backsound directly using the dance gending of the ladies-in-waiting.

### b. Choice of ladies-in-waiting dance menu

On this page there is an animated image display of icons to make it interesting and there is a button between the icons is an icon that describes learning indicators, learning objectives, materials and finally an icon that describes quizzes. The following is a sketch of the ladies' dance menu choices:

#### 1) Menu of basic competencies and indicators

This section will explain what the basic competencies and indicators for learning in traditional dance are taught. The following is an example of a sketch in this section

#### 2) Learning objectives menu

This section contains the description of the learning objectives that are adjusted to the learning indicators and the basic competencies of the learning. The following is an example of a sketch in this section illustrated

#### 3) Material Menu

This section contains material related to the movement techniques of the ladies-in-waiting dance. In the explanation process related to the movement technique, it will be explained one by one which is practiced directly and then directly explain the parts of the movement. The following is an example of a sketch in this section which can be illustrated as follows:

##### a) Menu "quiz"

to evaluate the learning outcomes of traditional



drumming beleq music which contains items related to the material that has been presented previously. To start the quiz, participants first fill in the identity column then in the password column write their name and name then click the "start" menu to start the evaluation. To answer the quiz questions, participants just need to choose one answer that is considered correct, by clicking the ok button in the upper right corner and at the end of the quiz, the participant's score will appear automatically.

b) Profile section

This section will explain the profile of the researcher clearly consisting of:

i. Implementasi

The implementation process is the stage to realize the designs that have been previously made, where previously sketches or rough outlines are mapped into designs that are more real and suitable for use as learning media. In the implementation process, macromedia flash software is used because the tools panel in the software is very supportive for making animations, making buttons. The following are several pages of implementation of traditional dance learning, for more details, please see the attachment page

- Opening page display implementation

On the implementation of this page the screen will display an animation of the title of the learning media, then a photo of the researcher who is used as a direct model in this study, then before starting on the main menu there is a loading icon which is given back sound using the original music from the dance. The next menu starts when the moving icon on the loading icon on the video finishes playing.

- Implementation on the ladies-in-waiting dance menu

In this section is the initial menu before the start of learning begins. In this section there is a menu of choices including the learning indicators menu, learning objectives menu, material menu, quiz menu and finally the profile menu.

- Implementation on the menu of basic competencies

This section is the initial menu for the learning

process to begin, because the menu displayed in it contains the basic competencies of learning in dance lessons, especially traditional dance ladies-in-waiting, there are two learning indicators in this section which can be seen directly in the original image displayed.

- **Implementation in the Learning Objectives Section**  
In this section there is a section on learning objectives. The learning objectives described are in accordance with what are the basic competencies in the learning. The following is the original image displayed on this learning media
- **Implementation in the material section**  
In this section there are two parts, the first is a section that explains the main material, then in the second there is an explanation video related to the movement techniques in the dance. In this section, the model used is a direct researcher, the goal is to organize the learning media created.
- **Implementation in the quiz section**  
In this section, the evaluation and evaluation results are automatically filled in with the number of values obtained from the answers given to the questions presented.

From the original image presented above, first students are asked to fill in the name in the name column, then fill in the name as a password in the password section, then to start the quiz, just click the word "start". After the picture appears, the students just click on which answer they think is the most correct, after clicking on it, to start the next question, just click the "ok" button in the upper right corner. After answering all the questions provided in the quiz section, the last image appears. This section will display the results of the score or score after answering the questions provided. If a student gets a score above the standard passing grade, the column in the description section of the value result will automatically write the word "PASS"

ii. Coding

Coding is a programming language used to execute

commands to coded objects. In macromedia flash 8 the programming language used is also called action script.

iii. Test

This stage is the stage where this learning media is checked. This stage is more about checking the navigation buttons for errors in giving orders, inaccessible navigation, checking for errors in the material, writing errors. This stage is checked by the maker and then checked by three media experts, and three material experts to ensure that the display design, programming, and learning materials are appropriate and suitable for use as learning media.

iv. Publishing

This stage is the stage where the media design that has been created is exported from \*.fla files to \*.swf, and \*.exe files, to make it easier without having to install macromedia flash 8 software to open it. However, because to run the \*.swf file you need a flash player, the file used is the \*.exe file, but these two files will be included in the package in the form of a learning CD.

v. Packaging

At the packaging stage, the required files, either swf or exe, are put into a folder. Then the folder is inserted into the CD. This is done to make it easier for users to use learning media.

### **Efektifitas Pengembangan Media Audio Visual Berbasis Macro Media Flash Pada Pembelajaran Tari Dayang-Dayang**

Audio-visual development media using macro media flash 8 is a medium that contains tutorials for the ladies-in-waiting dance and explanations. The development of audio-visual media using macro media flash8 is carried out as an effort to produce media products that are suitable for use in learning dance. Developers choose to make videos because they are adapted to existing learning conditions. currently the learning conditions are carried out using online methods due to the current condition of the rampant corona virus 19 pandemic.

This development research is a step used to produce media that can attract students' interest in learning to make students more enthusiastic in learning so as to improve students' abilities and understanding of multiplication and division material. In this development research using the Bord and Gall development model

which has 10 stages which are simplified into 7 stages, namely: 1) Research and data collection stage, 2) Design planning, 3) Product development, 4) Expert validation test, 5) Product revision, 6) Field trials, 7) Final product revisions. Before the trial was conducted, the media was validated by 2 experts, namely 1 media expert and 1 material expert.

### ***Media Expert Validation***

The results of the media expert validation show validation from the media side of the "good" category and suitable for research with a total score of 56 with an average of 4. The assessment obtained can be detailed as follows: 1) The text can be read well and gets a score of 4 because each text on the slides are legible, 2) The media layer display gets a score of 4 because each layer doesn't watch, 3) The selection of background graphics gets a score of 4 because the colors used are in accordance with the theme, 4) Text size and typeface get a score of 4 because the typeface used matches the character. product titles and fonts used, 5) Illustrations, colors, supporting images get a score of 4 because they are in accordance with the product and material raised, 6) Animated presentations get a score of 4 because the animated characters used are in accordance with the developed product, 7) Video presentations get a score 4 due to the clarity of the display, the suitability of the video content with the product g is developed, 8) The sound is heard clearly and gets a score of 4 because each explanation of the type of motion in the delivery of the description sounds clear, 9) The carrying capacity of the accompaniment music gets a score of 4 because the music used is in accordance with the dance accompaniment, 10) The order of media presentation gets a score of 4 due to the delivery of the material explained in accordance with the order of the discussion, 11) Clarity of the description of the material gets a score of 4 due to the suitability of the content conveyed with the discussion, 12) Navigation gets a score of 4 because there is a match between the intended section, 13) Placement and use get a score of 4 because each part of the content of the material corresponds to the part of the content in the material, 14) Button gets a score of 4 due to the use of symbols in the suitability of linear material.

### ***Material Expert Validation***

The validation results from the media show the validity of the material in the "Very good" category and is suitable for research with

a total score of 60 with an average of 4. The assessment obtained can be detailed as follows: 1) the relevance of the material with the syllabus gets a score of 4 because it is in accordance with the material what is taught is traditional local dances, 2) the accuracy of the material with competency standards with a score of 4 due to the adjustment of the material with competency standards in the learning plan, 3) the sequence of presentation of the material gets a score of 4 because the learning process is carried out in accordance with what is shown in the order on the developed media, 4) the clarity of the structure presented gets a score of 4 because the explanation process carried out on the media developed is structured so that it is quickly understood by students and students, 5) The accuracy of the use of language gets a score of 4 because the explanation process carried out is in English. sa used which is easy to understand, 6) the support power of the learning program gets a score of 4 because the media developed is a medium that everyone can learn, meaning that the level of difficulty can even be said to be non-existent, 7) the material in accordance with the formulated objectives gets a score of 4 because in the explanation process carried out between the existing material and the appropriate learning objectives, 8) the material according to the student's ability to get a score of 4 because in the learning process carried out between the syllabus, basic competencies to the material being taught is a learning unit that has been adapted to students' abilities, 9) the material that can be studied gets a score of 4, this is because the material being taught talks about regional dances, 10) The accuracy of the examples of images given for the clarity of the material gets a score of 4 due to the visualization in the development of the media developed according to the example of t-movement. Arian ladies-in-waiting, 11) Coverage of material related to the sub-themes discussed gets a score of 4 because the learning process is carried out with structured media developed, 12) Media in accordance with the truth of the material gets a score of 4 because the media is developed based on the syllabus and plan learning that is made, 13) The material is easy to understand and gets a score of 4 because the grammar used can be understood by students, 14) The depth of the material presented gets a score of 4 because the material taught is adapted to the material about traditional dances of the local area, 15 ) The order of presentation of material from general to specific patterns gets a score of 4 because in the explanation given to the developed media, starting from a new general understanding of dance to a regional understanding of dance.

After the validation results are obtained, further trials can be carried out. In this study, it was conducted at SMAN 1 Labuhan Haji during the field trial research, getting a score of 26.11 consisting of 17 students. In general, the use of macromedia flash 8-based audio-visual media is very effective because it can motivate students to enjoy learning dance. The motivation of students in learning regional dance is because the media developed besides explaining the name of the movement of each dance is directly exemplified or practiced by students and students, so that is what gives them speed in learning the art of traditional dance or dance ladies-in-waiting.

## **Conclusion**

Based on the results of research and discussion conducted, it can be concluded that:

1. Development of audio-visual media using macro media flash 8 at the needs analysis stage there are several observations which are the needs of problem analysis including the lack of interactive learning process carried out, the use of media used is less creative, causing learning to be monotonous, then the content needs analysis The media refers to the learning of traditional dance, especially the ladies-in-waiting dance as a traditional dance in Lombok. Furthermore, at the product design stage, this media development uses a design sketch called a storyboard.
2. The effectiveness of the developed media, the feasibility of which is developed quantitatively and qualitatively in the learning process. This feasibility is based on the feasibility test of media experts getting a score of 4 with the criteria of "Good". The feasibility test of the material expert got a score of 4 with the "Good" criteria. The feasibility test of users who got a score of 26.11 with the criteria "very good"

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# EMBRACING SOCIETY 5.0 WITH HUMANITY

Society 5.0 is a concept presented by the Japanese as a core concept of their economic system. They believed that technology should not surpass the intelligent of men. As such, in society 5.0 the Japanese government would like to ensure that all technological things are designed to be a human-centered design. In fact, their ministry of education in 2018 has also been readily prepared the future generation through a change in their education system. For example, the minister explains that in Japan, or many parts of the world, university entrance are divided into two main concentrations, which are science and social science. The minister thought of changing the system, as society 5.0 is about creating a technology that is human centered. For instance, they gave an example on designer babies. If, people from hard science learn about philosophy, ethics, and humanities, they won't face such ethical concern when developing a product. This is what is being envision by the Japanese government for their younger generation. Collaboration between science and social science is necessary to build a better environment for our future children. Another example is the companies in Japan, such as Hitachi and Fujitsu has already been implementing this 5.0 by designing product that relied fully on technology but puts human at its center (Hitachi, 2017).

Likewise, it is currently a hot topic in Indonesia. Indonesia as a country with the 4th largest population in the world has not been implemented this concept. Our country is still on the industry 4.0. Yet, with the rising interest in AI, Blockchain, NFT, number of unicorn start-up, and all recent technological changes, our country are ready to compete with any other countries in Southeast Asia. Society 5.0 is coming, and we need to embrace it. To prepare with the society 5.0, It is not only the technological side. It is necessary for us to have a strong principle at hearts that based on our belief system. We, as an Indonesian have known to be religious that most of us believed in God. We also commonly practice our religion and tend to be kind to people because we know God would love our good deeds. I personally think that this will help us to move forward and live together with advanced technology.

Technology begets a very important leap in human's life journey. It is important to keep valued of the benefit but it's more important to look out for the human itself. As its purpose is smarter than us, to help us, it will be very ideal if we embrace the technology using our ability to be kind.