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Development of Traditional Music Learning Media Using Macromedia Flash 8

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Introduction

The development of information technology and the world of entertainment is growing rapidly, so that our students prefer to watch soap operas, movies, play games, the internet that will become their teacher rather than listen to the teacher's lessons in class. Therefore, today's teachers are required to create interesting and entertaining learning so as not to lose to information technology and the increasingly sophisticated world of entertainment.[1],[2],[3]. In accordance with the advancement of Educational Technology and Learning Technology, it demands the use of various learning media and increasingly sophisticated equipment.[4],[5].

In today's modern learning system, students not only act as recipients of messages, but students also act as communicators or messengers. In such conditions, what is called two-way communication and even multi-way communication occurs. The development of communication learning media is needed to increase the effectiveness of achieving learning objectives. [6],[7],[8],[3],[9]. That is, the learning process will occur if there is communication between the recipient of the message and the source or distributor of the message through the media.

The world of education is entering the era of the media world, in addition to learning activities, it demands the reduction of the lecture method and replaced by the use of many media. Especially in today's art learning activities which emphasize process skills and active learning, the role of learning media becomes increasingly important. [9],[2].

The use of media in the learning process is considered very important, namely in addition to supporting the teaching and learning process, it can also provide valuable and meaningful experiences for students.[8], [10]–[12]. To realize this, of course, creative and innovative teachers are needed in developing learning media, but they are still often found in schools that have not used learning media

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optimally. Some teachers use more conventional methods in delivering subject matter.[7],[13],[4]. This is often found and occurs in schools that are far from urban areas, so that the learning process carried out is teacher centered learning, everything is only centered on the teacher, not from both parties, in this case a teacher and student, so that the content of learning that is accepted by students to be impressed passive. It would be better if in learning activities teachers and students could be more active, so that two-way communication took place and the learning content received by students could be more meaningful. The lack of use of media and the use of facilities available in schools causes the learning process to be one-way communication, only teacher-centered.[14],[12]. This is what happened at SMKN 1 Pringgasela, namely the lack of learning media for the teaching process in music extracurricular activities and limited space, as well as the lack of utilization of the facilities available at the school. Especially during the Covid-19 pandemic like what is happening right now.

The learning process in the midst of the Covid-19 pandemic, all learning is carried out online, of course as a teacher in carrying out this agreement it is required to be creative in providing learning to learning media carried out in schools.[9], [15]. Online learning is learning that is carried out using a variety of application media, including the Google Meet and Zoom applications. All of this was done, of course, as a way to prevent the spread of Covid-19. With this situation, of course, being a teacher or extracurricular coach is also required to be creative in making a learning media so that the learning or training process runs smoothly as usual.

With regard to the explanation above, the researcher is interested in researching more deeply about how to develop the Traditional Music Learning Media "Gendang Beleq" with Macromedia flash 8 at the Music Extracurricular at SMKN 1 Pringgasela, with the aim of facilitating the learning process or the exercises carried out. The benefits provide an understanding of the ease of using Macromedia Flash 8 in implementing the learning system.[1], [2], [16], [17].

Macromedia flash8 is a software program that functions to create two-dimensional animations that are very reliable compared to other programs. Its reliability is the small size of the animation file. Macromedia flash is not only used to create animations but is also used to create interactive menus, and as a learning medium.[16], [18]–[20].

Macromedia Flash is not easy to use, especially for beginners. In Macromedia Flash we have to memorize some commands to be able to make an attractive presentation. One of the drawbacks of the Flash application program is that a computer that wants to play flash animations must have a flash player, which must be installed online. Adobe Flash program does not use freeware.

Result 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 on Traditional Music "Gendang Beleq, there are several stages of development including the stage of needs analysis and product design analysis. 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. In needs analysis, it is necessary to identify problem analysis and media content analysis.

At the problem analysis 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:

In the subjects of arts and culture (SBK) 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

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 the motivation and interest in learning to learn.

Lack of creativity of teachers in using learning media, causing students to feel bored.

The learning media still looks monotonous (lecture method)

The designed learning media is expected to improve student achievement and learning outcomes in traditional music extracurricular Gendang Beleq.

In the analysis of media content, 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 music learning "Gendang

Beleq as traditional music in Lombok" At the 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 manufacture of media. The sketch is formed in a storyboard. The sketch consists of:

1. 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 traditional Gendang Beleq music.
2. Menu Choice *Gendang Beleq*
   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. Here's a sketch of the menu options
3. Basic competency menu 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. Menu of learning objectives 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 illustrate
4. Material Menu
   This section contains material related to the traditional music playing technique of Gendang Beleq. In the explanation process related to the movement technique, it will be explained one by one which is practiced directly and then directly explain part of the game. The following is an example of a sketch in this section which can be illustrated as follows:
   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 must first fill in the identity column then in the password column write their name and 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.

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

a) Implementation

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 implementing traditional dance learning, for more details, please see the attachment page.

Implementation of the opening page display 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 original music. The next menu starts when the moving icon on the loading icon on the video finishes playing.

Implementation on the Gendang Beleq menu section 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 in the basic competence menu section 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 traditional music learning, especially Gendang Beleq, 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 picture that was conveyed, first students were 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 image appears, students just click on which answer is the most correct, after clicking it, then 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 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"

b) Coding

Coding is a programming language used to execute commands to coded objects. In this system the programming language used is also called action script.

c) Test.

This stage is the stage where the learning media is examined. 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.

d) *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.

e) Packaging

At the packaging stage, the required files in the form of *swf or *exe are inserted into a folder. Then the folder is inserted into the CD.

The Effectiveness of Audio Visual Media Development Based on Macro Media Flash in Traditional Music Gendang Beleq

Audio-visual development media using macro media flash 8 is a media that contains a tutorial on Gendang Beleq and its explanation. The development of audio-visual media using macro flash media is carried out as an effort to produce media products that are suitable for use in learning the art of music. 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 blackground 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 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 media 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 in accordance with the student's ability to get a score of 4 due to 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 can be studied to get 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 visualization in the development of media

developed according to the examples of movement dance 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 according to 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 understanding music in general, it is new to understanding music in its area.

After the validation results are obtained, further trials can be carried out. In this study, it was conducted at SMKN 1 Pringgasela 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 dances 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 the speed in learning the art of Gendang Beleq.

Conclusion

Based on the results of research and discussion, it can be concluded as follows:

1. The process of developing traditional music based on Macromedia Flash 8 gendang beleq as a learning medium through four stages of development, namely analysis, design, development, implementation, and testing of learning media. At the problem analysis stage it was found that the score of the drum beleq music extracurricular students at SMKN 1 Pringgasela in learning gendang beleq music reached the KKM, the initial design stage used storyboards to facilitate the implementation of the design design, at the implementation stage of translating the design to the actual design using the Macromedia Flash 8 program. namely testing carried out by experts to check the validity and content of the material.

2. The feasibility of the traditional music learning media drum beleq as follows: a) The assessment of the feasibility of media experts is on average 92% in the very feasible category, b) Assessment of the feasibility of material experts on an average of 79.41% in the appropriate category. Thus, this learning media is appropriate to be used as a medium in the learning process.
3. Namely in the good category and very interesting to use as a learning media.

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EMBRAC:NG 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.