

## Conference Paper

# Developing Eastern Culture-Based Arts Education To Improve Students National Identity

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### Abstract

This study aims to determine the feasibility of developing art education teaching materials from the aspects of content, language, design. The study was conducted at STKIP Citra Bakti Ngada-Flores-NTT. The subjects of this study were STKIP Citra Bakti students who took art education courses, while the object of the research was arts teaching materials based on eastern culture. This research was developed using the ASSURE model, with the consideration that this development model is oriented towards learning. The development is carried out with 6 steps: (1) analyzing learning needs with the observation method; (2) formulate objectives with the ABCD method; (3) design teaching materials with methods of making teaching materials, expert testing with TESSMER methods and refinement with TESSMER methods; (4) apply teaching materials (product) using the ASSURE method; (5) group testing using the ASSURE method; (6) evaluate test methods and revise test result methods. The data collected in this study were analyzed descriptively and qualitatively to assess the feasibility and effectiveness of the developed teaching material. The results showed that the teaching materials developed were reviewed in terms of the content, language, design, and feasibility of the teaching materials as "Good" quality with an overall average rating of 75.88%. Thus, it can be concluded that the Eastern culture-based art education teaching materials developed are feasible and effectively used as media for art education learning.

**Keywords:** Teaching materials, Art Education, Eastern Indonesian Culture

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Received: Month 2020

Accepted: Month 2020

Published: Month 2020

Publishing services provided by  
**Knowledge E**

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Selection and Peer-review under the responsibility of the ICADECS Conference Committee.

## 1. Introduction

In the 21st century learning framework it is stated that the needs of learners besides knowledge must balance skills to succeed in work, life and citizenship [1]. In line with this presidential regulation Issue 8 of 2012 KKN (national curriculum) implies to develop learning tools referring to the achievement of graduates' profiles. Achievements of graduate profiles in music study programs, namely as researchers in the field of music at the level of primary and secondary education. Art education courses are one of the

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foundations to deliver the realization of the graduates' profile achievements. It is hoped that the realization of this course will enable students to master the concepts of art and culture in their area.

The analysis of the achievements of the graduate profile is based on field needs data in learning at the elementary and secondary education levels as prospective educators in the music field, prioritizing prospective educators who master the local regional art concepts, but the reality at the time of the student competency test of understanding local culture-based arts shows that student understanding is still very minimal, students do not yet know the essence of their regional arts and culture, students are more familiar with the art of music abroad, real thing is that they are more familiar with foreign songwriters than their own regional creators. This cannot be denied because the availability of reading books/teaching materials which prioritize the eastern arts and culture is still very minimal added to the present lack of special attention from the government [2].

In the development of arts education teaching materials that are in accordance with the characteristics of students, Law Issue 12 of 2012 concerning Higher Education also defines the obligation of lecturers to write textbooks or textbooks, which are published by universities as a source of learning. Teaching materials contain a set of materials that are arranged systematically so that teachers and students can use them in the learning process. the packaging of teaching materials is expected to activate teaching [3].

Art education is a field of study that gives students experience to express, appreciate and create to create beauty in life. In developing the art it is necessary to integrate into the academic experience at school (Charmaraman and Hall, 2011; Eckhoff, Hallenbeck, and Spearman, 2011; Briggs and McHenry, 2013). Meaningful learning that is suitable for students' learning needs is learning that is designed with the full involvement of students, uses existing learning resources in the surrounding environment, including local culture, and has high potential to be used by students in real life [4]. in such education it is necessary to consider local culture in order to develop globally [5].

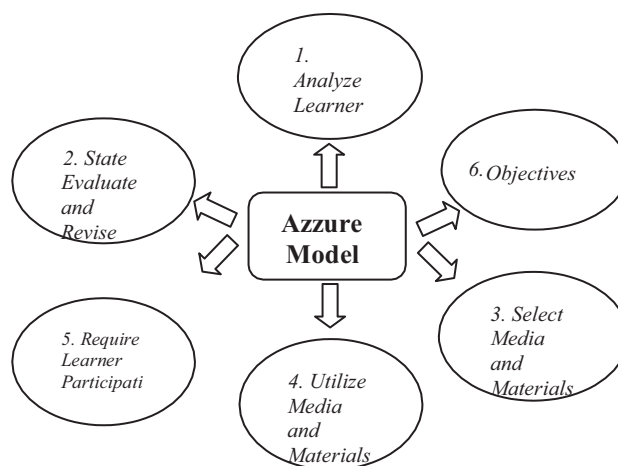
One example of the raised culture of eastern music is bombardom which is a wind instrument from Flores which is currently loved by the people to be mulok at school [6]. This instrument is also one of the core of the Ngadatraditional party, which can be used as a benchmark for people's love of their own culture, so that it will strengthen the national identity [7].

This study aims to determine the feasibility of art education teaching materials from the aspects of content, language, design and know the feasibility of teaching materials. The urgency of this research will directly address the lack of reading material about

eastern arts and culture and will have an impact on the surrounding community and the level of basic, secondary and higher education in the future.

## 2. Method

This research is a type of research and development (RandD), which was developed using the ASSURE model. Heinich, Molenda, Russel, and Smaldino, (2002) explain that this model is oriented towards the development of teaching materials in class. The model consists of 6 steps namely; (1) analyzing student learning needs by looking at the characteristics of students (Analyze Learner), (2) setting learning objectives as guidelines and guidelines for student activities (State Objective), (3) developing methods of teaching materials that are appropriate to the characteristics of students, by making materials new teaching and carrying out expert tests and individual tests on teaching materials that have been developed, (4) using / applying teaching materials that have been prepared for students in the learning process (Utilize Media and Materials), (5) conducting group tests and asking for responses about teaching materials that have been applied (Require Learner Participati), (6) evaluating by looking at the effectiveness of the use of teaching materials that have been used.



**Figure 1:** Flowchart of the ASSURE Development Model

This research was conducted at STKIP Citra Bakti Ngada Regency, Flores-NTT. Subjects in this research are Music Art Study Program students who take Art Education courses, while the object of research is teaching materials based on eastern culture.

Data analysis was carried out by describing research data to answer the problem formulation of the study. Data regarding the quality of teaching materials is seen from the design, technical, and content aspects that are analyzed descriptively through expert review of material using the Tessmer method.

The response of users of teaching materials is seen through observing learning activities using observation sheets. The data obtained by the questionnaire were analyzed descriptively quantitative. The percentage was obtained based on the calculation of the Guttman Scale (Khabibah, 2006) with the description of the rating scale to identify student needs, namely "Yes" with a value of one and "No" with a value of zero. Student response data related to teaching materials can be obtained through a questionnaire distributed at the end of the learning session.

### 3. Result and Discussion

In the initial stages in developing art materials based on eastern culture is to identify the needs addressed to Music Arts Education students at STKIP Citra Bakti Ngada Flores NTT.

Based on the results of the data obtained, it can be seen the extent to which the needs of students of art teaching materials as a medium to support art learning activities. Of the 11 (eleven) statements contained on the questionnaire sheet identifying student needs, the total overall component was 83.73% responding to "YES" and 16.25% responding to "NO". This shows that, students strongly agree with the statements contained in the questionnaire. That is, students need supporting media that can be used in learning arts based on eastern culture in the form of art teaching materials.

The goal formulation stage is carried out to formulate learning objectives that students must achieve in accordance with the learning outcomes of graduates and the achievement of selected subject learning. Learning objectives are the direction to be achieved in learning. The learning objectives can be seen from the curriculum used in the education unit. The curriculum is used as a reference in learning the art.

At this step, there are 3 (three) stages of analysis in formulating learning objectives; curriculum analysis, student analysis, and analysis of teaching material.

1) *Curriculum Analysis* : In this step an analysis of the applicable curriculum / used at the education unit level is used as the object of research.

2) *Student analysis* : is a study of student characteristics in accordance with the design of undergraduate student textbook development. The intended characters include the background knowledge of students and students' academic abilities.

3) *Analysis of teaching materials* : is done by identifying the main parts of learning material that students will learn in following the learning of art.

Furthermore, based on the results of this stage, researchers obtain important elements in identifying problems that can be used as guidelines for compiling textbooks that support the implementation of the learning process.

The results of the objective analysis are developed into items of teaching material that are managed and included in the art textbook material. From this material, each sub discussion is clearly outlined along with pictures to make it easier to learn.

After listing the items in detail, the next step is to sort them from simple to complicated levels, and from concrete to abstract things.

The next step is to create an outline that is tailored to the textbook components which include:

*1) The opening part, which consists of:*

*a) Cover / book cover*

*b) foreword*

*c) Table of Contents*

*2) The contents section, consisting of:*

*a) Title Page*

*b) Instructional objectives to demonstrate the suitability of the material with competence in content standards.*

*c) The sub-chapter title provides a detailed description of the chapter to be studied.*

*d) Sample practice questions, presented so that students more easily understand the application of material that has been learned.*

*3) The closing part, consisting of:*

*a) Author Profile*

*b) References*

The next step is to determine the success measurement tool. Measuring success will facilitate the author in knowing whether art teaching materials can facilitate the learning process. At this stage to obtain a measure of success is to use assessment.

Assessment is done in learning to measure the achievement of student competencies. One function of assessment is to provide feedback in order to improve the learning process. Various assessment tools that can be used include:

*1) Portofolio*

*2) Performance*

*3) Assignment*

*4) The work*

The quality of teaching materials based on Eastern Culture developed is determined by two criteria, namely the quality of teaching materials based on their products (content, presentation, and language), and the quality of textbooks based on their users (teacher responses, student responses and student activities).

To find out the quality of teaching materials based on products can be known from the results of validation by experts / experts and practitioners. Following are the validation results using the Eastern Culture-Based Sen teaching materials.

### *1) Content Eligibility Validation*

In all components of the validation of the material consisting of aspects of the feasibility of the content, from each of each validator provides an assessment by selecting one of the five rating scales provided in the validation sheet. Based on the results of the validation of material experts, the component aspects of the suitability of the description of the material with the Core Competence and Basic Competence get a percentage of 76.66%. Then the results from the aspect of material accuracy get a percentage of 71.11% and learning support materials get a percentage of 77.77%. The results of the overall assessment of the total average validation of the contenteligibility aspects get a percentage of 75.76%. Data from the results of the assessment of the feasibility of the contents included in the strong category.

### *2) Validate Eligibility Language*

Data from the results of Language validation, consisting of component aspects: (1) conformity with student development, (2) communicative (message readability, Language accuracy), (3) coherence and groove flow. The results of the assessment aspects of conformity assessment with the development of students get a percentage of 76.66%. The communicative component aspect gets a percentage of 76.66% and the results from the aspect of coherence and grooves get a percentage of 73.33%. Total average overall assessment on the aspect of Language eligibility of 75.56% included in the strong category.

### *3) Validate Eligibility Presentation*

The component aspects of the validation of the feasibility of the presentation consist of presentation techniques, presentation of learning, and completeness of the presentation. The results of the assessment of the validator about the technical aspects of the presentation get a percentage of 76.66%, the aspect of the presentation of learning get 66.66%, while the completeness of the presentation aspect gets a percentage of 66.66%. The overall average total of the results of the validator's assessment on the validation aspect of the presentation was 69.52%, included in the strong category.

TABLE 1: Results of Validation of Eastern Culture- Based Art Teaching Materials

No	Assessment Aspects	Validator			Average Grain	Average of Each Component (%)	Criteria		
		1	2	3					
<b>feasibility of Contents</b>									
1	Extent of Material	4	4	3	3.667	75.76	Strong		
2	depth Content	4	4	4	4				
3	Accuracy Concepts and Definitions	4	4	3	3.667				
4	accuracy Example	4	4	4	4				
5	Task accuracy	3	3	3	3				
6	Reasoning	4	4	4	4				
7	Linkages	4	4	3	3.667				
8	Implementation	4	3	4	3.667				
9	interesting Content	4	4	4	4				
10	Encourage Looking for Further Information	5	4	3	4				
11	Enrichment Material	5	4	3	4				
<b>Average Total Grain</b>					<b>41.668</b>				
<b>Feasibility Language</b>									
12	Feasibility Language	4	4	3	3.667			75.56	Strong
13	Compliance with the Social Development Emotional Level	4	4	4	4				
14	Message Readability	4	4	3	3.667				
15	Accuracy of Language	4	4	4	4				
16	Coherence and Integration between Chapters, Section in Chapters	4	3	3	3.334				
17	Coherence and cohesiveness between paragraphs	4	4	4	4				
<b>Average Total Grain</b>					<b>22.668</b>				
<b>Feasibility Presentation</b>									
18	Presentation Systematics	4	4	3	3.667	68.58	Strong		
19	Presentation sequence	4	4	4	4				
20	Interactive and Participative	4	3	3	3.334				
21	Cultivate the ability to think	3	3	4	3.334				
22	Introduction	4	3	3	3.334				
23	Content section	4	4	3	3.334				
24	Closing Section	3	3	3	3				
<b>Average Total Grain</b>					<b>24.003</b>				
<b>Average Total Validation</b>					<b>73.88</b>		Strong		
<b>Criteria for General Assessment of Art Materials Based on Eastern Culture</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>Description General Assessment Criteria</b>					
				<b>A</b>	Can be used without revision				
				<b>B</b>	Can be used with a slight revision				
				<b>C</b>	Can be used with many revisions				
				<b>D</b>	Can not be used				

Based on the results of the assessment of the three expert validators on the aspects of the content eligibility component an average of 75.75%, on the aspect of Language eligibility of 75.55%, and on the feasibility aspect of the presentation of 69.52%. so that the total overall average results from the assessment of all aspects of the component obtained a percentage of 73.88%. The validation data shows that the eastern cultural-based art teaching material developed has a strong category.

Judging from the general assessment by the three validators. The evaluation criteria scale of the first validator (Music Art Lecturer) states that this teaching material is in category B which means it can be used in the field with a slight revision. The third validator (Lecturer in Arts and Culture), categorizes this book in category B, which means it can be used in the field with a slight revision. The third validator (Lecturer of Learning Technology) states that this textbook is included in category B which means it can be used in the field with little revision

As for suggestions and improvements from experts on local culture-based music teaching materials, namely; (1) the cover / product cover is less attractive, (2) reduces the writing of sentences that are not in accordance with the intended use of teaching materials, (3) the lack of sample questions and exercises, (4) errors in printed sentences and spellings found on several pages, (5) errors in sequence numbers, (6) lack of explanation on some material, (7) use of colors is still too striking. Based on the experts' suggestions and input, a revision was made in the teaching materials of eastern arts and culture.

After conducting expert validation and revision, then a limited trial was tested to test the effectiveness of the teaching materials developed. Local culture-based music teaching materials are tested in class. Test questions using the pre-test and post-test models in the form of a written test in the form of multiple choice that contains 20 items. Before conducting a limited trial, first prepare the instruments that will be used for the limited trial. These instruments include; (1) eastern cultural-based art teaching materials, (2) pre-test and post-test test sheets, (3) student observation sheets, and (4) student response questionnaire sheets.

After conducting a limited trial using the pre-test and post-test models in introductory courses in art education using art teaching materials based on eastern culture with

Maximum Mastery Criteria (KKM)  $\geq 75$ . Pre-test trial results, from 20 students who took the initial test there were 6 students (30%) who reached the level of completeness and 14 students (70%) who did not complete. Then from the results of the post-test trial, obtained data of students who completed as many as 17 students (85%) and students who did not complete as many as 3 students (15%).



Based on the results of the pre-test trial, the average value obtained is 65.75 with 30% mastery learning. Meanwhile, the results of the post-test trials obtained an average score of 83 with 85% mastery learning. Judging from the results of the pre-test and post-test scores showed there was an increase in mastery learning by 55%. It can be concluded that by using eastern culture-based art teaching materials in introductory courses in art education based on an assessment of aspects of knowledge using tests, able to make students reach and exceed the Minimum Value Criteria determined by the institution.

After getting data from students' scores at the limited trial stage, the next step is to find out the effectiveness of the use of eastern culture-based art teaching materials on improving student learning outcomes. The effectiveness of the use of teaching materials is obtained by using the t- significance formula. The following are the results of calculating the effectiveness of the use of teaching materials based on increasing student learning outcomes.

TABLE 2: Calculation of Results The t-signifikansi

Mean deviasi	Nilai t-signifikansi
	$t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$
	$= \frac{65.5 - 65.5}{\frac{\sqrt{2045}}{\sqrt{20(20-1)}}}$
	$= \frac{65.5}{\frac{\sqrt{2045}}{380}}$
$\bar{x} = \frac{\sum x_i}{n}$ $= \frac{1310}{20}$ $= 65.5$	$= \frac{65.5}{\sqrt{5.39}}$
	$= \frac{65.5}{2.32}$
	$= 28.24$

Based on the above calculation, obtained  $t_{hitung} = 18.4$  while  $t_{tabel} = 1.729$ . Then it can be concluded that  $t_{hitung} > t_{tabel}$ , it means that H1 is accepted and H0 is rejected. This shows that, there is a significant effect of the use of teaching materials student learning outcomes.

During the implementation of limited trial activities simultaneously conducted observation of student activities. Observation activities are assisted by 3 (three) observers or observers. Observations made by each of these observers are carried out not only

to observe various kinds of student activities during the limited trial activities carried out, but to observe the extent to which the use of teaching materials based on Eastern Culture has been able to be used well by each student.

During the observation activity, the observer was asked to fill in the student observation questionnaire sheets that had been prepared. The questionnaire was filled out by giving a checklist to each question in the observation questionnaire. The answer choices for the questionnaire are in the form of a scale of 1-5 (gradation 1 = not good, score 2 = not good, score 3 = good enough, score 4 = good, and score 5 = very good). Each question questionnaire has been adjusted to the assessment aspects that have been prepared by researchers on the grid of student observation questionnaire sheets.

Data on the results of observations of student activities carried out by the three observers, the average overall value of all aspects of the statement on the questionnaire sheet got a percentage of 88.57%, so that it is included in the very strong category. This is based on observations by observers in the field, where students are very enthusiastic when they get an explanation of the Eastern Culture Based Art teaching materials and students pay close attention an explanation of the teaching material. Besides the motivation of students in the learning process is increasing, this can be seen from students using art materials based on eastern culture when they do not know the material explanation about art and culture.

Then the students' responses and at the same time the feasibility of local culture-based music teaching materials used were obtained through giving questionnaires to students. Each student is given a student response questionnaire sheet containing 10 (ten) questions related to eastern culture-based art teaching materials.

After processing the data on the student response questionnaire sheet, the results of the data obtained from the overall average value in all aspects of the question items get a percentage of 97% (very strong). So, it can be concluded that the eastern culture-based art teaching material developed is suitable for use as a learning medium in lectures.

## 4. Conclusion

The results of the study can be concluded that teaching materials based on an eastern culture of art is a product that is worth using. The feasibility is based on the results of the overall average value obtained from the assessment of material validation sheets, student activity observation sheets, and student response sheets. The quality of eastern culture-based art teaching materials in terms of content worthiness, language worthiness, and presentation feasibility according to material experts, cultural arts lecturers,

and students of Music Arts Education Study Program as a whole is of "Good" quality. Thus, it can be said that the Eastern culture-based art teaching material developed is suitable for use as a learning medium in Bachelor degree Music Arts Education lectures.

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