PROCEEDING

ICAAE

The 1st International Conference for Arts and Arts Education on Indonesia (ICAAE)

Theme:

"Rethinking The Human Dignity and Nation Identity: A Review Perspective of Arts and Arts Education"

Venue:
Faculty of Languages and Arts,
Yogyakarta State University, March 5-6, 2014

Invited Speakers:

Prof. Dr. Kanchana Witchayapakorn
Faculty of Humanities, Naresuan University,
Thailand

Dr. Goh Beng Lan
Department of Southeast Asian Studies,
National University of Singapore

Rudi Corens
A Belgium Artist – Curator Educational and Toy Museum "Kolong Tangga",
Yogyakarta, Indonesia

Prof. Dr. F.X. Mudji Sutrisno, SJ.
Driyarkara School of Philosophy, Jakarta, Indonesia

Prof. Dr. Ign. Bambang Sugiharto
Department of Philosophy, Parahyangan University,
Bandung, Indonesia

Prof. Dr. Suminto A. Sayuti
Faculty of Languages and Arts, Yogyakarta State University,
Indonesia

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Dr. Kasiyan,M. Hum.
Dr. Widyastuti Purbani, M.A.
Ayu Niza Machfauzia, M.Pd.
Siti Sudartini, M.A.

Faculty of Languages and Arts
Yogyakarta State University
Karangmalang Yogyakarta, Indonesia 55281
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I. Artikel **II. Judul** **III.** Dr. Kasiyan, M.Hum., dkk

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Judul Buku :
RETHINKING THE HUMAN DIGNITY AND NATION IDENTITY:
A REVIEW PERSPECTIVE OF ARTS AND ARTS EDUCATION

Penyunting :
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PREFACE
FROM THE RECTOR OF
YOGYAKARTA STATE UNIVERSITY

In line in with new paradigm as a world class university, Yogyakarta State University has annually conducted various academic events, not to mention international conferences held by each of its faculties as well as its unit departments. In relation to that, Faculty of Languages and Arts, in particular the Arts Departments (Visual Arts, Dance, and Music), is going to have an international conference, chaired by Dr. Kasiyan, M.Hum. one of the academic staffs of Visual Arts Department. There have been two main strategic messages existing in this conference.

Firstly, the international conference, entitled "The International Conference for Arts and Arts Education on Indonesia (ICAAE), is the first event held by the subdiciplines of Arts Education of Faculty of Languages and Arts. This conference is significant for the sake of enhancing Arts and Arts Education disciplines in the future. Nowadays, the idea of internalization, not to mention in Arts disciplines, has no longer become a choice but rather a necessity and need, owing to the fact that the existence of self entity and the knowledge discourse, including Arts, as one of important cultural aspects of a country, is closely related with its ability to build a strategic-dialectic discourse, particularly, when it meets various cultural aspects belong to other countries.

Secondly, the conference theme of The 1st ICAAE 2014, that is, "Rethinking the Human Dignity and Nation Identity: A Review Perspective of Arts and Arts Education" reminds us the significance of each scientific and cultural step not to mention in Arts discipline and at the same time suggests us to always put the human dignity and nation identity as the main concern. This theme has its significance in the contemporary Indonesian context as it meets the various big problems faced by the country. All of these problems appear around the ideal definition of humanity and nation identity of the country. Arts and Arts Education, with all of their potentials, together with other disciplines, are expected to be the best parts of the orchestra, that need to be actively participated in enlightening the identity politics of humanity and nation identity of the country at the present moment and particularly in the future. This is actually in line with the spirit of the oldest philosophy of Arts that remains believed at the present moment, saying that the dictum of "Beauty" cannot be separated with the two other dictums, namely "Truth" and "Goodness".

The various discussions that perform this strong concept in terms of philosophy in this conference, hopefully, could lead to the appearance of the best inspiration of enlightenment, not only in the small context of Arts and Arts Education disciplines, but also in a wider spectrum, that is Indonesian context.

On behalf of the university and as the Rector of Yogyakarta State University, I would like to express my deepest appreciation to all of the committee and the Dean of Faculty of Languages and Arts together with all of the vice deans and all the academic staffs of the faculty, who have been working hard to prepare many things to hold this international conference. I personally express my deepest appreciation. For all of the participants, I do appreciate your participation in the conference and your coming in our beloved campus. Hopefully, this conference will be a very valuable and meaningful academic enligthening forum for all of us. Gob Bless us. *Amien. Wassalam.*

Prof. Dr. Rochmat Wahab, M.Pd., M.A.
Rector of Yogyakarta State University

***

PREFACE FROM THE DEAN OF FACULTY OF LANGUAGES AND ARTS YOGYAKARTA STATE UNIVERSITY

It is widely believed that one of the good traditions in maintaining the academic atmosphere in universities not to mention Yogyakarta State University is by conducting seminars and conferences related to its various discipline. In line with this, Faculty of Languages and Arts, Yogyakarta State University has conducted an international conference entitled *The 1st International Conference for Arts and Arts Education on Indonesia* (ICAAE) 2014, on topic: "Rethinking the Human Dignity and Nation Identity: A Review Perspective of Arts and Arts Education", at the faculty buildings on March 5-6, 2014.

As the Dean of the faculty, I would like to express my gratitude to the honourable Rector, who has facilitated all of the committee members to make this conference possible.

There are few points that I need to say at the moment. Firstly, in relation to the conference, the term "The 1st", conotatively indicates that this international conference which focussed on Arts and Arts Education is firstly held in Indonesia, or at least it is firstly held in this faculty. As the first event, this conference is conducted with the hope that it will be followed by "The 2nd ", "The 3rd", and many others. It has been becoming our biggest hoped that this conference will be continually conducted in the future.

Secondly, in relation to the theme, that is, "Rethinking the Human Dignity and Nation Identity: A Review Perspective of Arts and Arts Education". The underlying reason of choosing this theme is the fact that the two main domains of "human dignity" and "nation identity" are the hardest problems that remain appearing and may become latent problems faced by every country not to mention Indonesia. Human Dignity, for instance, which has been fighted for a long time and through various cultural strategies, remains becoming a big problem. At the present moment, humanism, in many occasions, is considered against humanity as the result of its sublimation universality that it turns out to be Metaphisic Humanity, that goes beyond everything.

There were six invited speakers, and three of them coming from outside this country, namely: Prof. Dr. Kanchana Witchayapakorn (Faculty of Humanities, Naresuan University, Thailand); Dr. Goh Beng Lan (Department of Southeast Asian Studies, National University of Singapore), and Rudi Corens (a Belgium artist and a curator, currently becomes the curator of Child museum

"Kolong Tangga" Yogyakarta); and the other three speakers coming from this country, namely: Prof. Dr. F.X. Mudji Sutrisno, SJ (Driyarkara School of Philosophy, Jakarta, Indonesia); Prof. Dr. Ign. Bambang Sugiharto (Department of Philosophy, Parahyangan University, Bandung, Indonesia); and Prof. Dr. Suminto A. Sayuti (Faculty of Languages and Arts, Yogyakarta State University, Indonesia).

My great appreciation goes to all of the invited speakers and all of the presenters and also participants who have actively participated in the conference. My deepest gratitude goes to all of the lecturers and students of Arts Departments, for their hard works as the committee in arranging the conference. It is expected that this conference could be a place for conducting an academic discussion among those having a big concern on the practice of arts and arts education. Indeed, As the head of Faculty of Languages and Arts, I strongly suggest that the 2nd ICCAE would be conducted in 2015 in this faculty, which hopefully could be better arranged and get better results and maintain the spirit of enlightening. *Amien.*

Prof. Dr. Zamzani, M.Pd.
Dean of Faculty of Languages and Arts
Yogyakarta State University

***

RETHINKING THE HUMAN DIGNITY AND NATION IDENTITY (A REVIEW PERSPECTIVE OF ARTS AND ARTS EDUCATION): AN INTRODUCTION

One of the big burdens of the current contemporary civilization is the big narration of Humanism, particularly in relation to the questions of humanity and nation dignity. Firstly, the human dignity which has been for a long time fought and cared for through various cultural strategies, remains becoming the main concern. The Humanism idea which takes the Anthropomorphism as its main basis, as the result of the European Enlightenment that nowadays remains respected as defending human dignity, in fact really cannot explain that condition. Humanism, currently has been seen as the main opponent of humanity. This is the result of its universal sublimation that it turns to be the Metaphysics Humanity, that is beyond everything. The nature of human identity and humanity which is plural-particular in the Universal Classical Humanism, has often been treated to be singular-universal. Through this context, the nature of humanity differences is not merely considered as 'the other' (*Sang Liyan)*, but even as a taboo which needs to be eliminated as it is considered as subhuman. It is from this point of view that finally the practices of humanity colonization for the sake of uniformity, through various means, either the one which is hegemonic-persuasive or that of coercive, seems to find their true contexts in culture.

Secondly, the question of nationality which has similar discourse to that of humanity problem mentioned earlier. This is due to the fact that the main part of the nationality dictum is also about the domain of humanity identities, particularly, when this domain appears in the contexts of collective imaginative construction of understanding. In addition, one of the great problems of the nationality discourse, particularly, the one had by the Third World countries is relatively the same, that is, related to the question of the nature of self dignity that needs to be constructed and owned. Similar to the imaginative Humanism, the nature of modern civilization has been under hegemony or even being colonized by Positivism tradition that puts the standard imagination of 'normality' of knowledge not to mention nationality owned by all nations in the world, in a uniformity. The nations which are different in nature or which always struggle to be different from others, immediately, considered as the elements of 'the other' (*sang liyan*) that must be defeated. This phenomenon merely portrays the colonization practice in the postcolonial era.

Therefore, the nature of humanity, nationality, and also Arts and Culture, which is actually a unity of particular elements in the universality, then tends to miss its articulation space and respect due to the desire and uniformity politics. This mainstream of modern culture strategy seems to be a kind of serious problem that needs to be significantly taken care of, either in the context of culture in its wider sense or in the domain of Arts and Arts Education as its limited domain. One of the inherent basic values of Arts and Arts Education that is the spirit of respecting authenticity and particularity seems to be considered as a significant review.

Starting from this idea, then, the three Arts Departments of Arts Education (Visual Arts, Dance, and Music) worked collaboratively to conduct this conference at Faculty of Languages and Arts, Yogyakarta State Unversity. Thanks to Allah that this conference has a remarkable response from other disciplines, namely, Theater, Letters and Language that are under the same heading of Humanity Sciences. Being one of the various events in commemorating the golden anniversary of Yogyakarta State University (*Dies Emas UNY*) in this year, 2014, hopefully it could bring a golden light of Arts that enlighten the nation identity and later give a valuable light to the coming world civilization.

As the head of the committee, I would like to express my sincere apology, if we cannot give the best service for all of the participants. In this particular occasion, it is important to mention that for some reasons finally the committee comes to the decision to present this proceeding in two languages, English and Indonesian, with the hope that it will not lessen the significance of this international conference.

In addition, there are some points to be noted. Firstly, there are some papers that have been presented in the conference but for some reasons cannot be included in this proceeding owing to the fact that they don't follow the basic requirements of academic writing. Secondly, on the contrary there are some unpresented papers, which were included in this proceeding under the sub heading of "unpresented papers". In relation to these, on behalf of the committee I would like to express my greatest apology.

In relation to the results of the two-day conference, there is one consideration that needs to be presented in this particular occasion, that is, the result of the wrap up session of all presented papers, both the ones presented in the plenary sessions and also those presented in parallel sessions during the conference. The wrap up session has come to one important decision, that is, the need to reconsider and reformulate the possibility of placing arts as one of the best spirits of learning and practicing culture in the future. Then, one of the most strategic and significant step that had been discussed is by considering arts as one of the university general subjects (MKU) for all disciplines in all universities in

Indonesia, either the ones belong to natural sciences or those belong to humanity sciences. By doing so, hopefully, it will brings the spirits of arts values, science, and also civilization that lead to the urgency of the human and humanity values. The underlying reason of doing this can be traced back from the three ideal values of humanity that remain adored until this day, namely,' Beauty', 'Goodness' and 'Truth'. It is expected that this recommendation becomes one of the best ideas of reformulating education of this country in the future.

As the head of the committee, I would like to express my deepest gratitude to the Dean of Faculty of Languages and Arts, Yogyakarta State University, who has facilitated all of the committee members to make this conference possible. Finally, my deepest gratitude goes to the honourable *Bapak* Rector of Yogyakarta State University, for his willingness to deliver his speech and open the conference. Hopefully, this conference could give a meaningful and enlightening academic event for all of us. *Amien.*

Kasiyan
Head of the Committee
The 1st International Conference for Arts and Arts Education on Indonesia
(ICAAE) 2014

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STRATEGI PENGEMBANGAN MEDIA PEMBELAJARAN INTERAKTIF PADA PEMBELAJARAN PIANO

Panca Putri Rusdewanti

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Abstract

This paper aims to describe an interactive instructional media in piano learning. Media interactive learning is one of strategy that used to increase student interest and motivation to learn, to focus the attention of students, allowing students to learn independently, to make students actively in the learning process and create a fun learning environment, so that learning can take place in an effective, efficient, and appealing for help students in achieving the basic competencies that have been set. In this paper, piano learning is focused on Piano 1. Piano 1 is a subject that must be taken by students majoring in Music Education Department. Knowledge and understanding among students of different makes interactive learning media as a source of learning that can assist students in participating in Piano 1 learning.

Keywords: *media of interactive learning, piano learning, music.*

Pendahuluan

Universitas Negeri Yogyakarta merupakan salah satu perguruan tinggi yang mempunyai Jurusan Pendidikan Seni Musik yang memberikan pembelajaran piano sebagai salah satu mata kuliah yang wajib ditempuh oleh mahamahasiswa. Mata kuliah piano dilaksanakan 2 semester terbagi dalam Piano 1 dan Piano 2. Pada mata kuliah piano 1 sumber belajar yang dapat dimanfaatkan oleh mahamahasiswa adalah penyampaian materi oleh dosen atau praktisi dan buku teks. Teknik atau metode belajar yang digunakan adalah demonstrasi, *role play*, dan tutorial. Strategi dan model pembelajaran yang telah dilaksanakan selama ini sudah dianggap dapat membantu mahamahasiswa dalam belajar. Namun pada kenyataannya tidak semua mahasiswa dapat menguasai kompetensi dengan mudah. Ada banyak kendala yang dirasakan diantaranya waktu yang tersedia sangat terbatas, jumlah mahamahasiswa dalam satu kelas relatif cukup banyak,

diperlukan pendekatan individual, tingkat pemahaman yang berbeda antar mahamahasiswa, sebagian besar mahamahasiswa tidak memiliki instrumen piano menyebabkan mahasiswa sangat bergantung pada sarana yang ada di kampus yang jumlah dan pemakaiannya sangat terbatas, dan kurangnya media pembelajaran yang mendukung pembelajaran piano.

Berdasarkan pengamatan di lapangan maka penulis membuat rancangan media pembelajaran interaktif untuk Mata Kuliah Piano 1 yang materinya berdasarkan Sillabus dan RPP mata kuliah tersebut. Penggunaan media pembelajaran interaktif membuat dosen terbantu dalam menyampaikan materi dan memanfaatkan waktu, baik waktu dalam menyiapkan pembelajaran maupun dalam proses pembelajaran. Selain itu media pembelajaran interaktif yang dikembangkan diharapkan dapat memotivasi mahamahasiswa untuk belajar mandiri, aktif meningkatkan pengetahuannya, kesadaran belajar meningkat seiring kebutuhannya, dan hasil belajar mahamahasiswa lebih optimal. Juga membuat mahamahasiswa dapat lebih leluasa dan lebih bebas mengatur kecepatan belajarnya sesuai kemampuannya dalam proses pembelajaran. Hal ini berarti mahasiswa diharapkan akan lebih mandiri dan aktif mengatur waktu belajarnya masing-masing (belajar individual) tanpa mengurangi perkembangan kemampuan sosialnya dalam kelas.

Pembahasan

Karakteristik multimedia pembelajaran menurut Ariasdi (2008:3) sebagai berikut: (1) memiliki lebih dari satu media yang *konverge,* misalnya menggabungkan unsur *audio* dan *visual;* (2) bersifat interaktif, dalam pengertian memiliki kemampuan untuk mengakomodasi respon pengguna; dan (3) bersifat mandiri, dalam pengertian memberi kemudahan dan kelengkapan isi sedemikian rupa sehingga pengguna bisa menggunakan tanpa bimbingan orang lain. Multimedia interaktif menurut Schwier & Misanchuk (1993:6) adalah "program pembelajaran yang terdiri atas berbagai sumber belajar dengan pengoperasian menggunakan komputer". Program sengaja didesain dan dilihat respon kelayakan apakah (misalnya menu, masalah, simulasi, pertanyaan) berpengaruh pada sekuensi, ukuran, konteks dan bentuk program. Pendapat lain dikemukakan oleh Philips (1997:8) yaitu multimedia interaktif didefinisikan sebagai suatu istilah yang merupakan perwakilan dari semua informasi yang dapat ditampilkan dalam sebuah *software* komputer, informasi ini mencakup teks, gambar diam, suara, animasi, dan video yang terintegrasi dalam suatu program dan terdapat adanya interaksi antara program dengan pengguna.

Salah satu upaya untuk mengatasi permasalahan pembelajaran dalam mata kuliah Piano 1 maka penulis membuat rancangan media pembelajaran interaktif yang nantinya diujicobakan sehingga media yang dibuat layak sebagai sumber belajar. Selanjutnya dapat dilakukan penelitian untuk mengetahui hasil belajar mahasiswa setelah menggunakan media tersebut. Model pengembangan dalam pembuatan media ini mengadaptasi pengembangan Borg & Gall (1983), model pengembangan Lee & Owens (2004), dan model pengembangan Allesi & Trolip (2001). Tahapan-tahapan dalam penelitian pengembangan ini secara garis besar meliputi tahap studi pendahuluan, tahap perencanaan, tahap desain, dan tahap pengembangan.

1. Studi Pendahuluan

Model pengembangan yang diadaptasi dari Borg & Gall (1983) yaitu tahap studi pendahuluan sebagai analisis kebutuhan atas permasalahan-permasalahan yang timbul pada proses pembelajaran Piano 1. Berawal dari permasalahan tersebut selanjutnya ditemukan solusi yang dapat memecahkan permasalahan yang terkait dengan pembelajaran. Model pengembangan yang diadaptasi dari model Lee & Owen (2004) adalah tahap perencanaan. Alasan mengadaptasi bagian tersebut karena tahap-tahap perencanaan lebih detail, dan sudah memuat tahap-tahap desain pembelajaran. Model pengembangan menurut Allesi & Trollip (2001) bagian yang diadaptasi adalah desain dan pengembangan. Alasan mengadaptasi bagian tersebut adalah pada bagian desain yang memiliki alur kerja lebih terarah pada aktivitas pengaturan, penyusunan isi dan pembuatan produk multimedia pembelajaran. Berikut ini garis besar keempat tahapan pengembangan:

Pada studi pendahuluan dilakukan analisis kebutuhan. Didalamnya dilakukan kegiatan studi lapangan dan studi pustaka. Kegiatan tersebut secara rinci sebagai berikut:

a. Studi lapangan:
   1) Melakukan pengamatan saat kuliah Piano 1 berlangsung.
   2) Melakukan wawancara dengan dosen piano satu tim.
   3) Melakukan wawancara dengan mahamahasiswa Piano 1.
b. Studi Pustaka:
   1) Mengumpulkan kurikulum, silabus, dan RPP Piano 1.
   2) Mencari dan mengumpulkan hasil-hasil penelitian yang berkaitan dengan multimedia pembelajaran.
   3) Mencari dan mengumpulkan buku-buku referensi, artikel, dan hasil-hasil penelitian yang relevan dengan pembelajaran piano.

2. Perencanaan

Setelah selesai melakukan studi pendahuluan selanjutnya melakukan perencanaan. Kegiatan yang dilakukan pada tahap perencanaan adalah sebagai berikut:mengidentifikasikan bidang/ruang lingkup materi yang akan ditampilkan yang dirujuk dari Kurikulum, Silabus, dan RPP mata kuliah Piano 1, merumuskan tujuan yang ingin dicapai dari pengembangan yang akan dilakukan, menentukan kompetensi dasar dan indikator pencapaian kompetensi yang disesuaikan dengan standar kompetensi mata kuliah piano 1, melakukan diskusi dengan dosen satu tim dan ahli materi, *technology analysis*, dan *media analysis*.

3. Desain

Pada tahap desain dilakukan kegiatan sebagai berikut: mengembangkan ide-ide yang berkaitan dengan produk berdasarkan hasil diskusi ahli materi, melakukan analisis , konsep dan tugas, melakukan deskripsi program awal dengan menentukan materi pokok, menuliskan standar kompetensi, kompetensi dasar, dan indikator pencapaian kompetensi berdasarkan kurikulum, silabus, dan RPP, membuat *flowchart* dan *storyboards*.

4. Pengembangan

Pada tahap pengembangan, seluruh tahap-tahap yang dilakukan selalu diikuti dengan *on going evaluation*. Tahap-tahap tersebut adalah menyiapkan teks materi yang akan dimasukkan dalam produk multimedia pembelajaran, menyiapkan soal-soal latihan dan soal evaluasi yang akan dimasukkan dalam program, menyiapkan gambar (foto) yang akan digunakan, menyiapkan audio, membuat animasi, menggabungkan bagian-bagian gambar, menyusun dan menempatkan teks, soal evaluasi, audio, dan animasi. Melakukan evaluasi formatif, yaitu: melakukan uji alpha (memvalidasi produk multimedia pembelajaran oleh ahli materi dan ahli media), melakukan uji beta dengan menguji produk secara terbatas kepada 6 (enam) orang mahamahasiswa, melakukan revisi berdasarkan saran dan masukan dari hasil uji alpha dan uji beta.

5. Uji Coba Produk

Produk multimedia pembelajaran interaktif yang dikemas dalam bentuk CD pembelajaran sebelum dimanfaatkan secara umum perlu diuji coba terlebih dahulu untuk mendapatkan masukan baik dari aspek media maupun aspek materi pembelajaran. Dalam melakukan uji coba, diharapkan produk yang dihasilkan teruji secara teoritis dan empiris. Data-data yang diperoleh dari uji coba akan digunakan untuk memperbaiki dan menyempurnakan produk pembelajaran.

a. Desain Uji Coba

Uji coba produk dilakukan untuk mendapatkan umpan balik secara langsung dari pengguna, serta untuk mengetahui kelemahan-kelemahan dan kekurangan-kekurangan yang ada pada produk yang dikembangkan sebagai dasar untuk melakukan revisi. Secara rinci desain uji coba meliputi:

1) Uji alpha berupa validasi produk oleh ahli materi dan ahli media berkaitan dengan produk menjadi acuan untuk perbaikan dan revisi produk.
2) Uji beta untuk mengetahui tanggapan, saran, dan masukan dari guru terhadap produk yang dikembangkan. Tanggapan, saran, dan masukan tersebut kemudian disusun dan dianalisis untuk revisi akhir produk. Revisi produk dilakukan sesuai dengan saran, masukan, tanggapan dari ahli materi, ahli media, dan guru mata pelajaran (uji alpha dan uji beta).

6. Objek Uji Coba

Berdasarkan tujuan uji coba yaitu untuk mengetahui kualitas dan kelayakan produk yang dibuat, maka teknik sampling yang digunakan adalah purpose sampling. Purpose sampling adalah pengambilan sampel sumber data dengan pertimbangan tertentu, dan sampel-sampel yang dipilih diharapkan dapat memberikan informasi maksimal (Sugiyono, 2005: 54).

7. Jenis Data

Uji coba produk dimaksudkan untuk mengumpulkan data yang dapat digunakan sebagai dasar untuk mengetahui kualitas dari masing-masing komponen pengembangan multimedia pembelajaran agar nantinya dapat digunakan dalam proses pembelajaran. Data yang diperoleh dari hasil uji coba ini ada dua yaitu data kuantitatif dan data kualitatif. Data-data kuantitatif untuk selanjutnya di konversi ke dalam data kualitatif.

Data kuantitatif berbentuk data ordinal diperoleh dari hasil penilaian *expert judgement* yaitu dosen seni musik sebagai ahli materi, ahli multimedia dan hasil uji lapangan. Data kualitatif berbentuk uraian merupakan hasil observasi, hasil wawancara, saran dan masukan dari responden uji coba dan pengamatan. Data-data tersebut dibutuhkan agar nantinya dapat memberikan gambaran mengenai kualitas materi, kualitas tampilan produk multimedia pembelajaran.

8. Instrumen Pengumpulan Data

a. Jenis Instrumen

Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini adalah angket, pedoman wawancara, dan pengamatan.

1) Angket

Angket yang disusun meliputi tiga jenis sesuai dengan peran dan posisi responden dalam penelitian pengembangan ini, yaitu:

a) Angket untuk ahli materi, penyusunan angket ditinjau dari aspek kualitas matetri pembelajaran dan strategi pembelajaran.. Tujuan dari penyusunan angket ini adalah untuk memperoleh data tentang kualitas desain pembelajaran.
b) Angket untuk ahli media, digunakan untuk memperoleh data tentang kualitas teknis dari produk yang dihasilkan, diisi oleh seseorang yang mempunyai keahlian dalam bidang multimedia.
c) Angket untuk amahasiswa sebagai subjek uji coba/responden. Angket ini digunakan untuk memperoleh data tentang kualitas CD pembelajaran ditinjau dari sudut pandang mahamahasiswa pada saat uji coba lapangan terhadap aspek materi, aspek pembelajaran dan aspek media.

Pedoman wawancara digunakan sebagai alat mengumpul data dari dosen tim sehubungan dengan analisis kebutuhan dan studi pendahuluan yang diperlukan. Wawancara yang dilakukan dalam penelitian ini adalah wawancara bebas terpimpin sehinggga peneliti hanya menyiapkan pertanyaan-pertanyaan yang akan disampaikan. Hal ini digunakan untuk mendapatkan gambaran yang jelas tentang informasi yang diperlukan.

b. Teknik Validasi Instrumen

Untuk mendapatkan kualitas instrumen penelitian yang baik, sebelum digunakan untuk menjaring data terlebih dahulu instumen diukur tingkat validitas dan reliabilitasnya. Pada penelitian ini validitas instrumen ditentukan dengan validitas secara teoritis (logis), sedangkan reliabiitas instrumen ditentukan secara teoritis melalui butir-butir soal tes maupun secara empiris yakni melalui uji coba.

1. Teknik Analisis Data

Data yang akan diperoleh ini diklarifikasi menjadi dua, yaitu data kualitatif dan data kuantitatif. Data kualitatif berupa kritik, saran, dan masukan dari ahli materi,

ahli media, dan siswa yang dihimpun serta disarikan untuk memperbaiki produk yang dikembangkan. Data kuantitatif berupa data ordinal yang diperoleh dari ahli materi, ahli media, dan siswa yang menggunakan skala Likert dianalis menggunakan *modus*. Seperti yang dikemukakan oleh Mogey (1998: 21):

> *The data collected are ordinal: they have an inherent order or sequence, but one cannot assume that the respondent means that the difference between agreeing and strongly agreeing is the same as between agreeing and being undecided. Descriptive Techniques: (1) Summarise using a median or mode (not a mean), the mode is probably the most suitable for easy interpretasion; (2) Express variability in terms of the range or inter quartile range (not the standart deviation); (3) Display the distribution of observations in a dotplot or a barchart (it can.t be a histogram, because the data is not continuous).*

Bila data yang dikumpulkan adalah ordinal, maka data memiliki perintah yang melekat atau berurutan, tetapi responden tidak dapat mengasumsikan bahwa perbedaan pendapat orang diantara setuju dan sangat setuju berarti sama antara setuju dan yang ragu-ragu. Teknik deskriptifnya adalah: (1) Meringkas menggunakan median atau modus; (2) *Express variabilitas* dalam rentang atau antar kuartil rentang (bukan standar devisi); (3) Tampilan distribusi pengamatan di *dotlpot* atau *barchart* (tidak dapat menjadi *histogram*, sebab data tidak kontinu).

Teknik deskiptif ini digunakan dengan alasan karena instrumen yang digunakan adalah skala *Likert*, sehingga dalam upaya penyimpulannya harus memakai *modus*, bukan rata-rata *(mean)*. Data yang dikumpulkan dengan menggunakan skala *Likert* adalah data ordinal sehingga sifatnya adalah urutan yang tidak dapat dipisahkan, tetapi tidak dapat diasumsikan bahwa makna setuju dengan benar-benar setuju adalah sama. Penyajian data menggunakan *dotplot* atau *barchar*t karena datanya adalah urutan.

Penilaian setiap aspek pada produk yang dikembangkan dalam penelitian ini dengan menggunakan skala *Likert*, dikatakan layak jika modus dari responden adalah minimal 4 (bagus). Skor dan kriteria pada skala *Likert* dalam penelitian ini disajikan pada Tabel di bawah ini.

Tabel 1. Skor dan Kriteria Penilaian

Skor	Kriteria
5	Sangat bagus
4	Bagus
3	Cukup
2	Kurang
1	Sangat kurang

Berdasarkan urutan di atas, maka digunakan *modus* untuk analisis data yang diperoleh. Data yang diperoleh dari ahli materi, ahli media, dan siswa dianalisis menggunakan modus, skala yang paling sering tampak/muncul menjadi acuan kategori produk dan tampilan distribusi menggunakan *barchart.*

Simpulan

Pembelajaran dengan menggunakan multimedia pembelajaran diharapkan mampu mendorong mahasiswa untuk lebih termotivasi dalam belajar sehingga kegiatan belajar menjadi lebih bermakna, karena mahasiswa termotivasi untuk belajar, maka mahasiswa menyadari bahwa belajar adalah kebutuhan yang harus didapatkannya sendiri. Untuk memenuhi kebutuhan tersebut, mahasiswa akan belajar mencari, menemukan, dan membangun pengetahuannya dengan kesadaran sendiri sehingga diharapkan hasil belajar juga menjadi lebih bermakna dan seni.

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