



## Development of SIBAJA Video-Based Learning Media on Tembang Pangkur Material for Junior High School Level

Glade Ratwesti<sup>1\*</sup>; Joko Sukoyo<sup>2</sup>

<sup>1,2</sup>Javanese Language and Literature Education, Universitas Negeri Semarang, Indonesia

<sup>1\*</sup>Corresponding Email: [glade222001@students.unnes.ac.id](mailto:glade222001@students.unnes.ac.id), Phone Number: 0877 xxx xxx

### Article History:

Received: Sep 02, 2024

Revised: Sep 25, 2024

Accepted: Nov 15, 2024

Online First: Jan 02, 2025

### Keywords:

Audio-Visual,  
Learning Media,  
Tembang Macapat Pangkur.

### Kata Kunci:

Audio-Visual,  
Media Pembelajaran,  
Tembang Macapat Pangkur.

### How to cite:

Ratwesti, G., & Sukoyo, J. (2025). Development of SIBAJA Video-Based Learning Media on Tembang Pangkur Material for Junior High School Level. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(1), 29-44.

This is an open-access article under the CC-BY-NC-ND license



**Abstract:** This research is development research that aims to develop a video-based learning media for tembang macapat pangkur called SIBAJA. The unavailability of learning media causes learning to seem monotonous and causes students to feel bored. Teachers and students of grade VIII at SMP Negeri 34 Semarang need a complete audio-visual learning media and an attractive design to support the learning process of Javanese tembang macapat Pangkur material. The method used in this research is Research and Development. Data collection techniques include observation, interview, and questionnaire techniques. Material experts and media experts carried out product design validation. The validation results from material experts get a percentage value of 95%, and media experts get a percentage value of 90% of the maximum value of 100%. After improving the product prototype based on input and expert suggestions, this video-based tembang macapat pangkur learning media is suitable for grade VIII SMP Negeri 34 Semarang students. This media is expected to be able to overcome existing learning problems and meet the needs of teachers and students so that it can be utilized and utilized as a support for the Javanese language learning process on tembang macapat Pangkur material.

**Abstrak:** Penelitian ini merupakan penelitian pengembangan yang bertujuan untuk mengembangkan sebuah media pembelajaran *tembang macapat pangkur* berbasis video yang diberi nama SIBAJA. Belum tersedianya media pembelajaran menyebabkan pembelajaran terkesan monoton dan menyebabkan peserta didik merasa jenuh. Guru dan peserta didik kelas VIII di SMP Negeri 34 Semarang membutuhkan sebuah media pembelajaran audio-visual yang lengkap serta memiliki desain yang menarik untuk menunjang proses pembelajaran bahasa Jawa materi *tembang macapat Pangkur*. Metode yang digunakan dalam penelitian ini yaitu *Research and Development*. Teknik pengumpulan data menggunakan teknik observasi, wawancara dan angket. Validasi desain produk dilakukan oleh ahli materi dan ahli media. Hasil validasi dari ahli materi mendapatkan presentase nilai 95% dan dari ahli media mendapat presentase nilai 90% dari nilai maksimal 100%. Setelah perbaikan prototipe produk berdasarkan masukan serta saran dari para ahli, media pembelajaran *tembang macapat pangkur* berbasis video ini dianggap layak untuk digunakan oleh peserta didik kelas VIII SMP Negeri 34 Semarang. Media ini diharapkan mampu mengatasi permasalahan pembelajaran yang ada dan mampu memenuhi kebutuhan guru serta peserta didik, sehingga dapat dimanfaatkan sebagai penunjang proses pembelajaran bahasa Jawa pada materi *tembang macapat Pangkur*.

## A. Introduction

Indonesia is a country rich in language diversity. Language diversity exists because Indonesia has many tribes, including the Javanese tribe (Goebel, 2015). Each language must have its uniqueness preserved. Language preservation efforts can be done by teaching and introducing these languages through education. One of the various languages in Indonesia is Javanese. The Javanese language has been established as a subject with a mandatory local content category for all Central Java province elementary, junior high, and high school / vocational equivalents. It is intended that students learn more about the Javanese language so they can speak it properly and correctly, participate in preserving it, and have a sense of pride in their local language.

According to Tarigan (Zahroh et al., 2020), Javanese also has four aspects of Indonesian language skills: listening, reading, speaking and writing. Students must master each of these skills. According to Tarigan (Harianto, 2020), reading skills are passed and used by readers to obtain messages from writers through written material and try to take the essence or meaning of the written material. Reading skills are often a problem in language learning because students' interest in reading still needs to be higher. One of the reading skills in Javanese language learning is in the song material. *Tembang* learning that is often taught at all levels of education is only about *tembang dolanan* and *tembang macapat*. Students only get material about *tembang macapat* at the junior high school level. *Tembang macapat* was chosen because it is considered the easiest to learn and sing, as stated by Yudoyono (Arisyanto et al., 2021). Even so, it turns out that there are still many students who have not been able to master the skill of singing *macapat* to the fullest. This includes those experienced by students in class VIII of SMP Negeri 34 Semarang.

Based on observations at SMP Negeri 34 Semarang, many students have yet to be able to practice *nembang* maximally, and students' skills in reading technical *tembang macapat* have yet to be achieved. Mastery of the theory of *tembang macapat* may be sufficient, but if they are asked to practice *nembang*, many still need help and even find it difficult. This is caused by several factors, including many students considering *nembang* skills, especially *nembang macapat*, the most challenging part of learning Javanese. They find it difficult to remember the tones in the song, and there are also difficulties pronouncing Javanese words. In addition, the teacher's ability to practice *nembang* itself could be improved because it cannot be denied that many Javanese language teachers cannot sing; this is obtained based on the results of interviews and observations in the field.

Teaching students to learn to sing is a challenging thing. Sometimes, even teachers with good singing skills are overwhelmed if they have to teach all students to be able to sing because each student's ability is different, coupled with conditions where the learning media teachers have used are monotonous. Many Javanese language teachers only explain *tembang macapat* in lectures and only use textbooks as learning support. That is what causes students to be discouraged and bored when learning songs because there is no learning media that can attract their attention and interest. At the same time, the use of learning media can have a substantial positive impact on students' learning process during class (Anggraeni et al.,

2021). According to Sudjana & Rivai (Zahroh et al., 2020) ) students' learning motivation can be grown through teaching media that attracts the students' attention. In addition, the learning media used during the learning process also determines the success or failure of the learning process (Magdalena et al., 2021).

Five important components determine a learning process's success: learning objectives, materials, methods, media and learning evaluation (Ramdhani & Muhammadiyah, 2015). The learning media used is the most important and influential component in the learning process (Trisiana, 2020). Even so, in its implementation in the field, some teachers (educators) still teach without using learning media, including Javanese language teachers in junior high schools / MTs. Many teachers still teach in a traditional or manual way, such as by using only blackboards and textbooks. If teachers can choose media optimally, teachers can easily find learning methods that are more modern and make students more active (Aghni, 2018).

So many learning media can be used to support students' learning process. Engaging learning media can be a solution for teachers to make it easy to convey material and make it easier for students to receive and absorb the knowledge the teacher conveys. As stated (by Simbolon et al., 2021), learning media can optimize students' learning process because it can help channel messages conveyed by teachers to students and vice versa. Media use in learning can provide maximum benefits when students involve all their senses (Rejeki et al., 2020).

Currently, the learning media often used in learning is audio-visual media, namely video-based learning media. Based on facts in the field, this video-based learning media can create a more enjoyable learning environment (Widiastuti, 2021). In connection with this, the learning media that can be used to attract motivation and optimize-optimize the learning process of students related to song material in this study is a video-based learning media for *tembang macapat pangkur* which is packaged more interestingly with video animation and has complete components. This media is expected to increase students' learning motivation because of its attractive design.

This media is a learning media that contains a theoretical explanation of the *tembang macapat* being studied, and there are also examples of good and correct *nembang macapat pangkur* with two ambitus or voice types, accompanied by instruments from one of the gamelan musical instruments, namely gender and equipped with *Kambangpat* (Karaoke *Tembang Macapat*). This research uses *tembang macapat Pangkur* because it is adapted to the material studied by class VIII students at the junior high school / MTs level. This video-based learning media was chosen because it is able to influence the mindset of students, can provide motivation and be able to increase students' interest in learning, and most importantly, can provide teaching to students through ideas, information, and messages conveyed through audio-visuals in this video-based media (Wisada et al., 2019). The media used in this research is classified as multimedia. According to Riyanto & Gunarhadi (2017), The use of multimedia for learning can have a positive impact, namely increasing the ability and activeness of students during the learning process and making the teacher only a

mentor. Learning videos also facilitate students' learning if they want to learn independently (Tafonao, 2018).

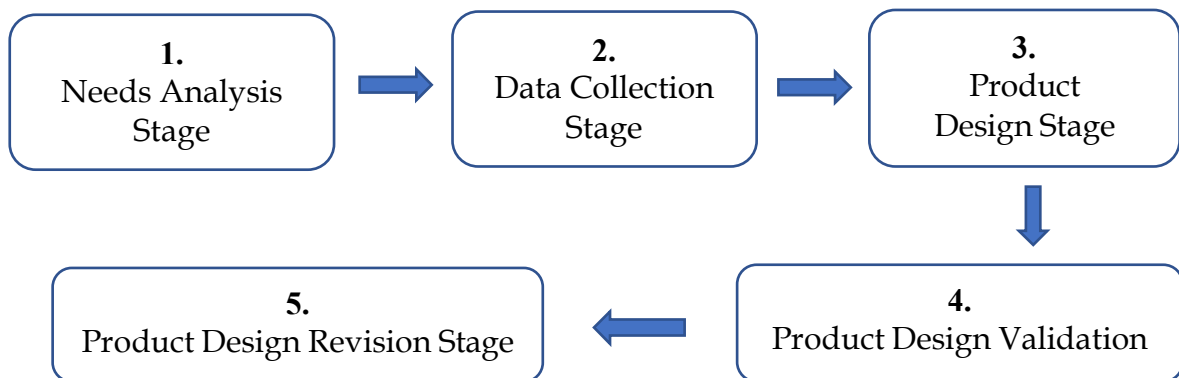
Some of the references used in this study are research related to media development for song material at several education levels. These studies include research conducted by Daryanto et al (2013), who developed interactive video-based song-learning media for elementary school levels. Another study that is used as a reference is research conducted by Wulansari & Subrata (2011) entitled *The Use of Naoke Media (Nembang Karaoke) in Learning Dolanan Tembang Class IV SDN Sumur Welut 1/438 Surabaya*. The research is substantially different from this research; their research developed learning media in the form of karaoke, and the media they made was intended for *tembang dolanan* material at the elementary school level. The aspect that distinguishes this research from the present study is the material or type of song taught and the students who are the target of teaching. Arisyanto et al (2021) also researched video development research around song material entitled *Development of Android-Based Tembang Macapat Learning Media for PGSD UPGRIS Students*. Their research has the same object as this research. The only difference is the research subject and the media used.

The novelty of this development research lies in the completeness of the learning media components developed. This time, the video-based *tembang macapat* learning media is packaged more interestingly, namely equipped with animation. A presentation of material about the song being studied is summarized and summarised in Sibaja (*Sinau Basa Jawa*). There are examples/*tuladha* of good and correct singing with two ambitus/types of voice; not only that but this media is also equipped with a video *Kambangpat (Karaoke Tembang Macapat)*, which can facilitate students to practice singing. The objectives of this study were (1) to analyze the needs of students and teachers for video-based *tembang macapat pangkur* learning media, (2) to develop a prototype of video-based *tembang macapat pangkur* learning media, and (3) to explain the results of expert validation regarding the prototype of video-based *tembang macapat pangkur* learning media. The developed media is designed as completely as possible to facilitate teachers and students to support the learning process of Javanese *tembang macapat pangkur* material.

## B. Method

This research is a Research and Development. Sukmadinata (Arum et al., 2020) said that this method aims to perfect or develop a product that already exists. This research aims to produce new products as learning media for *tembang macapat pangkur* material. It is expected to increase students' interest in learning and their ability to master learning materials.

The stages of research to be carried out align with the concept described by Sugiyono (Zahroh et al., 2020); namely, there are ten implementation steps. However, due to limited time and costs, the stages or steps are shortened to five steps, namely:



**Figure 1.** Research Steps

The data needed in this study include the needs of students and teachers of Javanese language SMP Negeri 34 Semarang on video-based learning media for *tembang pangkur material*. At the same time, this study's research data source is 34 students and one teacher of the Javanese language SMP Negeri 34 Semarang.

The techniques used to obtain data are observation, interview, and questionnaire. The observation step is carried out to find problems during learning at school. The observation sheet that was made contained several questions that were adjusted to the conditions in the classroom during learning. The interview technique was conducted with the resource person, namely the Javanese language teacher of SMP Negeri 34 Semarang. The questionnaire technique was used to obtain data. The questionnaire will be used to develop learning media that suits the needs of students and teachers. Questionnaires made for research are needed questionnaires and assessment questionnaires. The needs questionnaire is intended for students and teachers at SMP Negeri 34 Semarang. At the same time, the assessment questionnaire is intended for experts to assess the validity of this product.

The data analysis technique used in this research is mixed (qualitative and quantitative). Qualitative analysis is obtained from observations and interviews, while quantitative is obtained from the results of product validation obtained from experts. The analysis includes (1) analyzing the needs of Javanese learning media for junior high school grade VIII by students and Javanese language teachers of SMP Negeri 34 Semarang based on the questionnaire that has been distributed, (2) compiling a prototype of video-based *tembang pangkur* learning media, (3) explaining the results of expert validation regarding the prototype of video-based *tembang macapat pangkur* learning media.

To determine the feasibility of the product developed is calculated based on the Likert scale theory developed by Rensis Likert. The formula is as follows:

**Table 2.** Assessment Category

Score	Criteria
75% - 100%	Very Feasible
50% - 75%	Worth

Score	Criteria
25% - 50%	Decent Enough
0 - 25%	Less Feasible

Media Feasibility Test Formula

$$NP = \frac{R}{SM} \times 100\%$$

Description

NP = percent value sought or expected

SM = ideal maximum score of the question asked

## C. Result and Discussion

### Result

#### Learners' and Teachers' Needs for Video-Based *Tembang Macapat Pangkur* Learning Media

Based on the results of interviews with one of the teachers at SMP Negeri 34 Semarang, many students have yet to be able to practice singing optimally. Students' skills in reading technical *tembang macapat* have yet to be achieved. Mastery of the theory of *tembang macapat* may be sufficient, but if they are asked to practice singing, many still need help and even find it difficult. This can be caused by several factors, including many students who consider *nembang* skills, especially *nembang macapat*, the most challenging part of learning Javanese. Most of them need help remembering the tone when given an example of singing, and some find it challenging to pronounce Javanese words. In addition, it is also found that no learning media is used to support the learning process of the Javanese language, especially on the material of *tembang macapat pangkur* for class VIII students.

The problem of the scarcity of learning media for *tembang macapat* material was also found in research conducted by [Daryanto et al \(2013\)](#). The teacher's limited ability to sing *macapat* also makes the teacher feel unable to maximize when delivering *tembang macapat* material because the teacher finds it difficult to guide students to practice singing. Based on the results of the analysis of the questionnaires that have been collected, 34 students (class VIII A) said that they often feel bored during Javanese language learning, including when learning *tembang macapat*. This is because, so far, the teacher has only explained the material with the lecture method; the media used during the learning process is a textbook. This problem was also found in research conducted by [Wulansari & Subrata, \(2011\)](#). Learning media also determines the success or failure of the learning process.

The learning media for *tembang macapat* material expected by teachers and students at SMP Negeri 34 Semarang is video-based audio-visual media. The media needed is more than just a description of the material. The hope is that the media is equipped with engaging animations to energize students during learning. The expected media is also equipped with video examples of *nembang macapat* and something that can make it easier for students to learn or practice *nembang*. Based on the results of this analysis, researchers have an idea to develop a product in the form of video-based learning media that is

packaged more interestingly, namely equipped with animation. There is a presentation of material about the song being studied, summarised in *Sibaja* (*Sinau Basa Jawa*). There are examples / *tuladha* of good and correct singing with two ambitus/voice types; not only that but this media is also equipped with *Kambangpat* (*Karaoke Tembang Macapat*), which can make it easier for students to practice singing. The media developed is designed as completely as possible to facilitate teachers and students to support the learning process of the Javanese language in SMP Negeri 34 Semarang.

### Prototype of Video-based *Tembang Macapat Pangkur* Learning Media

Researchers developed video-based *tembang macapat pangkur* learning media to make students more interested and eager to understand *tembang* material and *nembang* practice. The material chosen in developing this media is *serat wulangreh pupuh pangkur* material, adapted to the material studied by students of class VIII semester I at the junior high school / MTs level.

This media prototype was edited using two applications, namely the *Zepeto* and *Capcut* applications. The components of the video-based *tembang* learning media include (1) Instructions for using the media, (2) Learning material "SIBAJA" (*Sinau Basa Jawa*), (3) examples / *tuladha nembang macapat pangkur*, (4) *Gladhen* tangible *Kambangpat* (*Karaoke Tembang Macapat*). The following is an explanation of the media prototype components:

#### 1. SIBAJA Learning Media Opening



Figure 2. Cover of Learning Media



Figure 3. Opening of Learning Media

The opening of this learning media still reads "SIBAJA", which stands for the phrase "*Sinau basa Jawa*". It is accompanied by an animated picture of a Javanese language teacher wearing batik clothes, a visualization of the media maker. The use of multimedia and animation in learning media can increase the passion and motivation of students during the learning process (Andriyani et al., 2020). Animation effects in learning media make student learning more effective by facilitating cognitive processes (Luzón & Letón, 2015). The material presented in the learning video is already in the form of a summary. It is intended to make it easier for students to understand and capture the material explained. The

selection of a white background as background aims to make students able to see the writing clearly, making it easier for them if they want to record the material in the learning video.

## 2. Instructions for using SIBAJA Media



Figure 4. Instructions for using SIBAJA Media

The initial page that appears when this media is played contains instructions for using the media, such as suggestions and recommendations for teachers and students. The purpose of providing instructions for using the media is to guide teachers and students when using this media; besides that, providing instructions for the use of the media is intended so that this media can function or provide maximum benefits during the learning process.

## 3. Learning Materials on SIBAJA Media



Figure 5. Display of Learning Material "SIBAJA" (Sinau Basa Jawa)

The material presented in the learning video is already in the form of a summary. It is intended to make it easier for students to understand and capture the material. The choice of white background aims to make students able to see the writing clearly, making it easier for them if they want to record the material in the learning video. The material presented in the media is material about *tembang macapat*, which includes, (1) understanding *tembang macapat*, (2) *paugerane* (3) *jinising tembang macapat*, (4) *tembang macapat pangkur* (analyzing *guru lagu*, *guru wilangan*, *guru gatra* and discussing *pitutur luhur* in *tembang pangkur*).

#### 4. Example or *Tuladha Nembang Pangkur*



Figure 6. Video display of *Tuladha Nembang Macapat Pangkur* with Two Voice Ambitus

This learning media is also equipped with examples or *tuladha nembang macapat pangkur*, which is good and correct and accompanied by one of the gamelan musical instruments, *gender barung*. This *nembang* video is a video made and recorded by the researcher himself. The selected *tembang macapat* is *sekar/tembang macapat pangkur, Pelog Pathet Nem*. This video example or *tuladha nembang macapat* is presented with *grambyangan* and *thinthingan*. *Grambyangan* is a series of short melodies that provide an overview and make it easier for the performer to capture the atmosphere of the tune that will be used to present the song. Meanwhile, *thinthingan* is intended to make it easier for the performer to voice the tones in the *macapat* song. The video example, or *tuladha nembang*, has two voice versions: female and male. It is intended that students are easy to imitate the song because there are already two voice ambitus or voice types. This *tuladha nembang* video is also equipped with running text (lyrics) and number notation to make it easier for students to imitate the song while listening to the song video.

#### 5. KAMBANGPAT (Karaoke *Tembang Macapat*)

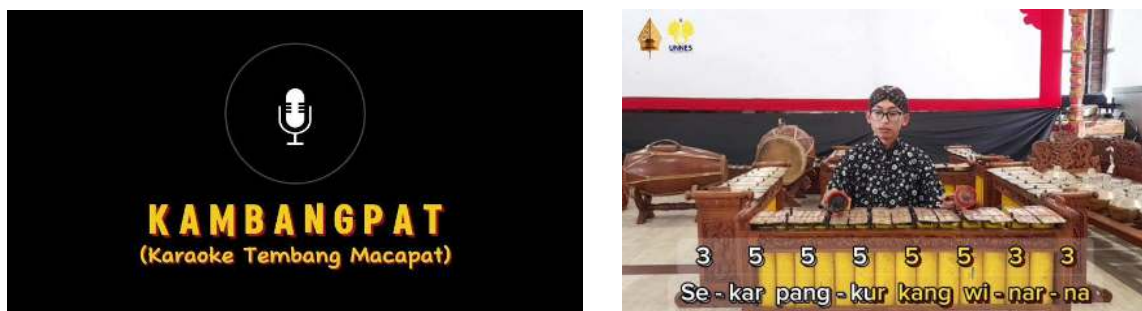


Figure 7. KAMBANGPAT (Karaoke *Tembang Macapat*) Display

This learning media is also equipped with karaoke songs that make it easier for students to practice singing which is named *Kambangpat* (Karaoke *Tembang Macapat*). Karaoke here is only accompanied by one gamelan instrument, namely *gender barung*. The components of this *kambangpat* also consist of *grambyangan* and *thinthingan*. Provided by The *grambyangan* at the beginning of the song is intended to provide an overview of the tuning atmosphere and make it easier for students to capture the tuning that will be used in the

presentation of the song. Meanwhile, *the thinthingan* provides direction and guides students to sing because the *thinthingan* can make it easier for them to voice the notes in the song so that they can independently practice singing. The use of *grambyangan* and *thinthingan* tracks was also used in the research of Daryanto et al (2013) and influenced and facilitated students to practice singing. *Kambangpat* is just like karaoke in general, which is accompanied by running text containing lyrics and numerical notation as a benchmark for singing.

### Product Design Validation

After completing the media prototype, enter the material and media validation test stage. The following is a table of material expert and media expert assessments.

**Table 2.** Material Expert Assessment of SIBAJA Media

No.	Assessment Indicator	Assessment			
		1	2	3	4
1	Suitability of material with teaching modules				√
2	Suitability of material with CP (Learning Outcomes)			√	
3	Suitability of material with TP (Learning Objectives)				√
4	The quality of the material presented is good.				√
5	The material presented is systematic.				√
6	Ease of students in understanding the material presented				√
7	The material presented can add insight.				√
8	Learners				√
9	Completeness of material in the media			√	
10	Giving an example of nembang macapat pangkur is appropriate				√
Total Score				38	

### Media Feasibility Test Formula

$$NP = \frac{R}{SM} \times 100\%$$

### Description

NP = percent value sought or expected

SM = ideal maximum score of the question asked

$$\text{Score from Subject Matter Expert} = \frac{38}{40} \times 100\% = 95\% \text{ (Very Appropriate/Inappropriate)}$$

Based on the material expert assessment, this video-based song-learning media is considered reasonable or feasible by obtaining an assessment percentage of 95% of the maximum percentage of 100%. However, there are diction improvements in the video example of nembang pangkur, namely in the fifth line of tembang macapat pangkur, the word "puniku" is replaced by "punika". In addition, the researcher received suggestions to increase the provision of examples of nembang macapat which was previously only one version (female) to two versions (male and female). This aims to make it easier for students to imitate the song because there are already two ambitus or voice characters (female and male). The material in this media is considered by the learning objectives (TP) to be achieved.

**Table 3.** Media Expert Assessment of SIBAJA Media

No.	Assessment Indicator	Assessment			
		1	2	3	4
1	Clarity of instructions for use			√	
2	Suitability of learning objectives with media				√
3	The suitability of the order of presentation of material with the media				√
4	Clarity of material presented in the media				√
5	Appropriateness of image settings and animations in the media			√	
6	Appropriateness of musical accompaniment and clarity of sound			√	
7	Appropriateness of the selection of fonts and colours in the media			√	
8	Completeness of components in the media				√
9	Ease of teachers in using the media				√
10	Ease of learners in using the media				√
Total Score					<b>36</b>

#### Media Feasibility Test Formula

$$NP = \frac{R}{SM} \times 100\%$$

#### Description

NP = percent value sought or expected

SM = ideal maximum score of the question asked









$$\text{Score from Subject Matter Expert} = \frac{36}{40} \times 100\% = 90\% \text{ (Very Appropriate/Inappropriate)}$$

Based on the results of media expert validation, this video-based media design received a 90% assessment percentage from a maximum percentage of 100%. Some suggestions and improvements in the aspects of writing, animation and audio arrangement still receive corrections. From these results it can be concluded that the design of this video-based tembang macapat learning media prototype is by the rules of learning media development and is suitable if it will be used for learning students in grade VIII SMP Negeri 34 Semarang. Some suggestions for improvement include improving audio quality in learning videos and the arrangement and selection of animations. The audio quality in this media is considered not optimal, so it needs to be edited to produce better audio quality. In addition, there is one animation that media experts consider to have the impression of a horrible teacher, so it must be replaced with an animation of a teacher with a more cheerful expression.

#### Product Design Revision

After the product design validation test, researchers obtained an assessment and some expert input. Both are used as a reference for improving video-based tembang macapat learning media. The following is the design or display of video-based tembang macapat pangkur learning media before and after revision:

Table 4. Display of Video-Based Tembang Macapat Pangkur Learning Media

SIBAJA Media	Before Repair	After Repair
<p><b>Learning Media Cover</b> (No correction)</p>		
<p><b>Media Instructions for Use</b> Correction: Selection of gestures animation used</p>		
<p><b>Opening SIBAJA Learning Material</b> Correction: Animations do not have spooky Impression</p>		
<p><b>Learning Materials in SIBAJA</b> Correction: Neatness of material writing</p>	<ul style="list-style-type: none"> <li>• Tembang/Sekar : tembung kang dilagokake.</li> <li>• Tembang Macapat : tembang cilik kang kaiket dening paugeran guru lagu, guru wilangan, lan guru gatra.</li> <li>• Tembang Macapat uga bisa diarani sekar alit.</li> </ul>	<ul style="list-style-type: none"> <li>• Tembang/Sekar : tembung kang dilagokake.</li> <li>• Tembang Macapat : tembang cilik kang kaiket dening paugeran guru lagu, guru wilangan, lan guru gatra.</li> <li>• Tembang Macapat uga bisa diarani sekar alit.</li> </ul>
<p><b>Example of Nembang Pangkur</b> Correction: There is an error in the 5th line of the song Pangkur</p>	 <p>The word "Puniku" is replaced by "Punika"</p>	

This learning video of *Tembang Pangkur* material has been uploaded on *YouTube*. Teachers and students can access this learning video by accessing the following *link* and *barcode*: <https://bit.ly/3C7EULL>



## Discussion

SIBAJA video-based learning media is made through a validity test process by media and material experts. This media received proper recommendations from the experts. This SIBAJA media is a learning media for *tembang macapat pangkur* material with complete components so teachers and students can easily use this media. Media experts have also recognized the ease of use of this media. The ease of use of this video-based learning media can facilitate students if they want to learn independently, in line with the statement (Tafonao, 2018). This SIBAJA media also utilizes the use of animation, which can prevent boredom or monotony in students during learning, such as the statement (Farastuti, 2021) and is considered capable of potentially increasing students' learning motivation, such as the statement (Sunami et al., 2021).

Based on the assessment of the material experts, this SIBAJA media is considered suitable for use because the material presented is in accordance with the teaching module, and the material presented is systematic and able to add insight to students. The use of this media is also considered capable of positively impacting students' learning process in the classroom, as stated (Anggraeni et al., 2021). This SIBAJA media not only contains exposure to learning materials but also includes videos of singing examples and KAMBANGPAT (Karaoke *Tembang Macapat*). The completeness of the components in the media can attract students' attention because it can stimulate students' visual senses and give more effect than the delivery of teaching materials in the form of theory by the statement (Daryanto et al., 2013). Media such as karaoke for this song material will likely make students more active and more enthusiastic to learn material about the song as presented (Wulansari & Subrata, 2011). All components presented in this SIBAJA media can have an impact on the Javanese language learning process of *tembang macapat pangkur* material, so experts consider this media feasible if used to support the Javanese language learning process at SMP Negeri 34 Semarang.

## D. Conclusion

Based on the research results, it was concluded that this SIBAJA video-based learning media was declared feasible by material experts and media experts. The research

implication of this learning media can support the learning process, provide positive benefits for students, and help teachers deliver learning materials about *tembang macapat pangkur*. This research recommends that students use this SIBAJA media when learning theory related to *tembang macapat* and the practice of singing *macapat pangkur* because this media has been designed in such a way that it is easy to use by students.

In addition, suggestions are also addressed to teachers who teach Javanese language subjects because this media can be used as an alternative if students experience problems related to learning *tembang pangkur*, both in theory and practice. This media can also be used by teachers when students feel bored with learning in class because this media can help arouse students' enthusiasm for learning, so that the learning atmosphere in the classroom becomes more enjoyable and can take place optimally.

Suggestions are also intended for further research, but shortcomings canaries for improvement are filled from this research. There are still many media that can be made to overcome similar problems studied in this study; there are still other media that might be tried to be developed so that teachers and students are better helped to overcome existing learning problems so that the results obtained are more optimal than before. Hopefully this research can be a guide or reference for further research.

## References

- Aghni, R. I. (2018). Fungsi dan Jenis Media Pembelajaran dalam Pembelajaran Akuntansi. *Jurnal Pendidikan Akuntansi Indonesia*, 16(1), 98-107. <http://dx.doi.org/10.21831/jpai.v16i1.20173>
- Andriyani, A., Dewi, H. I., & Zulfritria, Z. (2020). Penggunaan Multimedia dan Animasi Interaktif terhadap Keterampilan Membaca Permulaan Siswa. *Instruksional*, 1(2), 172-180. <https://doi.org/10.24853/instruksional.1.2.172-180>
- Anggraeni, S. W., Alpian, Y., Prihamdani, D., & Winarsih, E. (2021). Pengembangan Multimedia Pembelajaran Interaktif Berbasis Video untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(6), 5313-5327. <https://doi.org/10.31004/basicedu.v5i6.1636>
- Arisyanto, P., Prasetyo, S. A., Untari, M. F. A., & Sundari, R. S. (2021). Pengembangan Media Pembelajaran Tembang Macapat Berbasis Android bagi Mahasiswa PGSD UPGRIS. *Jurnal Basicedu*, 5(3), 1584-1592.
- Arum, F., Utami, E. S., & Kurniati, E. (2020). Pengembangan Multimedia Interaktif Pembelajaran Membaca Teks Berhuruf Jawa untuk Siswa Kelas VII SMP di Kecamatan Ungaran Timur. *Piwulang: Jurnal Pendidikan Bahasa Jawa*, 8(1), 33-40. <https://doi.org/10.15294/piwulang.v8i1.30111>
- Daryanto, J., & Karsono, M. (2016). Pengembangan Media Pembelajaran Tembang Macapat Berbasis Video Interaktif. *Jurnal Pendidikan Dasar*, 3(2).
- Farastuti, S. K. (2021). *Pengaruh Penggunaan Media Animasi Terhadap Perubahan Pengetahuan*

dan Sikap Gizi Seimbang pada Siswa Kelas IV dan V Sekolah Dasar Negeri Puren Depok Sleman Yogyakarta. Thesis. Yogyakarta: Poltekkes Kemenkes Yogyakarta

- Goebel, Z. (2015). *Language and Superdiversity: Indonesians Knowledgeing at Home and Abroad*. Oxford University Press.
- Hariato, E. (2020). Keterampilan Membaca dalam Pembelajaran Bahasa. *Didaktika: Jurnal Kependidikan*, 9(1), 1-8. <https://doi.org/10.58230/27454312.2>
- Luzón, J. M., & Letón, E. (2015). Use of Animated Text to Improve the Learning of Basic Mathematics. *Computers & Education*, 88, 119-128. <https://doi.org/10.1016/j.compedu.2015.04.016>
- Magdalena, I., Shodikoh, A. F., Pebrianti, A. R., Jannah, A. W., & Susilawati, I. (2021). Pentingnya media pembelajaran untuk meningkatkan minat belajar siswa sdn meruya selatan 06 pagi. *Edisi*, 3(2), 312-325.
- Ramdhani, M. A., & Muhammadiyah, H. (2015). *The Criteria of Learning Media Selection for Character Education In Higher Education*. UIN Sunan Gunung Djati.
- Rejeki, R., Adnan, M. F., & Siregar, P. S. (2020). Pemanfaatan Media Pembelajaran pada Pembelajaran Tematik Terpadu di Sekolah Dasar. *Jurnal Basicedu*, 4(2), 337-343. <https://doi.org/10.31004/basicedu.v4i2.351>
- Riyanto, W. D., & Gunarhadi, G. (2017). The Effectiveness of Interactive Multimedia in Mathematic Learning: Utilizing Power Points for Students with Learning Disability. *International Journal of Pedagogy and Teacher Education*, 1(1), 55-62. <https://doi.org/10.20961/ijpte.v1i1.8400>
- Simbolon, N., Suartama, I. K., & Mahadewi, L. P. P. (2021). Pengembangan Media Pembelajaran Interaktif Mata Pelajaran Prakarya untuk Siswa SMP Kelas VIII. *Jurnal Teknologi Pembelajaran Indonesia*, 11(1), 40-50. [https://doi.org/10.23887/jurnal\\_tp.v11i1.634](https://doi.org/10.23887/jurnal_tp.v11i1.634)
- Sunami, M. A., & Aslam, A. (2021). Pengaruh Penggunaan Media Pembelajaran Video Animasi Berbasis Zoom Meeting terhadap Minat dan Hasil Belajar IPA Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(4), 1940-1945. <https://doi.org/10.31004/basicedu.v5i4.1129>
- Tafonao, T. (2018). Peranan Media Pembelajaran dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103-114. <https://doi.org/10.32585/jkp.v2i2.113>
- Trisiana, A. (2020). Penguatan Pembelajaran Pendidikan Kewarganegaraan melalui Digitalisasi Media Pembelajaran. *Jurnal Pendidikan Kewarganegaraan*, 10(2), 31-41. <https://doi.org/10.20527/kewarganegaraan.v10i2.9304>
- Widiastuti, A. (2021). Penggunaan Media Pembelajaran Video untuk Meningkatkan Aktivitas dan Prestasi Belajar Siswa pada Materi Bioteknologi. *SECONDARY: Jurnal*

*Inovasi Pendidikan Menengah*, 1(2), 41-50.  
<https://doi.org/10.51878/secondary.v1i2.124>

Wisada, P. D., Sudarma, I. K., & Yuda S, A. I. W. I. (2019). Pengembangan Media Video Pembelajaran Berorientasi Pendidikan Karakter. *Journal of Education Technology*, 3(3), 140-146. <https://doi.org/10.23887/jet.v3i3.21735>

Wulansari, I. D., & Subrata, H. (2011). *Penggunaan Media Naoke (Nembang Karaoke) dalam Pembelajaran Tembang Dolanan Kelas IV Sdn Sumur Welut 1/438 Surabaya* (Doctoral dissertation, State University of Surabaya).

Zahroh, A. I. F., Kurniati, E., & Fuadhiyah, U. (2020). Pengembangan Media Pembelajaran Mituhu (Komik Pitutur Luhur) pada Kompetensi Dasar Menulis Dialog Siswa Kelas VII SMP Negeri 22 Semarang. *Piwulang: Jurnal Pendidikan Bahasa Jawa*, 8(1), 54-60. <https://doi.org/10.15294/piwulang.v8i1.30115>