

Research Article

Development of Prezi-Based Video Media in Fine Arts Learning on Decorative Drawing Materials for Students of Grade VII of Junior High School 6 Padang

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ABSTRACT

This study aims to develop Prezi-based video learning media in Fine Arts learning on Decorative Drawing material for grade VII students of Junior High School 6 Padang. This study is a development research or Research and Development (R & D). The model used is the development of Borg & Gall. The results of the study showed that the assessment results from language experts were 94.3%, the assessment results from material experts were 93.3%. The assessment results from media experts were 94% and the assessment results from teachers were 98%. This shows that Prezi-based video media is very feasible to use. The main field trial on the student questionnaire obtained 86% while the test results obtained 84%. The operational trial on the student questionnaire obtained 93.35%, while the test results obtained 91.2%. After being converted with an assessment scale, it shows that Prezi-based video media is very feasible to use. This shows that Prezi-based video media in Fine Arts lessons on Decorative Drawing material can improve student learning outcomes and is very suitable for use as a learning medium for students and teachers at State Junior High School 6 Padang.

Keywords: Media; Video; Prezi; Fine Arts; Decorative Drawing

1. INTRODUCTION

Education is currently growing with various kinds of reforms carried out to improve the quality of education. Education involves learning activities and learning processes. The learning process is something that must be considered in organizing education in an educational institution at the elementary school, junior high school, high school/vocational school, and college levels (Sahronih et al., 2019). The rapid and global advancement of science and technology. The fact is that the world of education forces education providers to continuously improve the quality of education and learning to produce quality graduates. The current era of globalization is marked by the increasingly widespread use of computer technology in almost all aspects of life, especially in the field of education.

In the 2013 curriculum, the seventh grade Arts and Culture lesson contains the material on Drawing Decorative Motifs. This material studies the types, techniques, media, and procedures for drawing decorative motifs. Meanwhile, learning activities in the field are still teacher-oriented, where the teacher is the main source during the learning process. The learning media used during the learning process is limited to textbooks or using power-point and does not attract students' attention. Lack of student attention indicates that there are obstacles in the learning process that cause disruption of information received by students. The purpose of learning is basically for students to be able to understand the content, intent, and message given by the subject. Based on these objectives, learning media that are interesting for students are needed for the learning process (Alwassel et al., 2020; Tewari et al., 2020).

The learning process of Fine Arts is still teacher-oriented. The teacher explains the material only by using the lecture method. This causes students to get bored quickly in learning activities. Bored students will affect the students' grades that do not reach the minimum completion criteria. The data on the results of the Daily Assessment of grade VII students at State Junior High School 6 Padang (see Table 1)

Table 1. Average Daily Assessment 1 Arts and Culture Class VII

Class	7.1	7.2	7.3	7.4	7.5	7.6	7.7
Average Value	85,3	74,8	77,6	72,2	78,8	70,6	74,3

. Based on the average results of the Daily Assessment of grade VII students of SMP Negeri 6 Padang taken during the first Daily Assessment, there were 4 classes whose average scores did not reach the Minimum Completion Criteria. The Minimum Completion Criteria score in the Arts and Culture lesson was 75. This prompted the author to develop an interesting Prezi media so that students' learning process would be more interesting (Bhatti et al., 2021; Ghadiyaram et al., 2019). During the process of learning Fine Arts on the subject of Drawing Decorative Patterns, the teacher did not convey enough theories about Drawing Decorative Patterns. Decorate. Teachers only maximize learning to Draw Decorative Motifs in practice. This causes students to lack knowledge of the material on Drawing Decorative Motifs. Currently, students really need learning media that can be used whenever and wherever students learn (Goldberg, 2021; Li et al., 2021). Video-based media Prezi This was created to make it easier for students to access social media and easily obtain decorative drawing materials (Iswanto et al., 2023; Lestari et al., 2023; Nabilla, 2025; Ponnusamy et al., 2023).

Teachers have a dominant and overly active role, causing students to become passive and indifferent to their lessons. The delivery of material by teachers has not been supported by interesting learning media, so it does not foster students' enthusiasm for learning (Meel & Vishwakarma, 2020). Learning media makes the learning process more interesting for students, the learning material will be clearer in meaning, so that it can be better understood by students and allows students to master learning objectives better (Nabilla, 2025, 2025). Learning media also makes learning methods more varied, not merely verbal communication through words spoken by the teacher, so that students will not get bored and teachers will not run out of energy. Students will do more learning activities, because they not only listen to the teacher's explanation, but also other activities, such as observing, doing, and demonstrating (Xu et al., 2020; Yu et al., 2020).

The learning media that will be created is video-based learning media. Prezi. In this study, the author developed video-based learning media. Prezi There are no teachers at Junior High School 6 Padang who have developed this video media. Video based Prezi This was created to support the learning process which previously still used textbooks. This video will later be uploaded to social media such as YouTube, Instagram, Facebook, and so on. This is done so that learning media can be used or enjoyed by everyone. This Prezi application has advantages over other media, namely a varied media display compared to Power Point, its use is very easy, and it uses the ZUI (Zooming User Interface) method to make presentations more interesting (Zhang & Zou, 2022). Based on the background of the problem above, the researcher tried to develop video-based learning media. Prezi especially in the Fine Arts subject of Decorative Drawing. In addition, the use of video-based media Prezi in the Fine Arts subject, the material on Drawing Decorative Varieties for grade VII junior high schools can be used as an alternative to improve the quality of learning in Fine Arts learning.

2. RESEARCH METHOD

This research is a development research or Research and Development (R & D). The development model used is a procedural model adapted from the Borg & Gall instructional design development model. This development research will produce a product in the form of a feasible and interesting learning media, and is more likely to be applied as a learning resource if the media has been validated by language experts, material experts, media experts and art and culture teachers and gets an assessment of the media's attractiveness from students. In order to produce a particular product, analytical research is used to examine the feasibility of the product so that it can be accepted by the wider community, so research is needed to examine the feasibility of the product. The product of the development that has been completed is in the form of learning media using the application Prezi then a trial was conducted on respondents or students. The subjects of this product trial were students of class VII of State Junior High School 6 Padang. The total number of subjects was 35 students with details of 10 students for the main field trial and 25 students for the operational field trial. All of these students were students of class VII of State Junior High School 6 Padang. For validation, 3 lecturers were selected, namely a language lecturer, a material lecturer, and a media lecturer. For the assessment by the class teacher, one Art and Culture teacher of class VII of State Junior High School 6 Padang was selected.

Data collected on the development of video-based learning media Prezi in the form of quantitative data as the main data and qualitative data in the form of suggestions from validators and Arts and Culture teachers as additional data. The data provides an overview of the feasibility of the product being developed. Data from lecturers: in the form of product quality reviewed from the language aspect, material aspect, and media aspect. Data from arts and culture teachers: in the form of product quality reviewed from the aspects of material content and learning process. Data from students: in the form of product quality reviewed from the perspective of student appeal. This data is used to analyze the appeal and accuracy of the material provided to students. The data analysis technique used was to use a qualitative descriptive analysis technique, namely presenting the results of making a product in the form of video-based learning media. Prezi, testing the level of product feasibility to be implemented in the Decorative Drawing material. This stage aims to produce a product that has been designed and tested for validity. Validation of the developed product is obtained by using a validation sheet. The formula used to measure the level of media feasibility is as follows:

$$V = \frac{X}{\sum X} \times 100 \%$$

Information:

V : Level of Instrument Validity

X : Total score obtained

$\sum X$: Total of all items

To determine the feasibility of using the table below as a reference for assessing data generated from lecturers, arts and culture teachers and data from students.

Table 2. Media Eligibility Criteria

Percentage of Achievement	Criteria
90 – 100 %	Very worthy
80 – 89 %	Worth it
65 – 79 %	Quite decent
55 – 64 %	Less worthy
0 – 54 %	Not feasible

3. RESULTS AND DISCUSSION

3.1 Prezi App

Zurrahma (2016: 2) stated that "Prezi was initially developed by a Hungarian researcher named Adam Somlai-Fischer as an architectural visualization tool. Prezi's stated mission is to make ideas more interesting, and Prezi was created to develop and share ideas in a narrative visual form." Prezi is one of the learning media that is almost the same as power point, but Prezi has another advantage in the form of a more varied theme display. According to (Simamora, 2020) states that "Prezi is a software for internet-based presentations (SaaS). In addition to presentations, Prezi can also be used as a tool to explore and share ideas on a virtual canvas. Prezi is superior because this program uses en: Zooming User Interface (ZUI, which allows the display of their presentation media".

Prezi is used as a tool to create presentations in linear or non-linear forms, namely structured presentations as an example of linear presentations, or mind-map presentations as an example of non-linear presentations. In Prezi, text, images, videos, and other presentation media are placed on the presentation canvas, and can be grouped in the frames provided. Users then determine the relative size and position between all presentation objects and can circle and highlight these objects. To create a linear presentation, users can build a predetermined presentation navigation path.

Zurrahma (2016: 10) stated that "Prezi media has advantages and disadvantages. The advantages of Prezi are, (a) the appearance of templates and themes is more varied compared to power point, (b) many choices of cute and interesting themes that can be selected online (c) using the ZUI (Zooming User Interface) method, this method makes the presentation more interesting (d) its use is also very easy, because the toolbar is not much, (e) in the Prezi account we can share the results of the presentations that we have made. The disadvantages of Prezi are, (a) Prezi is difficult to enter Mathematical symbols, (b) the prezi installation process requires an internet connection (online) (c) because it uses ZUI (Zooming User Interface) the Prezi display looks more monotonous, (d) to use prezi, the user must have their own account, (e) if prezi wants to be used for a long time and more complete features will be charged ". From the expert opinions above, it can be concluded that Prezi learning media is an internet-based presentation software that is similar to PowerPoint, but this application has a more attractive theme template.

3.2 Planning

At this stage, there are several steps taken, namely:

a. Determining the goals and benefits of creating video-based media Prezi.

The purpose of creating video-based media Prezi is to know how to develop video media based on Prezi in the learning of Fine Arts, material on Drawing Decorative Patterns. The benefits of making video media based on Prezi, that is:

- 1) To increase insight into the process of making media in Fine Arts learning on Decorative Drawing material using video-based materials. Prezi.
- 2) As a consideration and reference in developing knowledge in making video-based media. Prezi.
- 3) Produce video-based learning media products Prezi in Fine Arts learning, material on Decorative Drawing for class VII of Middle School.

b. Determining core competencies, basic competencies and indicators

- 1) Core Competencies

- TO 1 : Accept, respond to and respect the teachings of the religion one adheres to
- TO 2 : Appreciating honest behavior, discipline, responsibility, caring, politeness, curiosity, self-confidence and internal motivation, tolerance, healthy lifestyle, environmentally friendly in interacting effectively with the social and natural environment within the scope of their social interactions and existence.
- TO 3 : Understanding factual, conceptual, and procedural knowledge in science, technology, arts, culture, and humanities with insight into nationality, statehood, and civilization related to visible phenomena and events.
- TO 4 : Trying, processing and presenting in the concrete realm (using, analyzing, arranging, modifying and making) and abstract (writing, reading, calculating and composing) in accordance with what is learned in school and from various other sources that are the same in terms of theoretical perspective.
- 2) Basic competencies
Understand the principles and procedures for drawing floral, faunal and geometric shapes into decorative motifs.
- 3) Indicator
- a) Explaining the concept of decorative variety
 - b) Distinguishing types of decorative motifs
 - c) Explaining the principles of decorative design
 - d) Explaining decorative drawing techniques
 - e) Explaining the procedure for drawing decorative motifs
 - f) Explaining the media for drawing decorative motifs

c. Making research instrument grids

The research instrument grid must be adjusted to the expertise of each assessor. The instrument grid includes validation by language experts, validation by material experts, validation by media experts, assessment by teachers, and media assessment by students.

1) Language expert validation instrument grid

The expert language validation instrument grid includes the language used according to the student's level of thinking, the language used in the learning media is easy to understand, the language used does not have multiple meanings, the language used is in accordance with the rules of Indonesian grammar, the spelling used refers to the Indonesian Spelling, the terms used are in accordance with the agreed technical scientific terms, and are consistent in the use of terms.

2) Expert material validation instrument grid

The expert material validation instrument grid includes the level of relevance of the learning media to the applicable curriculum, the suitability of the material to basic competencies, the suitability of the material to learning objectives, the actuality of the material presented, the suitability of the components as learning media, the clarity of the material description, the ease of learning to understand, the breadth and depth of the content of the learning media, and the consistency of the presentation of the material.

3) Media expert validation instrument grid

The language expert validation instrument grid includes the attractiveness of the appearance of the learning media, the attractiveness of the use of colors used in designing the learning media, the appropriateness of the use of variations in type, size and shape of letters in the learning media, the clarity of writing or text, the appropriateness of images with the content of the material, color composition, layout arrangement, balance of image proportions, harmony of color selection, and ease of capturing ideas/messages from the media displayed.

4) Assessment instrument grid by class teacher

The assessment instrument grid by the class teacher includes the level of relevance of the learning media to the applicable curriculum, making it easier for teachers to teach, especially in the material of drawing decorative motifs, helping teachers in delivering the material, making students active during the learning process, the suitability between the content of the material and the Basic Competencies, the clarity of the material description, the attractiveness of the packaging of the learning media, the clarity of the material with the learning media, meeting the criteria for learning media, ease of use of learning media.

5) Assessment instrument grid by students

The assessment instrument grid by students includes easy to understand the material, easy to concentrate when using media, easy to understand the language used, easy to be enthusiastic in learning, easy to understand images in the media, easy to understand words in the media, easy to explain material that has been understood, easy to access learning media, easy to answer questions, and easy to read letters.

3.3 Develop preliminary form of product

The stages of developing an initial product are:

- a. Preparing the materials, the materials prepared are drawing decorative motifs starting from the decorative motif concept to the stage of drawing decorative motifs.
- b. Developing Prezi media, this stage is carried out from creating a Prezi account to the process of creating Prezi-based learning videos.

3.4 Preliminary field testing

This stage is the validation stage by language experts, validation by media experts, validation by material experts, and assessment by class teachers. The following are the results of the validation of video-based learning media.Prezi:

a. Media validation by language experts

Video media language expert validation process based onPrezi validated by Dr. Siti Ainim Liusti, S.Pd., M. Hum. There are several aspects of assessment on the validation sheet by language experts, namely the language used by students is in accordance with the level of student thinking, the language used in the learning media is easy to understand, the language used is not ambiguous, the language used is in accordance with the rules of Indonesian grammar, the spelling used refers to the Indonesian Spelling, the terms used are in accordance with the agreed technical terms of science, and consistent in the use of terms. The assessment of learning media by language experts obtained a total score of 33, an average score of 4.71 and a percentage of 94.3%. Thus, Prezi-based video learning media based on validation by language experts can be categorized as very feasible.

b. Media validation by subject matter experts

Video media material expert validation process based onPrezi validated by Drs. Efrizal, M.Pd. There are several aspects of assessment on the validation sheet by material experts, namely the level of relevance of the learning media to the applicable curriculum, the suitability of the material to basic competencies, the suitability of the material to learning objectives, the actuality of the material presented, the suitability of the components as learning media, the clarity of the material description, the ease of learning to understand, the breadth and depth of the content of the learning media, and the sequence of material presentation. The assessment of learning media by material experts obtained a total score of 42, an average score of 4.67 and a percentage of 93.3%. Thus, video-based learning mediaPrezibased on validation by material experts it can be categorized as very feasible.

c. Media validation by media experts

Video media expert validation process based onPrezivalidated by Drs. Abd. Hafizh, M.Pd. There are several aspects of assessment on the validation sheet by media experts, namely the attractiveness of the appearance of the learning media, the attractiveness of the use of colors used in designing the learning media, the appropriateness of the use of variations in type, size and shape of letters in the learning media, the clarity of writing or text, the appropriateness of the image with the content of the material, color composition, layout arrangement, balance of image proportions, harmony of color selection, and ease of capturing ideas/messages from the media displayed. The assessment of learning media by media experts obtained a total score of 47, an average score of 4.70 and a percentage of 94%. Thus, video-based learning mediaPrezibased on validation by media experts it can be categorized as very feasible.

d. Evaluation by the class teacher

The assessment process by the video-based media class teacherPrezi assessed by Hj. Elkadmudeti, S.Pd. There are several assessment aspects on the assessment validation sheet by the class teacher, namely the level of relevance of the learning media to the applicable curriculum, facilitating teachers in teaching especially in the material of drawing decorative motifs, assisting teachers in delivering the material, making students active during the learning process, the suitability between the content of the material and the KD, the clarity of the material description, the attractiveness of the packaging of the learning media, the clarity of the material with the learning media, meeting the criteria of learning media, ease of use of learning media. The assessment of learning media by the class teacher obtained a total score of 49, an average score of 4.90 and a percentage of 98%. Thus, video-based learning mediaPrezi based on the assessment by the class teacher can be categorized as very worthy.

3.5 Main product revision

a. Revision of media validation results by language experts

Suggestions or comments given by language experts are to use language that is appropriate to the students' level of thinking and be consistent in the use of terms.

b. Revision of validation results by material experts

Suggestions or comments given by material experts are suggested materials that have been suggested and perfected materials. Additional material on the principles of Drawing Decorative Patterns on video media.

c. Revision of validation results by media experts

Advice or comments given by media experts are to harmonize color selection and use attractive colors. Change the media background by using the appropriate color.

d. Revision of assessment results by class teachers

The suggestion is to perfect the packaging of learning media. Add the Padang State University logo to the learning media.

3.6 Main field testing

The main field trial was conducted on grade VII students of Padang 6th State Middle School. The trial was conducted on 10 students. After introducing video-based learning mediaPrezito students, students filled out the questionnaire onGoogle Formswhich has been prepared by the researcher. The purpose of usingGoogle Formsin data collection, namely being able to produce more accurate data. The results of the main field trial were that the total score obtained was 34.40; the average score obtained was 3.44 and the percentage obtained was 86%. After being converted with an assessment scale, it showed that video media based onPrezivery feasible. After filling out the questionnaire on Google Forms, students are allowed to answer the test questions. The test results in this main field trial were a total score of 840, an average score of 84 and a percentage of the overall student score of 84%. After being converted to an assessment scale, it shows that the learning outcomes in this test are categorized as good (Coleman & Money, 2020; Simamora, 2020; H. Sun et al., 2021).

3.7 Operational product revision

In video-based learning mediaPreziHere, there is something that will be revised, namely the font or writing on the media. The writing on the previous media was small. The writing on the video media is enlarged so that the writing on the media is clearly visible to students.

3.8 Operational field testing

The operational field trial was conducted on grade VII students of Junior High School 6 Padang. The trial was conducted on 25 students. After introducing video-based learning mediaPrezito students, students filled out the questionnaire onGoogle Formswhich has been prepared by the researcher. The results of the operational field trial were that the total score obtained was 37.34; the average score obtained was 3.7 and the percentage produced was 93.35%. After being converted with an assessment scale, it showed that video media based onPrezivery worthy (Kristiani & Pradnyadewi, 2021; X. Sun et al., 2022). After filling out the questionnaire inGoogle Forms, students are allowed to answer the test questions. The test results in this operational field trial are a total score of 2280, an average score of 91.2 and a percentage of the overall student score of 91.2%. After being converted to an assessment scale, it shows that the learning outcomes in this test are categorized as very good (Arochman et al., 2024; Ginting & Hamid, 2019; Srinivasa et al., 2023).

3.9 Final product revision

At the stage of perfecting the final product, the researcher perfected the parts that were lacking in the video-based media.Prezi. Such as correcting errors in typing materials, adding image objects, and so on (Praheto et al., 2020; Siahaan et al., 2024).

4. CONCLUSION

The development of Prezi-based video media goes through several stages, including: a)Research and information collecting (search and data collection), b) Planning (Planning), c) Develop preliminary form of product (develop initial product form), d)Preliminary field testing(initial field trial), e)Main product revision(revision of initial field trial results), f)Main field testing(main field trial), g) Operational product revision (revision of operational products), h)Operational field testing(operational field trials), and i) Final product revision(final product refinement). Results of video media feasibility testing based on Prezinamely: a) The validation results obtained from the assessment of language experts, namely the total score obtained was 33, the average score obtained was 4.71 and the percentage obtained was 94.3%. After being converted to a scale of 5, it shows that Prezi-based video media is very feasible. b) The validation results obtained from the assessment of material experts, namely the total score obtained was 42, the average score obtained was 4.67 and the percentage obtained was 93.3%. After being converted to a scale of 5, it shows that Prezi-based video media is very feasible.Prezivery feasible. c) The validation results obtained from the assessment of media experts, namely the total score obtained was 47, the average score obtained was 4.70 and the percentage produced was 94%. After being converted to a scale of 5, it shows that video media based on Prezi very feasible. d) The validation results obtained from the assessment by

the teacher, namely the total score obtained was 49, the average score obtained was 4.90 and the percentage produced was 98%. After being converted to a scale of 5, it shows that video media based on Prezivity feasible. The results of the main field trial, the total score obtained was 34.40; the average score obtained was 3.44 and the resulting percentage obtained was 86%. After being converted with an assessment scale, it showed that video media based on Prezivity feasible. The results of the operational trial, the total score obtained was 37.34; the average score obtained was 3.7 and the resulting percentage obtained was 93.35%. After being converted with an assessment scale, it showed that video media based on Prezivity worthy.

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