Effort to Improve Elementary Students
Interest on Music Subject With “Learning by Doing” Method Class (Case Studies of School Curriculum in Music Education)

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Abstract

Elementary student’s interests in music subjects at baseline showed a low percentage that is equal to 53.29%. Therefore it is necessary to attempt to increase student’s interest towards the subject. Learning by doing method applied to grade students in elementary school of Sukorejo, Indonesia to increase student’s interest towards music subjects. The method that is used is descriptive qualitative and quantitative descriptive (mixing methods). Data was collected by questionnaire (questionnaire), observation, interviews, and documentation. The results showed that the learning model of learning by doing can improve student’s interest towards music subject at 94.73% and also can cultivate student’s interest during the learning process and can foster student’s interest towards music activities. In these efforts need to be supported facilities complete musical equipment of schools and teachers should reproduce musical activities (practices) in the process of learning the art of music and requires students to take an active role in the learning process such as to ask, give an opinion and doing musical activities in the classroom.

Keywords: effort to improve, learning by doing, music subject
I. INTRODUCTION

The art of music is one of the subjects contained in art subjects. Aside from being a distributor of student talent, the art of music also functions as a medium of communication, self-expression and a means of appreciation. The function of the art of music as a medium of communication is that students are expected to work together to produce a musical work, whereas as a medium of expression, students can express the results of the music they make so that they are expected to produce material and experience in music.

Learning activities do not always go well as expected because they are seen based on observations made from the beginning of the arrival of researchers in the classroom. From several classes taught, based on observations, researchers found one class that was the most difficult to control. According to testimonies from several teachers at the school, most children in the class were naughty. Based on the cases that were found when the researcher underwent a teaching program, the researchers came up with the idea that a classroom action research would be held with the aim of carrying out the process of improving learning.

Based on the field conditions that there are obstacles in the learning process of music art subjects, then to overcome the problems faced is by making efforts to increase students' interest in music art subjects so that the learning of music can run comfortably and pleasantly and become more conducive to the class.

Understanding of interest according to Hendra Surya (2003: 7) interest is defined as a desire to position themselves in the achievement of satisfying psychological and physical needs, then Liang Gie (1995: 28) also states that interest is fully involved with all mindful attention to gain knowledge. Mappiare (1982: 62) interest is a mental device consisting of a mixture of feelings, hopes, convictions, prejudices, fears or other tendencies that direct individuals to a particular choice. From this understanding, the researcher seeks to foster student interest in music art subjects.

In addition, in learning there are various learning models. According to Rusman (2010: 144) learning is essentially an interaction between teachers and students, both direct interactions such as face-to-face activities or indirectly using various media. According to Daryanto (2010: 59) learning behavior is a learning process that occurs because of a stable relationship between the stimulus received by the organism individually and the response it does. Learning art music according to Jazuli (2008: 139) art learning is a business process that is carried out by someone to obtain a change in attitudes and behavior as a result of artistic experience. While the learning model is a plan or pattern that can be used to shape the curriculum, design learning materials, and guide learning in the classroom.

The “learning by doing” learning model is considered to be the most suitable for the research objectives because in reality the classroom conditions are very crowded and students tend not to pay attention when given teaching, therefore this model is considered appropriate because in order to obtain a conducive, calm and directed class condition learning. According to Robert (2012: 14) in learning by doing each in its own way will encourage the power of learning by doing and direct experience in the educational process. Theory in music art learning is indeed important but in its application it must be done directly. If learning has been able to be carried out optimally, students will be able to know various things about music and be able to improve their learning achievement in music.

II. METHOD

This research method uses a Classroom action research design that is designed in 2 cycles. Data collection techniques were carried out by questionnaire (questionnaire), observation, interviews, and documentation. The collected data is then analyzed using qualitative descriptive and quantitative descriptive analysis procedures (mixing methods).
Qualitative approach according to Moleong (2000: 120) which includes data reduction, data presentation, and drawing conclusions or verification. After going through the analysis process. The data that has been obtained is analyzed to ensure that by applying the learning by doing learning model can increase students’ interest in music art subjects.

The first data analysis technique uses qualitative descriptions. Data in descriptive qualitative analysis was obtained from observation techniques and direct interviews with related sources. The data that has been obtained is analyzed to ensure that the use of a learning by doing learning model can increase students’ interest in music art subjects.

The second data analysis technique uses quantitative descriptions. The data in this study were obtained from data collection using questionnaires, from the questionnaire a calculation would be applied with quantitative analysis of the percentage of success of students’ interest in music art subjects.

III. RESULT AND DISCUSSION

1. Pre-Cycle

In this preliminary stage the researcher makes initial observations in the class. Researchers take lessons in class, this is done with the aim of observing and knowing learning activities before the holding of research. In observations it was known that the initial conditions of students’ interest in participating in music art lessons showed passivity, they tended to like to play alone, difficult to manage, and always conversing with other friends in the class and ignoring the teacher, even among those who deliberately outside class not to take lessons because they are permitted to go back. As a result, the potential of students does not develop. In addition, monotonous learning will make students not enthusiastic in learning because they have no interest at all in learning, then at the second meeting still in pre-cyclical conditions, the researcher gives questionnaires to all students in the class. According to Mappiare (1982: 62) states that in childhood and adolescence interests and ideals experience development, and according to Hamalik (2007: 173) interest is closely related to motivation.

Based on the results of the pre-test on pre-cycle conditions, students’ interest in music art subjects showed that the success rate of students’ interest in music art subjects showed a percentage of 53.29% in less success category (D), meaning that the minimum completeness criteria were taken Music art subjects that have been determined are 60%. From the results of research conducted by researchers with 36 students, they were students who showed low interest in learning, in pre-cycle conditions there were 1 student in very poor condition, 18 students in poor condition, and 17 students in sufficient condition. This proves that students’ interest in music art subjects is still far below the percentage of the specified success indicators, which is 85%. Looking at these conditions, it is necessary to make efforts to increase students’ interest in music art subjects through learning by doing learning models. In this study researchers conducted classroom action research to increase students’ interest with several cycles, namely cycle 1 and cycle 2. This research included collaborative research, because in its implementation an integrated collaboration was needed between researchers and related parties.

2. Cycle 1

In cycle 1 three meetings were held, the first meeting in detail will be described as follows:

1. Planning

Planning is carried out with the aim that research can run smoothly and obtain the expected results. Therefore a Learning Implementation Plan (RPP) has been prepared, a
questionnaire sheet consisting of twelve questions where the question refers to the indicators of student interest in music art subjects. The answer criteria in the questionnaire have a scale of four, namely Very Like (SS), Likes (S), Dislike (TS), Very Dislike (STS). Interviews conducted by researchers to support research where respondents are residents who live around the school.

In the planning cycle, one researcher will carry out the research three times, where the first meeting aims to find out how far the students' responses to the subjects of music art. The material taught is in the form of theories and preliminary understandings of music art subjects. At the second meeting the researchers began to provide practical teaching in accordance with the learning model used in the study, namely learning by doing learning models. In the third meeting, which was the last meeting in cycle 1, the researcher gave teaching fully using the learning by doing learning model and evaluated the students' interest in music art subjects while at the same time giving a questionnaire to several students and some teachers and guardians of students. in the research conducted to determine the percentage of students' interest in music art subjects. At the planning stage the researcher also prepares documentation as concrete evidence that a study has been conducted in cycle 1.

2. Implementation

(1) Meeting 1

The teaching and learning process refers to the implementation plan of learning using a learning by doing learning model in accordance with the plans that have been prepared. In the initial activity the teacher gives greetings, looks at the condition of students in general by making a call to attendance (attendance), and apperception. At this meeting the teacher provides learning material about the concept of musical art. First, first provide understanding to students about music theory. The understanding provided includes music theory, the definition of music, types of music, elements of music, musical instruments, and methods of learning. This is given to the target of the study with the aim that students know and understand the meaning in learning music art, then the understanding is embedded in themselves so that the students appear and desire in learning.

(2) Meeting 2

In this second meeting learning was carried out in the music room, researchers gave learning material about good singing methods which included breathing, intonation / gesture, gestures, sound colors, solmization (rhythm) and rhythmic as well as providing an example of songs to be played together

- same. The second action was carried out a week after the first meeting. Giving learning material about how to sing well is done by lectures and discussions, besides that the researcher also plays the song using audio media to students.

(3) Meeting 3

At the third meeting the researchers gave learning material about how to sing and play good music which included how to play recorders and pianika. Giving learning material is done by lecture and discussion methods. In addition to using learning material, in this study researchers also used guitars as accompaniments to foster students' interest in learning. In this third meeting students looked very interested and enthusiastic in following the learning process in class, and showed a desire to play music.

3. Observation

Based on the results of the post-test on cycle 1, students' interest in music art subjects showed that the level of success of students' interest in music arts subjects increased from four indicators, namely the total value of student interest in precycled conditions as much as 921 while in cycle 1 it increased to 1410 on the pre-cycle average indicator shows a score of
25.58 to 39.1667 in cycle 1, besides that it also increases the percentage of precycled which initially 53.29% increases in cycle 1 to 81.59%, and the last increase the category of pre-cycle conditions shows category D (lack of success) then in cycle 1 shows category B (good success).

4. Reflection
Based on the research observed at each meeting there were still students who lacked concentration in following the learning process conducted by researchers. In addition, there are also students who speak on their own, go in and out of the room for reasons of permission behind, and are busy doing their own activities such as reading comics, drawing, etc. However, from each meeting there is an increase, which initially there were many students who were still speaking on their own, going in and out of the room for reasons of permission behind, and busy doing their own activities such as reading comics, drawing, etc. Then seen in the next meeting has diminished and students look increasingly enthusiastic in attending classes. According to Slameto (2003: 180) an interest can be expressed through a statement that shows that individuals prefer something more than anything else. The use of the learning by doing learning model in the first cycle of learning runs quite well and experiences a percentage increase from precycle conditions, but there are still many shortcomings. In addition, this can be seen from the results of student interest questionnaires on music art subjects, based on the results of research conducted in cycle 1, obtained in the questionnaire student interest in music art subjects increased by 28.3%, so that in the 1 percentage cycle student interest questionnaire reached 81.59% in the good category. Although it has increased quite a lot but the overall average obtained has not reached the specified success indicator of 85%.

3. Cycle 2

1. Planning
In planning cycle 2 action, the researcher will develop learning with the learning by doing model just as the researcher applies to cycle 1. The learning process in cycle 2 refers to the results of reflection on cycle 1. Deficiency in cycle 1 will be corrected in this second cycle. Thus it is expected that student interest will increase, given the results achieved in cycle one have not met the indicators of success. As with the implementation in cycle one, the second cycle begins with stages, namely planning the implementation of learning by applying the focus of learning by doing learning. Preparing the research instruments, namely questionnaire sheet 2, the questionnaire sheet used in the second cycle is exactly the same as the questionnaire sheet in cycle one, which contains twelve questions, and has four scale criteria for answers that are Very Like (SS), Like (S), No Like (TS), Very Dislike (STS).

2. Implementation
The implementation of teaching and learning activities in the second cycle was conducted three times.

(1) Meeting 1

The learning process carried out in cycle 2 is in accordance with the improvement plan which refers to the results of reflection on cycle 1. The learning process refers to the improvement plan, namely the initial activity consisting of opening greetings, presence, and apperception. Apperception contains a review of the material at the previous meeting, and conveys the learning objectives to be achieved, in this apperception activity the researcher shows the violin game with the aim of encouraging students to have more interest in
participating in the learning process and achieving indicators of action success. The core activity is the teacher explains the material and a glimpse of music theory and gives oral questions to each student randomly with the aim of knowing how far the abilities and interests of students arrive in the second cycle. The final activity is the teacher and students conclude the material that has been studied, the teacher gives homework assignments (PR) that must be done to be carried out in the next meeting.

(2) Meeting 2

At the second meeting this was done in class. Researchers provide learning material that includes indicators about expression and creation. Giving learning material is done by lectures and discussions, then the teacher appoints students to come forward and sing a song according to the wishes of students, but in singing must be in accordance with the indications of the material that has been studied before, which includes breathing, gesture, intonation or pronunciation, elements of expression, creation, and appreciation.

(3) Meeting 3

The third meeting was held in the music room. The researcher gave learning material about group music (ensemble), researchers divided the class into 6 groups, 1 group consisted of 6 people. Then divide the musical instruments in the form of recorders and piano, then each group presents one song to display. In this third meeting students looked very interested and very enthusiastic in following the learning process in class.

3. Observation

In this second cycle students seem active in the learning process, the conditions and atmosphere of the class are so good, students understand well on average, in this second cycle students are not seen talking to themselves, going in and out of activities, all enthusiastic and showing high learning interest. The crowded and uncontrolled classroom conditions are now no longer visible, students do not look bored and bored in the classroom, discussion activities can run well and calmly. This can be seen from the pre-cycle conditions until in the second cycle there is always an increase in each indicator, the first indicator is the total number of preconditions of 921 and an increase in the first cycle which shows a score of 1410 then in the second cycle the final score is 1637, the indicator second is the average value, in pre-cycle conditions as much as 25.58 and there was an increase in the first cycle which showed a score of 39.1667 then in the second cycle the final score was 45.4722, the third indicator was the percentage of students' interest in music arts subjects in preconditions of 53.29% and an increase in the percentage in the first cycle to 81.59%, then in the second cycle showed a percentage of 94.73%, and the last indicator is the category of success in preconditions showed category D (not good), and an increase in the first cycle into category B (good), then in the second cycle shows category A (very good).

IV. Conclusion

The use of the "Learning by Doing" learning model runs well and is proven to be able to increase students' interest in learning in class. According to Rizal Safriandi, one of the teachers in the school said "students have an interest in music because they are seen as happy and enthusiastic when performing" According to Suci Yulani when asked whether students like or not with music art subjects, he replied "very, very like, Music subjects are awaited lesson ".

Based on the results of recapitulation of questionnaire results data of students' interest in music art subjects in the cycle condition 2 the percentage of success of the action was 94.73%, the success category was very good (A). This shows that class conditions and student understanding and the learning process in the classroom can run better than cycle 1.
In this action research, the percentage of success indicators determined is 85%. Then the improvement of learning in cycle 2 is stated as complete in an effort to increase students' interest in music art subjects with learning by doing learning models.

REFERENCES