

ANALYSIS OF MUSIC ART LEARNING ON MATERIAL RECOGNIZING THE SHAPE AND SOUND OF MUSICAL INSTRUMENTS IN ELEMENTARY SCHOOLS

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Abstrak

Analysis of music art learning on material recognizing the shape and sound of musical instruments in elementary schools aims to find out how the implementation of learning recognizes the shape and distinguishes the sound of musical instruments in elementary schools. The research method used is qualitative descriptive. Data collection techniques use interviews, observation, and documentation. Data analysis through data reduction, data presentation and conclusion. From the results of the analysis, it was obtained that learning to recognize the shape and sound of musical instruments in elementary schools was seen from the following 7 things, namely: 1) There are two attitudes shown by students, namely a positive attitude and a negative attitude; 2) The teacher does not have the ability to play a musical instrument; 3) Learning planning is carried out by preparing a learning implementation plan (RPP); 4) The learning methods used vary and can motivate students; 5) Teaching materials used in the form of student books, student handbooks, and LKS; 6) The learning media used is still sober and not in accordance with the objectives and learning materials; and 7) Learning evaluation only measures aspects of knowledge, without measuring aspects of attitudes and skills.

Keywords: *Analysis ; Music Art Learning ; Musical Instruments ; Elementary School.*

Abstrak

Analisis pembelajaran mengenal bentuk dan bunyi alat musik di sekolah dasar bertujuan untuk mengetahui bagaimana pelaksanaan pembelajaran mengenal bentuk dan membedakan bunyi alat musik di sekolah dasar. Metode penelitian yang digunakan adalah deskriptif kualitatif. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Analisis data melalui reduksi data, penyajian data dan penarikan kesimpulan. Dari hasil analisis diperoleh bahwa pembelajaran mengenal bentuk dan bunyi alat musik di sekolah dasar dilihat dari 7 hal berikut, yaitu 1) Terdapat dua sikap yang ditunjukkan siswa, yaitu sikap positif dan sikap negatif; 2) Guru tidak memiliki kemampuan memainkan alat musik; 3) Perencanaan pembelajaran dilakukan dengan menyiapkan rencana pelaksanaan pembelajaran (RPP); 4) Metode pembelajaran yang digunakan variatif dan dapat memotivasi siswa; 5) Bahan ajar yang digunakan berupa buku siswa, buku pegangan siswa, dan LKS; 6) Media pembelajaran yang digunakan masih seadanya dan kurang sesuai

dengan tujuan dan materi pembelajaran; serta 7) Evaluasi pembelajaran hanya mengukur aspek pengetahuan saja, tanpa mengukur aspek sikap dan keterampilan.

Kata Kunci: Analisis ; Pembelajaran Seni Musik ; Alat Musik ; Sekolah Dasar.

INTRODUCTION

Education as a channel for cultivating the nation has 3 important roles, namely education to maintain the culture that exists in society, education can see the past culture that has existed in society, and education can help people experience cultural changes (Chrisnahanungara, 2019). One element of human culture is art in the form of expressions, objects, values, and experiences. What is expected from the implementation of education through art in schools is to produce skilled, creative, sensitive, and cultured individuals (Puspita, 2020).

Music education can provide training to students to be creative because in it students can express and create through art in the form of beautiful sounds. By utilizing various elements that exist in the art of music can develop students' personalities, attitudes and emotions, and can train students' creativity (Respati & Fuadah, 2018). Through music can develop intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ) in students. Therefore, it is important for students in school to learn music (Ilmi dkk., 2021).

Music education held in elementary schools is not solely to make students have professional abilities in music, but the aim is for students' personal development by providing experiences of expression and appreciation through music (Murtiningsih & Wiryawan, 2007). Through musical activities, it can train aesthetic sensitivity and good values so as to foster the behavior, attitudes, and character of students (Yuni, 2017). Music experience can be obtained by students through music art learning activities (Rusdewanti & Gafur, 2014).

Music learning is a process of interaction between educators and students in a learning environment to increase and develop the potential sense of beauty possessed by students through experience and appreciation of music (Nasution, 2016). The purpose of music art subjects in elementary schools is that students are able to express themselves on life phenomena, are sensitive to personal problems and the surrounding environment, can hone and develop musicality skills, practice music in the right way, are able to answer challenges in everyday life, and are able to strive for the development of personality, character, and life both for themselves and for others and the environment (Kemendikbud Ristek, 2022).

The curriculum that is currently gradually being implemented in schools is the independent curriculum, where in the curriculum one of the musical arts materials taught in grade V elementary schools is about recognizing shapes and distinguishing the sounds of musical instruments. The goal to be achieved from this learning is that students are able to

recognize the shape of musical instruments, feel, know, and distinguish the sounds of musical instruments. Also, students are able to describe musical instruments used in a song composition (Zulhidayat & Pame, 2021).

A musical instrument is an instrument that is made or adapted to produce musical sounds. Musical instruments have now evolved to be more varied and diverse in type, and use increasingly quality materials (Suharto, 2018). Through the introduction of musical instruments to students, it can enrich students' knowledge of existing musical instruments, be it musical instruments from the east or musical instruments from the west. In addition, it can help preserve the existence of musical instruments, especially regional musical instruments so that they are not extinct swallowed by the times (Rudiansyah dkk., 2015). Also, it is also expected to foster students' appreciation of the art of music (Yuliasuti, 2010). By appreciating an artistic or cultural result can be a useful potential for students in personal life and community life because students are able to provide understanding, interpretation, and assessment or appreciation of an art result, and are able to weigh values and feel the meaning of a value (Zebua dkk., 2018).

However, the reality in the field shows that learning to introduce musical instruments to students is not optimal. From the results of identification in the field, it shows that students do not look enthusiastic when learning and tend to be passive. This happens because the media used by teachers in the form of pictures of musical instruments does not attract students' learning interest. Also, the learning media used by the teacher is not in accordance with the learning objectives to be achieved. Musical instrument facilities are also still not available in schools, so teachers cannot display musical instruments directly to students. As a result, students do not understand the shape of existing musical instruments, and students also still have difficulty in distinguishing sounds from musical instruments. Therefore, a learning medium is needed that can actualize various sounds and forms of musical instruments. In addition, the number of musical instruments that students must know requires teachers to be able to use innovative, creative, and interesting learning media for students. Thus, students are able to understand well the material, recognize shapes and distinguish the sounds of musical instruments.

Based on the facts in the field, researchers see that learning to recognize the shape and sound of musical instruments in elementary schools is still not optimal. In learning, there are components related to the learning process, namely: teachers, students, planning, methods, teaching materials, learning media, and evaluation. As a system, each component is interconnected and interrelated. Therefore, it is important for a teacher to prepare as well as possible all components in order to create maximum learning and in accordance with learning objectives.

RESEARCH METHOD

The research method used in this study is qualitative descriptive. Qualitative descriptive method is a way of working or method in a study by describing the state of objects based on facts and phenomena in real and according to circumstances (Listari et al., 2022). This research was conducted in several elementary schools in Tasikmalaya City. Participants who will be involved in this study are teachers and students. Data were collected using observation, interview, and documentation techniques. Observation is a data collection technique with observation and memory processes related to human behavior, work processes, natural phenomena, and is carried out for research that does not require large numbers of respondents (Sugiyono, 2012).

Observations were made in grade IV elementary school when the learning process to recognize the shape and sound of musical instruments was underway which was seen from the aspects of students, teachers, methods, teaching materials, media, and evaluation. Meanwhile, interviews are conducted by two or more people to find out participants' perceptions or memories of something (Sarosa, 2012). Interviews in this study were conducted with grade IV elementary school teachers to find out the learning planning carried out, the learning methods applied, as well as the teaching materials and learning media used. Meanwhile, documentation is all records, data collection results, and interim analysis results, or research and publication results such as conference articles, journal articles, books, theses, dissertations, theses, working papers, and others (Sarosa, 2012, hlm 37). In this study, documentation was carried out to collect data related to curriculum, lesson planning, teaching materials, and evaluation results related to learning.

Data analysis techniques using the Miles and Huberman model (in Sugiyono, 2012). To describe the data obtained by researchers from the results of analysis and identification of learning to recognize the shape and sound of musical instruments in elementary schools. There are 3 stages carried out to analyze data, namely data reduction, data display, and conclusion. The data analysis steps are shown in the following figure.

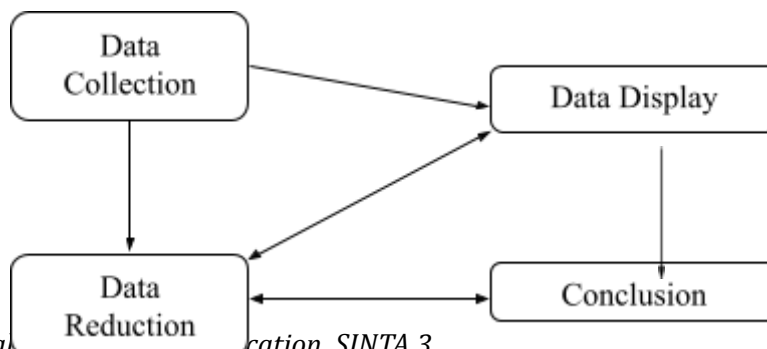


Figure 1. Data Analysis according to Miles and Huberman (in Sugiyono, 2012)

Data reduction is a process carried out to summarize, focus on important things, choose the main things, and look for themes and patterns to provide a clearer picture and make it easier to collect data (Sugiyono, 2012). Then, the data is presented according to a predetermined classification to more easily understand it (data display). In this study, researchers used text to present data. The data that has been written is then concluded based on the conditions that occur in the field. The end result is concluded to interpret which parts need to be responded to from the records. Then, it is concluded in a structured manner to produce new discoveries (conclusions).

RESULTS AND DISCUSSION

Based on the results of analysis and identification in the field, learning to recognize the shape and distinguish the sound of musical instruments in elementary schools can be seen from the following seven components, namely 1) Students; 2) Teachers; 3) Learning planning; 4) Learning methods; 5) Teaching materials; 6) Learning media; and 7) Evaluation.

Teacher

The teacher's ability to teach musical instruments is still not qualified. There is not a single instrument that teachers can play to show to students. This ability is not possessed by teachers because there is no talent to play musical instruments. However, teachers are able to overcome these shortcomings through the delivery of material that is enthusiastic and confident, so that students are able to accept explanations from teachers well. Although, basically this knowledge is still lacking because teachers are not graduates from music education. In addition, teachers are able to manage classes optimally. The teacher's attention is always on every student in the class. So, when the classroom atmosphere becomes rowdy due to deviant student behavior, the teacher is able to solve it quickly. Teachers have been able to create conducive learning conditions by always keeping the classroom atmosphere calm and organized, and always giving appreciation to students who complete their assignments well.

Then, the teacher is also able to control students appropriately, because the teacher already understands every character possessed by the students. Teachers are also able to provide motivation to students by providing ice breaking when students feel bored and unfocused while learning. Students become enthusiastic and happy to follow learning. Based on this, teachers already have competent and professional characteristics in

providing learning to students. As stated by Listari et al., (2022) that professional teachers are able to organize learning strategies that are in accordance with student circumstances and are able to carry out their roles and functions in classroom learning.

Student

During the learning process, students show different enthusiasm for learning. There are active students and less active students. Active students always ask questions to the teacher and answer the teacher's questions, as well as discuss with their friends. Meanwhile, students who are less active only listen to explanations from the teacher and only stay silent when the discussion is in progress. When the teacher explains the material, most of the students pay close attention. However, some students did not pay attention to the teacher's explanation, enjoyed chatting, and invited their friends to quarrel. When given an assignment by the teacher, students do it well and correctly according to what has been instructed by the teacher. The time they use to do tasks is also relatively fast and in accordance with the time that has been set.

As stated by Rijal & Bachtiar (2015) that students show positive and negative attitudes during the learning process. Students who have a positive attitude are always enthusiastic when learning. Conversely, students who have a negative attitude are always not enthusiastic in learning. This can be influenced by the feelings of support or dissupport that students have for the lessons given.

Learning Planning

Before carrying out learning activities, teachers have prepared a lesson plan (RPP). The lesson plan is not made by the teacher himself, but the teacher uses the lesson plan that is already available and is in accordance with the student handbook. In the RPP, there are basic competencies, learning indicators, learning objectives, learning materials, learning methods, media, tools, and learning resources, learning steps, and assessments. The lesson plan that has been prepared by the teacher becomes a guideline in carrying out learning activities. However, teachers are not always fixated on the lesson plan because the learning process can take place flexibly according to the situations and conditions that occur in the classroom, especially in learning music in recognizing the form and sound of musical instruments. Basically, according to Suwandayani (2018) learning planning is important, especially music art learning to coordinate various learning components based on the formation of student competencies in music.

Learning Methods

When learning activities take place, teachers use quite varied methods. At the beginning of the lesson, the teacher uses the lecture method to explain about musical instruments. Teachers also use the question and answer method to attract students' attention

and restore students' concentration to be focused on explaining the material because students' focus is sometimes easily distracted by something. In addition, teachers use the discussion method by forming students into groups. In the group, students discuss and work on the assignments given by the teacher. The assignment is already in the student handbook, students find out about the name of the musical instrument and its regional origin, and find out about how to play the instrument and the source of the sound of the instrument.

The method used by the teacher is good enough and can support the learning process and can motivate students to learn. As stated by Satriani (2018) that the use of varied learning methods can eliminate student boredom when learning and so that the learning process can be carried out effectively and provide the expected results.

Teaching Materials

In addition to student handbooks, teaching materials used by teachers are in the form of teacher handbooks and LKS. In the teacher handbook, there is additional material that teachers can convey to students. In addition, LKS is also used by students as enrichment and practice materials, in which there are materials and questions that can be done by students. The teaching materials used by the teacher are teaching materials that have been provided by the school. Teachers have not been able to make and provide their own teaching materials. Teachers use sober teaching materials without trying to expand the material that can increase students' knowledge and understanding in getting to know various musical instruments.

Basically, teaching materials are a guideline for teachers and students, and at the same time are the substance of competencies that should be taught to students and learned by students. Therefore, it is important for a teacher to be able to provide or create teaching materials that can create an environment or atmosphere that allows students to learn (Desyandri, 2021).

Learning Media

In elementary schools, musical instruments are still very limited, and there are even schools that do not have any musical instruments. As a result, during learning activities there are no musical instruments displayed to students. As a result, the learning media used in the learning process is still in the form of images contained in books. The media used is considered incompatible with learning objectives that require students to feel and hear directly the form and sound of musical instruments. Types of visual learning media such as images are only able to present the shape of musical instruments. Meanwhile, the sound is not able to be presented by the media. The pictures of musical instruments contained in the book are also incomplete and cannot display the diversity of existing musical instruments,

such as traditional Indonesian musical instruments and Western musical instruments. As a result, students' understanding of the various shapes and sounds of musical instruments is still low.

Teachers when going to use learning media must be adjusted and directed to achieve the learning objectives that have been set. The accuracy or suitability of media use, then optimal learning objectives will be achieved (Rozie, 2018). In addition, learning media must also be adjusted to the subject matter to be delivered because each material has different characteristics and complexity (Hamid, 2020).

Learning Evaluation

The teacher evaluates at the end of the learning process by looking at the tasks done by students. From the assignments done by the students, it can be seen that students have been able to explain several musical instruments correctly and completely. It can be said that students' understanding of musical instruments is already good. However, evaluation in this way does not measure the understanding of individual students because teachers only judge from the results of group work.

In learning music, evaluation is not only carried out on aspects of knowledge, but on aspects of skills and attitudes as well. The learning outcomes obtained by students must include all aspects taught by the teacher, both aspects of knowledge, attitudes, and skills of students (Mika & Manap, 2020).

CONCLUSION

It can be concluded, the results of the learning analysis recognize the shape and distinguish the sound of musical instruments in elementary schools as follows.

1. Students show positive and negative attitudes during the learning process. The positive attitude of students is shown through an antusias attitude following learning by always paying attention to the teacher's explanation, asking, discussing, and completing tasks appropriately and correctly. Conversely, students have a negative attitude when they do not pay attention to the teacher's explanation, enjoy chatting, and invite friends to fight.
2. The teacher does not have the ability to play a musical instrument. However, teachers can work around this by using varied learning methods and being able to manage classes well.
3. Learning planning is carried out by preparing documents in the form of learning implementation plans (RPP) before carrying out the learning process. The lesson plan is used by teachers as a guideline in carrying out teaching and learning activities.
4. The learning methods used by teachers are varied and can motivate students to learn well.

5. Teaching materials used by teachers in learning, namely student handbooks, teacher handbooks, and LKS.
6. The learning media used by teachers is still limited, because there are no musical instruments in schools. As a result, teachers use image media. The media is considered less attractive and not in accordance with the goals to be achieved.
7. Evaluation is carried out at the end of the learning process by looking at the tasks done by students.

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