

## **Analysis of the Needs of Teaching Materials on Sound and Types of Musical Instruments for Grade 4 Elementary Schools**

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### ***Abstract***

*His study concerns the analysis of the needs of teaching materials on sound material and types of musical instruments. The purpose of this research was to determine the need for teaching materials on sound material and types of musical instruments. The approach used is by using a qualitative approach. Data obtained by observation techniques, interviews, and documentation studies. Based on the implementation of observations, interviews, and documentation studies, it was found that the need for teaching materials on sound material and types of musical instruments can be in the form of electronic modules. The electronic modules needed are in accordance with the development of grade IV elementary school children, namely they must have an attractive appearance, choose a striking color, use the appropriate type of writing, use simple language, and practice questions in the form of a game. This research has the benefit that it can be used as a reference or basis in developing teaching materials in the form of electronic modules. So that the teaching materials used in learning can meet the needs of students.*

***Keywords: Electronic Module, Teaching Materials, Music Arts Training, Elementary School***

### **Abstrak**

Penelitian ini mengenai analisis kebutuhan bahan ajar pada materi bunyi dan jenis alat musik. Dilaksanakannya penelitian ini bertujuan untuk mengetahui kebutuhan bahan ajar pada materi bunyi dan jenis alat musik. Pendekatan yang digunakan yaitu dengan menggunakan pendekatan kualitatif. Data diperoleh dengan teknik observasi, wawancara, dan studi dokumentasi. Berdasarkan dari pelaksanaan observasi, wawancara, dan studi dokumentasi diperoleh temuan hasil bahwa kebutuhan bahan ajar pada materi bunyi dan jenis alat musik dapat berupa modul elektronik. Modul elektronik yang dibutuhkan sesuai dengan perkembangan anak kelas IV sekolah dasar yaitu harus memiliki tampilan yang menarik, pemilihan warna yang mencolok, jenis tulisan yang sesuai, bahasa yang digunakan sederhana, dan latihan soal dalam bentuk permainan. Dengan adanya penelitian ini memiliki manfaat yaitu dapat dijadikan acuan atau dasar dalam pengembangan bahan ajar dalam bentuk modul elektronik. Sehingga bahan ajar yang digunakan dalam pembelajaran dapat memenuhi kebutuhan peserta didik.

**Kata Kunci: Modul Elektronik, Bahan Ajar, Pembelajaran Seni Musik, Sekolah Dasar**

## INTRODUCTION

Departure from the verdict Ministry of Education and Culture Research and Technology No. 56 of 2022 concerning Guidelines for Implementing Curriculum in the context of Recovery Learning (Independence Curriculum) as a complement to the previous curriculum stipulated a decision that the Independent Curriculum would begin to be implemented in the 2022/2023 school year. In the decision it was also stated that the implementation of the Independent Curriculum was gradual. At the elementary school level, the first year is carried out by grades 1 and 4. The second year is carried out by grades 1, 2, 4 and 5. Then in the third year it is carried out by all classes starting from grade 1 to grade 6. adopt from journal (Zahir et al., 2022) is of the view that the implementation of the Independent Curriculum is a new change for a better education system. Educators have flexibility in developing teaching modules for relevant students.

Adopting from the journal (Rahmadayanti & Hartoyo, 2022) it is stated that in the Independent Curriculum the content of Arts and Culture consists of three choices of fields. The arts include music, fine arts, and theater or dance. From the third choice the arts are students given flexibility to select a field. Thus students can choose according to their interests and talents in one of the fields of art. It means school is necessary prepare the needs of students for learning so that learning can be optimal. It is hoped that students can develop their interests and talents in art.

Art education has an impact that has an impact on students. Art education can influence the mental and physical development of students (Purhanudin, 2016). Each student can flexibly express all their creativity based on their respective experiences. With art education each student is facilitated to develop creativity and interests freely. Art education is expected to hone and develop creativity learners. This means that students with art education can freely express all the creative ideas that exist within them without any restrictions. Then, art is expected to support formation student personality as a whole. So, expectations can provide opportunities for students to be creative. So, it can be said that with art education students can maintain and preserve cultural values. It is important for students to understand art education.

Art learning in schools has a goal as an effort to develop students' personalities (Fujiawati et al., 2020). By learning art, students need an attitude that collaborates with peers so that it requires a collaborative attitude. Another goal is to hone aesthetic attitudes, so students must have their own aesthetic values. Then students can give an appreciation of art. Here students learn about how to respect others

Referring to the 4th grade Merdeka Curriculum in the field of music, there is sound material and types of musical instruments. The material explains about musical instruments based on how to play them, rhythmic instruments, and melodic instruments. Adopting from the teacher's manual for music art content, the objectives of the material are: students can understand and recognize what sound sources are and how to play musical instruments and students can distinguish musical instruments rhythmic and melodic instruments. By understanding musical instruments based on the method, as well as rhythmic and melodic musical instruments, students are expected to have an interest in one of the musical instruments they like. Then they can maintain and preserve various Indonesian musical instruments in their environment.

Seeing the reality in the learning field on sound material and types of musical instruments has not been implemented optimally. This material introduces the sound of musical instruments but there are still many schools that do not have supporting musical instrument facilities. The next problem is that the teaching materials used only contain text and images so that it is not optimal to introduce the sound of musical instruments. The teaching materials used also do not attract the interest and attention of students to be used as teaching materials.

As a solution of problem That is, it is necessary to know the optimal teaching materials according to the needs of students in sound material and types of musical instruments. (Yonanda et al., 2022) Teaching material is a material used for learning in which there is material in the form of text, images, tables, graphics, audio, video which are arranged systematically and are intact. So it can be interpreted that teaching materials are seen as designed materials systematic contains a set of materials for support learning. Teaching materials consist of various types, namely books, magazines, modules, pictures, photos, CDs, videos, and multimedia. The module is included in one of the teaching materials. The module consists of printed modules and non-printed modules. An example of a non-printed module is an electronic module (Trinaldi et al., 2022).

According to previous research on electronic modules based on journals (Maharcika et al., 2021) the view is that electronic modules developed using the ADDIE method *analysis, Design, Development, and Implementation*. The electronic module that has been designed then enter the stage of validity testing by experts. From the validity test obtain overall average of 95.56%. Seeing from these acquisitions, the electronic module developed is included in the very valid criteria. After validating the electronic module, it will then enter the trial phase. At this stage the respondents, namely teachers and students filled out a response questionnaire. The results of the response to the electronic module, namely 87.19%, are in the very practical category.

Based on previous research in journals (Maharcika et al., 2021) developed an electronic module on the material "Work in My Environment" so that it is necessary to develop an electronic module on other material found in grade 4 in elementary schools. This research has the intention to support and continue previous research with different topics of discussion. If previously an electronic module had been developed in my work material, now it is necessary to develop an electronic module in sound material and types of musical instruments in elementary schools.

Based on the description of the field problems that have been described previously, the formulation of the problem is obtained, namely what are the conditions for the need for teaching materials on sound material and types of musical instruments in elementary schools. So the purpose of carrying out this research was to find out the need for teaching materials on sound material and types of musical instruments in elementary schools. Based on this urgency, it is important to carry out this research

## **METHODOLOGY**

The approach used in this study is to use a qualitative approach. The qualitative approach is seen as the method used in research which places more emphasis on analysis descriptive based on phenomena that occur in the field (Firmansyah et al., 2021). The qualitative approach has a flexible nature when in the field. This research was carried out at two research sites. The places that were used as research targets were SDN 1 Manonjaya and SDN 2 Sukasuka. To obtain data, researchers used observation, interviews, and documentation studies. The first stage as a way to collect data is to implement its observation. Observation activities were carried out at SDN 1 Manonjaya and SDN 2 Sukasuka. This observation analyzes the seven components of learning, namely: learning objectives, students, educators, teaching materials, methods, media, and evaluation. Furthermore, interviews were conducted with the homeroom teacher of class IV as a resource person from the two schools. The aspects discussed in the interview were regarding the orientation of the state of the teaching materials, the learning process, and analysis of needs in the field. The last data collection technique is a documentation study. At this stage the researcher includes teaching materials, curriculum, and school profiles.

## **RESULTS AND DISCUSSION**

### **1. Collaborative Problem Identification and Analysis**

The first stage in this research is to identify and analyze the problems that exist in the field. The problems to be identified are related to the need for teaching materials in elementary schools, especially grade IV. The implementation of problem identification and analysis of teaching materials is used as the basis for developing electronic modules on sound material and types of musical instruments. Data collection techniques in this study were carried out by means of observation, interviews, and documentation studies. The location of this data collection was carried out in class IV at SDN 1 Manonjaya and SDN 2 Sukasuka. Observations were made by analyzing the aspects of learning objectives, students, educators, teaching materials, methods, media, and evaluation. While the interviews discussed the orientation of needs in the field regarding teaching materials, learning processes, and analysis of needs in the field. Finally, with a documentation study that discusses aspects of the curriculum, teaching materials, and learning books.

### **2. Planning for Learning the Arts of Music in Elementary Schools**

The curriculum used in class is the 2013 curriculum. In this case, all learning resources from planning to implementation of learning are associated with the 2013 curriculum. The 2013 curriculum combines different subjects with the same topic of study. In other words, it is themed or integrated. Teaching materials used in learning must refer to the 2013 curriculum. The presence of teaching materials to support the learning process plays a very important role. The presence of teaching materials helps students understand the material in addition to the teacher's explanation in class. There are two types of teaching materials used in this school, namely printed teaching materials and non-printed teaching materials. The printed teaching materials used are: books, posters, pictures and modules. Non-printed teaching materials in the form of electronic modules. At SDN 1 Manonjaya, the electronic module is a very rarely used teaching material. Meanwhile, at SDN 2 Sukasuka there is no electronic module to support learning.

In choosing the teaching materials used, several aspects must be considered. One aspect that needs to be considered is the importance of teaching materials in relation to the curriculum used. The next aspect is the importance of teaching materials related to the learning objectives achieved by students. Therefore, the selection of teaching materials cannot be arbitrary. These two aspects must be considered. Based on the selection process, schools use books published by the Ministry of Education and Culture as teaching materials. These textbooks are available in schools for easy access for participants. Besides books, there are also modules provided by teachers at SDN 1 Manonjaya. Educators use their creativity to create their own teaching materials that support the learning process.

### **3. Learning to Know Sounds and Types of Musical Instruments in Elementary Schools**

SDN 1 Manonjaya and SDN 2 Sukasuka study the art of music by getting to know the sounds and types of musical instruments. Based on this learning, the researcher analyzed the components of learning during the teaching and learning process. The learning component consists of seven parts, namely: objectives, students, educators, teaching materials, learning methods, learning media, and learning assessment or learning evaluation. The following are the results of observations towards the seven learning components.

The learning objectives achieved by students are in accordance with the needs of students when measuring learning outcomes. Learning objectives are communicated by the teacher at the beginning of learning so that students know what needs to be achieved after learning. Learning objectives lead to the development of students' character. So that after learning, students not only master the material, but also develop good character. Schools not only produce students who have affective skills, but also students who have effective skills and character.

Students are not very active in learning. Students are only active when the teacher assigns students to answer questions. Students are not active when given the opportunity to ask questions. The reaction of students when learning is quite good. When the teacher explains the material, students focus on paying attention to the explanation. However, working on assignments starts to become counterproductive. Many students talk with their peers.

In teaching and learning activities the teacher has the opportunity to teach sound material and good musical instruments. Educators really understand the material. So that when teaching, the teacher conveys the material clearly. Educators also understand the nature of students to explain slowly according to the development of students. By creating a learning atmosphere, the teacher always encourages students to actively participate in learning. Educators sometimes ask students to introduce themselves and show the musical instruments they play.

The teaching materials used in schools are textbooks that have been approved by the Ministry of Education and Culture. Limited number of books in school. Therefore, it is not possible to lend books to every student. Books are only used in schools. Each book is held by two students. Therefore, it is difficult for students to study at school because there are no books as study material. This book contains essential content for learning audio materials and musical instruments. So that it can be used in learning. However, the book also has weaknesses. This deficiency consists of the inability of students to understand and describe material and sound instruments. Regarding sound material and types of musical instruments, it is important for students to understand how each musical instrument produces sound. At the same time, the

book was unable to make a sound. Books are just visual representations or pictures. This book also contains very little material. Audio material and types of instruments consist of very short material, making it difficult for students to understand more deeply.

This study uses the discussion method as a teaching method. Students are divided into six groups to discuss. The teacher first explains the material about the types of musical instruments, then gives assignments to students through discussion. The method used is related to the material being processed. Students should also discuss this material with their friends. During the implementation of this discussion method there were still students who did not participate in the discussion. Only some students complete the task, others just play. Therefore, the teacher must be monitored to find out who is active in the conversation.

Images of musical instruments are used in learning media. By using pictures as a source, students can get an idea of what instrument is being discussed. However, students cannot imagine how to play and how the instrument makes a sound. So that This learning media has drawbacks.

Evaluation of the learning by using practice questions found in textbooks published by the Ministry of Education and Culture. Practice with type essay. Students must answer the name of the musical instrument and the place where it comes from based on the pictures provided in the question. The practice questions used need to be updated in shape another. Forms that can be used for example in the form of a game. So that students can have a high interest.

#### **4. Need for Teaching Materials Recognizing Sounds and Types of Musical Instruments in Elementary Schools**

There are student needs that have not been met in the teaching materials used. In general, the needs of students are met. However, there are some needs that have not been met. For example, module-based teaching materials are still not available in the subject of music, sound material and types of musical instruments. The available modules are thematic and integrated into several subjects. So we need modules that focus on one particular topic or topic. There are several things that need to be considered in making modules. First, fill in the content loaded into the module. Content is the main element of a learning module because the content of the material will be studied by students. Second, the appearance of the module used must be attractive. The module format must be attractive and meet the characteristics of elementary school students. Third, the language used must be easy to understand. Of course this also applies to the language skills of elementary school students. Therefore, the language used must be easily understood by students. Fourth, the module must be passed. The completed module must also respond to the learner's context. Also added practical questions in the form of games to arouse students' interest. It is necessary to develop teaching materials such as electronic modules. The resource person also strongly agreed that the electronic module is in the material sound and types of musical instruments developed. So that it can support the learning process of students. Thus it will also be a solution to the needs of student learning materials.

#### **CONCLUSION**

So, it can be concluded that in the art of music subject, material for sound and types of musical instruments needs to be developed as teaching materials in the form of electronic

modules. The needs of these teaching materials are in accordance with condition the needs of students, namely: having an attractive appearance, using simple language so that it is easy to understand, paying attention to the selection of striking colors, the content of the material must be in accordance with the curriculum and systematically, and using practice questions in the form of games. Thus the teaching materials developed will be in accordance with the needs of students.

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