

The Effect of Learning Methods and Learning Interest Towards Music Arts Learning Outcomes Elementary School Class V Academic Year 2016/2017

Rumintang E. Gultom

Departement of Education Technology, Postgraduate Program, State University of Medan, Medan, Indonesia

Abstract

This study aims to: (1) Knowing the results of learning Music Students who are taught by the method of learning demonstration and learning outcomes Music Art students are taught by drill learning method. (2) Knowing the learning result of music art of students who have high learning interest and low learning interest. (3) Knowing whether or not there is interaction between the learning method with the interest of learning in influencing the learning result of the student's musical art. This research is a quasi experimental research. The population of this study is all students of grade V SD Trijaya Medan Lesson Year 2016/2017 consisting of 64 students and as a sample in this study 30 students and students Gracia Sustain Medan Elementary students of 67 students and as a sample in this study 30 students. Instrument used consisted of: (1) test result of learning used in this research in the form of psychomotor test as much as two songs (2) sheets questionnaire interest in student learning as much as 40 items. The instrument has fulfilled the terms of content validity and construct validity as well as reliability coefficient. The research hypothesis was tested by using anava 2 lane where previously tested data requirement that is normality and homogeneity test. The result of research indicate that: (i) result of student learning using drill learning method equal to (25.30%) bigger than student using method demonstration learning (24.20%); (ii) student learning outcomes with higher learning interest (25.76%) greater than students with low learning interest (24.10%) showed different learning interests and (iii) there was an interaction between learning methods and student learning interests to the learning result of music art. The result of study of music art of students taught by drill learning method that is high learning interest (27.13%) and low learning interest (23.38%) when compared with student taught by method of demonstration learning that high learning interest (24.97%) and low learning interest (24.21%).

Keywords: Learning Method, Interest Learning, and Learning Results Art Music

1. Introduction

A fact that can not be denied that the students are still many who see the eye of art and cultural lessons, especially music art. Music art lessons are considered trivial because they are not included in any of the subjects in the national final examination. Therefore the result of learning music art in school less than maximum and make learners do not have knowledge and skill in playing music.

Students music learning achievement still has not shown a better change than before. The learning of music in school is intended to cultivate and improve the talent and skills of students in playing a musical instrument so that the existing talent in students can be developed into a creativity of good musical art and useful for the future of students. But otherwise what is the purpose of learning art music is not easy to achieve due to low student learning outcomes. This is evidenced from the results of interviews with teachers of class 5 musical art at SD Trijaya Medan and SD Gracia Sustain Medan. Music art teachers in both schools have the same answer that the result of learning music students of grade V SD is still low. This is indicated by the average score of music lessons less than the predefined KKM (Maximum Criteria of Graduation) that is 75 years. The low result of learning music student art because there are still many students less able to remember the material taught. As has been known subjects of music art is one of the subjects that involves a lot of memory to memorize the basic keys of musical instruments to produce a harmonious tone. In addition, many students who consider music art lessons are only considered limited to complementary lessons that do not affect their learning outcomes.

On the other hand, less precise learning methods make passive students because they only hear and record lessons. Bireun (2002: 14) said that still view the method of teaching as the cause of the lesson becomes the object of student complaints. This explains that the monotonous learning strategy becomes the main problem of students in achieving musical art learning outcomes.

Dull learning method makes students do not have the intensity of optimal attention. The core cause of it all is the students' difficulties to memorize a series of tones, rhythms.

Efforts to solve the problem one of them using methods that fit the needs of students in the learning process. Sudjana (2005) states that good learning outcomes one of them is supported by the use of appropriate methods. A good learning method is tailored to the material to be delivered, the condition of students and the means available. Therefore, it is necessary to involve students' activeness in the learning process students can work together, in the sense that smart students can help slow students in understanding the material that has been submitted.

In planning and teaching music lessons, one of the tasks of teachers is to establish the right learning method so that students are more motivated in learning, possessing skills, knowledge and values and attitudes to prepare for higher learning studies, as well as their use in daily life. Thus the teacher should be able to master the various learning strategies and able to choose at the same time using methods that match the material being taught. The success of a learning method is determined by several things, namely: The ability of teachers, students, environment, subject matter, learning tools, and goals to be achieved.

Drill methods that are also called ready training methods or training methods are a good way to instill certain habits. Through drill methods to improve students' playing pianika skills, students can practice individually or in groups actively. Students no longer learn only by listening to lectures from teachers, but actively practicing alone or through small groups. The use of drill method is a form that can improve students' ability to play pianika with the correct technique of blowing and searching. Students in cycles I and II were trained to play pianika using ethnic song lyrics. Students not only hear explanations from teachers only, but students also directly practice it. This can be seen with the increase of student activity from cycle I and II.

Roestiyah (2001: 125-126) says that the purpose of using the drill method is: (1) to have the ability to memorize words, to write, to use tools, (2) to develop intellectual skills, (3) to have connections between things and etc., and (4) to acquire a dexterity, a skill about something students learn by practically practicing the knowledge they have learned and ready to use whenever it is needed. This explains that the drill method is a method that has the purpose of developing the ability of students by memorizing words, writing, using tools to obtain a dexterity, especially skills in music art learning.

In a research journal conducted by Rika Njau (2009) entitled "Implementation of Drill Methods In Music Learning In Class XI IPA SMA Negeri 1 Tanjung Selor Bulungan District East Kalimantan" which states that through drill methods applied appropriately by the teacher, the value KKM Music Art lessons can be achieved well. Through drill learning method, learning of music presented by teacher become interesting and fun and learning goal can be achieved well. In this method learners have to practice a lot of playing a musical instrument to be displayed in front of the class. The quality of the exercise is influenced by precision, seriousness, tone sensitivity, harmonization and compactness. Therefore the implementation of this exercise is not carelessly done by students, must follow the flow to achieve the desired learning objectives.

In addition to the method of learning, the learning result of the students 'musical arts is also influenced by the students' interest which often becomes the inhibitor of the less active students in learning. Interest in learning is a sense of interest in a lesson or activity with no one to ask, the interest is essentially the acceptance of the relationship between yourself with something outside himself, the stronger or closer the relationship the greater the interest.

The fact that is often found in school is that many students have no interest in learning, especially music art. An interest that students do not have will give students a sense of despair in learning. There is no persistent effort in facing learning challenges. Conversely, a student who has an interest will have a sense of wanting to learn, he will quickly understand and remember it. In relation to concentration, interest plays a role in giving immediate attention, facilitating the creation of concentration and preventing external attention disturbance. The problem of this research is formulated as follows: (1) Is the learning result of music student art that is taught by using drill method is higher than the result of learning music of student art that is taught by using demonstration method? ; (2) Is the result of studying music art of students who have high learning interest is better than the result of learning music of students who have low learning interest? ; and (3) Is there an interaction between learning methods and interest in learning on the learning outcomes of music art?

2. Method

This research was conducted in two elementary schools, namely SD Gracia Sustain Medan and SD Trijaya Medan, both for instrument testing and research implementation. The population of this research is Gracia Sustain elementary school students which consists of two classes totaling 67 people and students of Primary School Trijaya Medan consisting of two classes with total 64 people.

The technique of determining the sample used cluster random sampling, determined by two class sample as experiment group that is 1 class become treatment of drill learning method and 1 class become class treatment method of student demonstration learning of Gracia Sustain elementary school of Medan amount to 30 student and second class become treatment class methods of learning demonstration of Primary School students Trijaya Medan amounted to 30 students. Before the learning is held, teachers who teach in demonstration and drill learning classes are given specific instructions on how to present the learning materials.

The method used in this research is quasi experimental method. This method is chosen because the classroom used for the demonstration class or the drill learning class is a class that has been included before and the characteristics of the students that are controlled are the students' interest in learning. The research design used in this research is 2x2 factorial as shown in Table 1.1 below:

Table 1.1 Matrix of Research Design

Learning Methods (A)		
Interest to Learn (B)	Drill (A₁)	Demonstration (A₂)
High (B₁)	$(\mu_{A_1 B_1})$	$(\mu_{A_2 B_1})$
Low (B₂)	$(\mu_{A_1 B_2})$	$(\mu_{A_2 B_2})$

Information:

A = Learning method

B = Interest Learning

= Drill learning method

= Method of learning demonstration

= High learning interest

= Low learning interest

= Average learning outcomes of students who have high learning interest by using drill learning method

= Average learning outcomes of students who have low learning interest using demonstration learning methods

= Average learning outcomes of students who have high learning interest by using *drill* learning method

= Average learning outcomes of students who have low learning interest using demonstration learning method

Data analysis techniques used are descriptive and inferential statistical techniques. Descriptive statistical techniques used to describe the data include: average value, median, standard deviation and data trends. Inferential statistical techniques are used to test the research hypothesis, where the inferential technique to be used is a two-lane Anava variance analysis technique (2x2 factorial design) with a significant level of $\alpha = 0.05$. Prior to the two-track anova dilakuan, first determined the requirements of the normality requirements analysis by using the Liliefors test, while for the Homogeneity test test using Fisher test (F) and Barlett test at 5% real level. Fisher tests were used to test the homogeneity of each sample group (treatment), while the Barlett test was used to test the sample group homogeneity (treatment) simultaneously. For the purpose of hypothesis testing, statistics are formulated as follows:

The first hypothesis:

Ho : $\mu_{A_1 B_1} \leq \mu_{A_1 B_2}$

Ha : $\mu_{A_1 B_1} > \mu_{A_1 B_2}$

The second hypothesis:

Ho : $\mu_{B_1 A_1} \leq \mu_{B_2 B_2}$

Ha : $\mu_{B_1 A_1} > \mu_{B_2 B_2}$

The third hypothesis:

Ho : A >< B = 0

Ha : A >< B \neq 0

3. Results and Discussion

Result

Testing of first, second and third research hypothesis was done by using 2x2 factorial variance analysis. The summary of the results can be seen in Table 2.

Table 2. Summary of Anava Factorial 2x2

Source of Varians	JK	Dk	RJK	F _{hitung}	F _{tabel}	Information
Between Coloumns	18,15	1	27,37	6,150	4,01	Significant
Between Lines	27,37	1	18,15	4,079		Significant
Interaction	102,08	1	102,08	22,938		Significant
Galat (Error)	253,65	57	4,45	-		
TOTAL	401,25	60	-	-		

To know the interaction between learning method and student's interest in learning result of Art of Music, then done further test with Tukey test. Summary of Tukey test calculations can be seen in Table 3.

Table 3. Summary of Tukey Test

No.	Group	Uji Tukey	
		Qh	Qt = 0.05
1	A1B1 dengan A2B1	9,55*	2,89
2	A1B1 dengan A2B2	6,27*	
3	A1B1 dengan A1B2	10,15*	
4	A1B2 dengan A2B1	0,42ts	
5	A1B2 dengan A2B2	4,25*	
6	A2B1 dengan A2B2	3,74*	

Based on Table 3, the Tukey test results indicate that from six combinations of the average test of Music Art learning result, there are five tests that show significant and one insignificant test. Further interaction between learning methods and interest in influencing the learning outcomes of Music Art is shown in Figure 1. The average score of music art

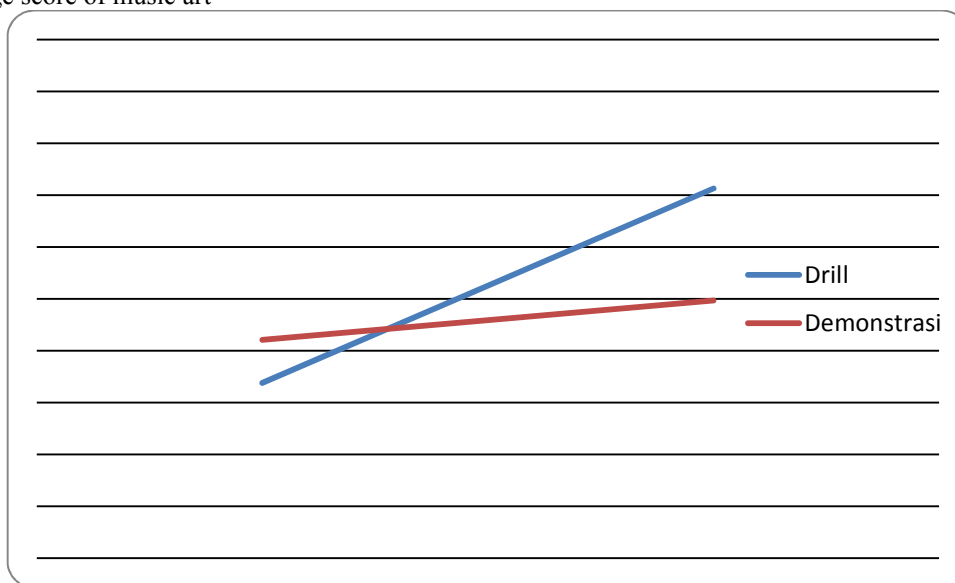


Figure 1. Interaction of Learning Methods and Learning Interests

4. Discussion

Average of learning result of Art of Music student who taught by drill learning method is higher than the average of learning result of Art of Music taught by method of demonstration learning. This suggests that drill learning methods proved to be effective can improve students' learning achievements in the overall musical arts for both groups of students who have an interest in learning high-art music as well as groups of students who have an interest in learning low musical arts. Thus it can be interpreted that drill learning method is more effective to improve the learning result of Music Art without paying attention to student learning interest. This can happen because in learning applying drill learning method, students tend to be active to reconstruct their own knowledge to be obtained. Students try to find and solve problems within the framework of achieving learning objectives. Besides, drill learning method aims to foster the participation of students in solving problems in learning, fostering discussion among students.

Drill learning is a way of teaching by giving exercises to what a student has learned so as to acquire a certain skill. The word practice means that it is always repeated, but nevertheless, between the first learning situation and the realistic learning situation, it will try to practice the skill. Fair drill is used for: (a) motor skills, eg using tools (music, sports, dancing, carpentry and so on), (b) mental skills, for example: memorizing, summing, multiplying, dividing and so on).

Average learning outcomes of Music Art students with a high learning interest overall were both taught by drill learning methods and demonstration learning methods higher than the average learning outcomes of Music Art students with low learning interest. This indicates that the difference of interest influences the acquisition of learning achievement of student musical arts. For that the role of teachers in learning activities is to pay attention to student learning interests so that the methods applied in learning activities in accordance with the characteristics of student learning interests.

5. Conclusion

First, the result of learning music student art that is taught by using drill method is higher than the result of learning music student art that is taught by using the method of demonstration.

Second, the result of learning music of students who have high learning interest is better than the result of learning music of students who have low learning interest.

Third, there is an interaction between learning methods and interest in learning on the learning of art music. The result of learning music of students who have high learning interest by using drill learning method is better than students who have low learning interest. While the result of learning music of students who have high learning interest studied by less demonstration learning methods compared with students who have low learning interest. Thus, students who have a high learning interest are better taught by drill learning methods and students with low learning interests are better taught by demonstration learning methods.

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