The Effect of Learning Strategy and Interpesonal Communication to the Result of Student Art Music SMA Chandra Kumala School Medan 2017/2018

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Abstrac

This research aims to find out : (1) The different result of student art music that taught with using strategy of caracter learning educator higher than result of the student art music that taught with using conventional strategy base scentific; (2) The different result of the student art music that taught using high interpesonal communication better that the result study of student art music that taught with using low interpesonal communication; (3) Interaction between a strategy of learning and interpersonal communication about the result studied art music. This research is Kuasi- Eksperiment research. This population researches are all of the students in class X Senior High Shool of Chandra Kumala in the first semester in 2017/2018 that there are four class with total 120 students and divided into two group. The technique of data analysis by using ANAVA two ways. The distribution of data should be normal and homogeny. The result of research show that (i) The students that taught with using strategy of learning educator higher than the result that using conventional strategy. (ii) The students had high interpersonal communication better that the result studied thaSt had low interpersonal communication. (iii) and the interaction between learning strategy learning and interpersonal communication towards the result of student art music.

Keywords: Strategy Learning Educator, Interpesonal Communication, Art Music Learning Outcomes

1.   Introduction

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners are actively developing their potential to become skilled and character human beings (Manullang, 2005: 36). In achieving the educational goals are many problems that must be faced. One of the problems facing our education world is the weakness of the learning process. Processes that lead to changes in behavior.

Character education is part of the National Education System. As a system, character education has a range of materials, methods, learning activities, and evaluations. Character education is an education of noble values rooted in the religion, customs and culture of Indonesia in order to develop the personality of learners in order to become a virtuous man of noble character (Zubaedi, 2005: 4). Therefore, the realization of character education needs to be realized in the family environment, community, and school in an integrated manner. School as a formal educational institution needs to take a role in developing the affective side of learners.

In other words, in the implementation of moral education, schools need to emphasize more on the guidance of learners behavior because character is basically not a mere cognitive mastery. The socially integrated character is aimed at facilitating students to be able to use knowledge, study, and internalize and personalize values, develop social skills that enable growth and development of noble character in various sociocultural contexts that Bhineka (MoNE, 2001: 6). Therefore, the application of character education can be implemented by integrating into relevant subjects such as music art subjects as part of art, culture, and skill education.

In Curriculum 2013 explains that music art education is multilingual, multidimensional, and multicultural. Arts and art subjects have become compulsory subjects in school, but in the implementation of music art learning is still a lot of obstacles. This is due to the lack of appreciation of the music learning that is shown from the behavior, attitude, and actions of students during the teaching and learning process in the classroom.

In addition to the lack of self-awareness of students in the art of music, the role of communication also gives a considerable effect for the development of musical art creations. Interpersonal communication is part of the science of communication that gives a person a chance to get information. Muhammad (2009, 159) says that interpersonal communication is the process of exchanging information between a person with at least one other person or usually between two people who can be directly known backwards. Interpersonal Communication is forming relationships with others. In improving students' learning outcomes especially music art, teachers must create a learning strategy that is able to motivate and shape learners into a whole person who is virtuous with noble character through guidance, habituation, teaching and training and exemplary. This is very appropriate with the strategy of learning Budi Pekerti. This strategy has a goal on the personality of students, especially elements of the character or character that contains conscience (conscience) as consciousness (self-consciousness) to do virtue (virtue).

Based on the above explanation, it can be concluded that the influence of learning strategies Budi Pekerti and Interpersonal Communication will improve student learning outcomes. It is therefore very important to discuss this research further as important information for teachers in solving student problems in school, especially music

art learning.

2. Method

This research was conducted at SMA Chandra Kumala School Medan. This research will be conducted in the odd semester of 2017/2018. This study was conducted 4 x meeting with time allocation 2x45 minutes. The population in this study is all students of grade X SMA Chandra Kumala School consisting of 4 classes with the number of students as much as 120 students. The sampling technique in this research was conducted through cluster random sampling.

The steps in performing the sampling process are done by several steps: (1) writing the class name on a small sheet of paper, (2) inserting the sheet / roll of small paper into the drawing box, (3) removing the two lottery paper after two class, the two lottery papers were put into another box. Furthermore, a sheet of drawing paper will be revoked as a class with Character Based learning, while those not revoked as Conventional Based Class. From the result of the draw being selected as a class of learning Based on Character is the X-A class of 30 students selected as a class that is taught by using the character strategy. While the X-B class of 30 students were selected as classes taught by using conventional strategies. Prior to treatment, Interpesonal Communication tests first, to distinguish students who have high Interpesonal Communication and students who have low Interpesonal Communication. Determination of high Interpresonal Communication category and students who have low Interpesonal Communication is to convert the value obtained by learners in answering an Interpersonal Communication questionnaire, provided that Masrun (1975) is as follows:

Ni = ½ (highest score + lowest score)

under the condition:
- If Interpesonal Communication questionnaire score> 87.5 is categorized High Interpresonal Communication
- If Interpesonal Communication questionnaire score <87.5 is categorized Low Interpesonal Communication

The method used in this research is quasi experimental method (quasi experiment). This method is chosen because the class that is used for the treatment class, both the class with the learning strategy of character and class with conventional learning strategy is a class that has been formed previously. The design used in this research is 2 x 2 factorial design as presented in Table 3.2 below:

Tabel 3.2
Desain Faktorial 2 x 2

Strategi Pembelajaran (A) Komunikasi Interpersonal (B)	Budi Pekerti (A1)	Konvensional (A2)
Tinggi (B_1)	($\mu A_1 B_1$)	($\mu A_2 B_1$)
Rendah (B_2)	($\mu A_1 B_2$)	($\mu A_2 B_2$)

The research variables in this research are (1) Strategy of Learning Character and Conventional Strategy as independent variable, (2) Interpersonal Communication as moderator, and (3) result of learning Art of Music as dependent variable.

Data collection techniques should follow the following steps: (1) planning, which includes the formulation of objectives, the determination of variables, and the categories of variables to be poured in the lattice, (2) the writing of the questions, (3) editing, with guidance and answer keys, (4) conducting test trials, (5) analyzing test results, and (6) revising.

The internal validation of the test instrument must meet the construct validity (validity of construction) and content validity (content validity) (Sugiyoni, 2008). Testing in this case after the instrument is constructed based on the measured aspects then consulted with the expert. The formula that is used to perform the validity of the test of music art learning is the correlation of pearseon moment karl product, where the formula is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Information :
N = number of respondents
Σx = Score item
Σx 2 = Quantity of Items Square
Σy2 = Total quadrad total Y score
Σxy = Multiplication Total item score with total score
rxy = Coefficient

Data analysis techniques used are descriptive and inferential statistical techniques. 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, the first requirement of the normality requirements was determined by using the Liliefors test, while for Homogeneity test test using Fisher (F) and Barlett test at 5% level.

After performing the analysis requirements test, the two-lane Anava test is then performed. If the interaction is significant, then a further test is conducted to determine the comparison between cells, then if the sample size of each cell in this study design is the same, then it will be continued with Tukey test.

3.   Results and Discussion

The result of learning music of student's art which is taught by using the character of learning strategy is presented in Table 4.1

Tabel 4.1.

Deskripsi Data Hasil Belajar Seni Musik Siswa yang Diajar dengan Menggunakan Strategi Pembelajaran Budi Pekerti

Kelas Interval	Frekuensi Absolut	Frekuensi Relatif
18 – 19	1	1,7
20 – 21	3	5,0
22 – 23	9	15,0
24 – 25	18	30,0
26 – 27	17	28,3
28 – 29	11	18,3
30 – 31	1	1,7
Jumlah	60	100

Based on the data in Table 4.1 it can be pointed out that most students are in the class of intervals 24 - 25 with the percentage of 30.0% and 31.7% below the mean score of the class and 48.3% above the average grade score .

The learning result of student music art that is taught by using conventional learning strategy is presented in Table 4.2

Tabel 4.2.

Deskripsi Data Hasil Belajar Seni Musik Siswa yang Diajar dengan Strategi Pembelajaran Konvensional

Kelas Interval	Frekuensi Absolut	Frekuensi Relatif
18 – 19	2	3,3
20 – 21	11	18,3
22 – 23	10	16,7
24 – 25	19	31,7
26 – 27	14	23,3
28 – 29	3	5,0
30 – 31	1	1,7
Jumlah	60	100

Based on the data in Table 4.2 it can be pointed out that most students are in the class of interval 24-25 with the percentage of 31.7% and 38.3% below the mean score of the class and 30.0% above the average grade score .

The data of students' music art learning achievement with high interpersonal communication is presented in Table 4.3.

Tabel 4.3.

Deskripsi Data Hasil Belajar Seni Musik Siswa yang Memiliki Komunikasi *Interpersonal* Tinggi

Kelas Interval	Frekuensi Absolut	Frekuensi Relatif
18 – 19	1	1,6
20 – 21	8	12,9
22 – 23	7	11,3
24 – 25	16	25,8
26 – 27	17	27,4
28 – 29	12	19,4
30 – 31	1	1,6
Jumlah	62	100

Based on the data in Table 4.3 it can be pointed out that most of the students' scores are in the 24-25 interval class with 25.8% 25.8% next 25.8% below the mean score of the class and 48.4% above the grade average score.

The result of learning music of students who have low interpersonal communication is presented in Table 4.4.

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Tabel 4.4.
Deskripsi Data Hasil Belajar Seni Musik Siswa Yang Memiliki Komunikasi *Interpersonal* Rendah

Kelas Interval	Frekuensi Absolut	Frekuensi Relatif
18 – 19	2	3,4
20 – 21	6	10,3
22 – 23	12	20,7
24 – 25	21	36,2
26 – 27	14	24,1
28 – 29	2	3,4
30 – 31	1	1,7
Jumlah	58	100

Based on the data in Table 4.4 it can be described that the average score of 24.07 is at the 24-25 value interval with the percentage of 36.2% and 34.5% below the average score of the class and 29.3% above the score average class.

4.   Discussion

The overall average learning outcomes of musical arts of students who are taught with a characteristic learning strategy are higher than those taught by conventional learning strategies. This suggests that a proven effective moral learning strategy can improve student learning outcomes overall for students with high interpersonal communication as well as students with low interpersonal communication

The results showed all the research hypotheses that researchers submit acceptable.

1. Testing of the first hypothesis that states the learning result of music art students taught by using Budi Pekerti learning strategy is higher than the result of learning music student art that is taught by using conventional strategy.

2. Testing of the second hypothesis shows that the result of learning music of students who have high interpersonal communication is better than the result of learning music of students who have low interpersonal communication.

3. Third Hypothesis Testing There is an interaction between Learning Strategy and Interpersonal Communication to the learning result of music art

5.   Conclusion

Based on the results of hypothesis testing as described, this study concludes that:

1. The result of learning music student art that is taught by using Budi Pekerti learning strategy is higher than the result of learning music of student's art that is taught by using conventional strategy.

2. The result of learning music of students who have high interpersonal communication is better than the result of learning music of students who have low interpersonal communication.

3. There is an interaction between learning strategies and interpersonal communication to the learning result of musical arts .. The result of learning music of students who have high interpersonal communication taught with a better character-learning strategy compared with students who have low interpersonal communication. While the result of learning music of students who have low interpersonal communication taught with conventional learning strategy better than students who have low interpersonal communication. Thus, students who have high interpersonal communication are better taught with a characteristic learning strategy and students with low interpersonal communication are better taught with conventional learning strategies.

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