

## Improving students' interest in music subject through practical learning in junior high school

### Meningkatkan minat belajar musik siswa melalui pembelajaran praktek di SMP

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#### KEYWORDS

practice learning, students' interest, music learning, music education.

#### ABSTRACT

This research aims to investigate problems and ways to increase students' interest in music learning with practical learning methods. This study uses descriptive qualitative and quantitative (mixed) methods. Data were collected by means of questionnaires, observations and interviews. They were then analyzed by calculating the presentation of the success of the actions in this study. Indicator analysis consists of several aspects, including affective data (attitudes) obtained from observations, cognitive (knowledge) obtained from the students' assessment, and the questionnaire analysis of the research sample. Researchers took a research sample at one of the schools in Jakarta. Then the researchers randomly selected 15 students from different classes in the school as research participants. The results showed that practical learning could increase students' interest by 87% in category A with a very satisfying indexation when compared to the previous method applied by most teachers, the classical learning method.

#### KATA KUNCI

pembelajaran praktek, minat siswa, pembelajaran musik, pendidikan musik.

#### ABSTRAK

Penelitian ini bertujuan untuk mengkaji masalah dan berupaya untuk meningkatkan minat belajar musik siswa dengan metode pembelajaran praktek. Penelitian ini menggunakan metode deskriptif kualitatif dan kuantitatif (campuran). Pengumpulan data dilakukan dengan kuesioner, observasi, dan wawancara. Pengumpulan data tersebut kemudian dianalisis dengan menghitung penyajian keberhasilan tindakan dalam penelitian ini. Analisis indikator terdiri dari aspek data afektif (sikap) yang diperoleh dari observasi dan aspek kognitif (pengetahuan) yang diperoleh dari penilaian siswa, serta hasil analisis angket sampel penelitian. Peneliti mengambil sampel penelitian di salah satu sekolah di Jakarta. Kemudian peneliti memilih secara acak 15 siswa dari kelas yang berbeda di sekolah tersebut sebagai objek penelitian. Hasil penelitian menunjukkan bahwa pembelajaran praktik dapat meningkatkan minat siswa sebesar 87% pada kategori A dengan indeksasi yang sangat memuaskan dibandingkan metode sebelumnya yang diterapkan oleh sebagian besar guru, yaitu metode pembelajaran klasikal.

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## Introduction

Music is one of the subjects in the junior high school curriculum. Music in school trains students to channel their knowledge to create and coordinate in a group (Bowman, 2002). Music can also train students' concentration to solve problems

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experienced by students (Tomlinson, 2012). Music influences cognitive skills (Wiggins & Espeland, 2012), so it is useful for improving students' ability to learn.

Music learning for junior high school students requires direct experience, such as practicing what is being learned to have an interest and motivation in learning (Young, 2010). Music learning requires a series of activities (Harrop-Allin, 2010; Herdiati & Saputra, 2021) to provide hands-on learning experiences and strategies (Peñalba et al., 2021). Music learning activities do not always go well as expected, based on observations conducted by the researcher at school in Jakarta. Students do not show interest in learning music. The conventional way of teaching by music teacher in the classroom makes students feel bored due to materials being taught is not interesting. The students' participation directly in playing the musical instruments is more important (Dansereau, 2015) than knowledge and mastery of theory (Salvador & Corbett, 2016). The teacher has the right to provide the best service for his students so that learning is more effective and stimulates the growth of his personality (Bartolome, 2013).

The researchers conducted interviews with several teachers at the school and found that students who live in the islands have low interest in learning. Students go to school just to play and meet friends. They do not have great dreams. Based on interviews with 15 eighth grade students at Junior High School of 241 Jakarta, their ambition is to be in the orange troops in the *Seribu* Islands region. Some said they want to be a fisher, port guard officer, or firefighter. Since fire rarely occurs in the island, they assume that the best job of all is to be a firefighter. Social conditions influence students' interest in studying music (Salvador & Pasiali, 2017).

Based on the cases depiction above, the researchers thought that research would be conducted to improve the learning process to learn and have aspirations to complete the study. Students' interest in music subject can be done by providing musical activities (Bennett & Heaton, 2012). Interest is a desire to position themselves to achieve satisfying psychological and physical needs (Surya, 2003). Also, interest means a full involvement with all of the mind, attentively to gain knowledge, and a mental set made up of a variety of emotions, hopes, convictions, prejudices, fears, or other tendencies that lead people to make a particular decision (Gie, 1995; Mappiare 1982). From those meanings of the interest, no one has specifically explained an interest related to music. Therefore, the researchers aimed to conduct research related to students' interest in music learning in junior high school that in this case, Junior High School of 241 Jakarta as a research sample.

Various learning models can be implemented in the learning process (Hamalik, 1992; Hietanen et al., 2016). Learning is essentially an interaction between teachers and students, both direct and indirect (Rusman, 2010). The learning process can occur because of a stable relationship between the stimulus received by students and the response they do (Daryanto, 2010), while learning art is an effort carried out by someone to obtain a change in attitudes and behavior as a result of artistic experience (Jamalus, 1988; Jazuli, 2008).

Music learning will be more effective if you use a combination of theory and practice (Saputra, 2020a). The practical learning method is a method that fits the research objectives because of the students' low interest in learning. Therefore, the researchers

researched this method by examining the suitable learning method for students in junior high school. Implications with the existence of this research, it can be useful to provide models and methods of teaching and learning, especially music subjects in junior high schools. Indonesian schools can use this learning method following the curriculum that applies to art and culture subjects. The practice learning model is very suitable for the 21st-century learning model (Saputra, 2020b). This learning model is based on student-centered. The teacher is no longer a center of learning but only a facilitator in learning. At the same time, the learning center is the student himself. Students can explore more knowledge by actively finding out and applying to learn. This method will be more effective than traditional learning, which relies on teachers as the only information center.

## Method

This research method uses qualitative and quantitative (mixing method) approach design designed in three stages through observation test and percentage of student's interest in music learning. Questionnaires were used as data collection techniques, observations, interviews and documentation. The collected data were then analyzed using descriptive qualitative and quantitative analysis procedures. A qualitative approach includes data reduction, data presentation and drawing conclusions or verification. After going through the analysis process, the findings were contemplated to assure that applying a practical learning method possibly will increase students' interest in music learning in junior high school.

The first data analysis used a qualitative description. The data in this analysis were obtained from observation techniques and direct interviews with relevant informants. The obtained data were analyzed to ascertain that practical learning methods could increase students' interest in music learning. The instrument used was a list of both open and closed questions. Open-ended questions addressed to teachers of music art subjects, headteachers of student affairs, principals, and parents of students who live around the school as many as five guardians of students. At the same time, closed questions are used for quantitative data analysis.

The second data analysis used quantitative method. The information was gathered through the use of a questionnaire. Calculation was carried out in regards with students' interest in music learning in junior high school, which will then be described.

The closed questions in the form of a questionnaire addressed to fifteen respondents. A total of twenty questions, each of them has four rates/scales need to be responded: very like/*Sangat suka (SS)*, like/*Suka (S)*, dislike/*Tidak Suka (TS)*, very dislike/*Sangat tidak suka (STS)*.

The researchers used a Likert scale to calculate respondent data. Likert scale is one form of scale used to collect data to measure qualitative data. The data was obtained to find out opinions, perceptions or attitudes towards a phenomenon that occurs. At this stage, the researchers conducted data collection. Data obtained from the questionnaire results that the respondents filled in. The data was then classified based on the types of responses received. On the questionnaire distributed to respondents, the researchers gave weight to each chosen category of answers. There are four categories in the

questionnaire filled by respondents, they are very like the weight of the value of 4, as the weight of the value of 3, do not like the weight of the value of 2, and very do not like the weight of the value of 1. The next step the researchers did was the calculation to obtain the results of the data. The calculation is done to find out the maximum score and minimum score. The maximum score is obtained from calculating the number of respondents multiplied by the highest value, while the minimum value is obtained from the calculation of the number of respondents multiplied by the lowest value.

The student's interest in learning determines the level of success of the action in this study. The percentage of students' interest is obtained from affective learning outcomes derived from the attitudes and students' participation during the learning process in the classroom and the cognitive outcome measured from the students' knowledge. The researchers calculated the success of the action using the following formula (Yoni, 2010).

$$\text{The percentage of success} = \frac{\sum \text{the average score}}{\sum \text{the maximum score}} \times 100\%$$

Table 1. Determining the level of success of students' interest indicators

The percentage of success	Rate	Rate in letter	Rate in number
85 - 100 %	Very Good	A	4
70 - 84 %	Good	B	3
55 - 69 %	Adequate	C	2
40 - 54 %	Low	D	1
0 - 39 %	Very Low	E	0

The percentage of success is obtained from the average score obtained by each student divided by the highest score then multiplied by 100 percent. The next step is to determine the level of success. Researchers determined the completeness limit, which was at a value of 70%. If the scores obtained by students are below that percentage, the results show that students' interest in learning music is still low. Percentage analysis on each item describes the most crucial and important statement in analyzing students' interest in music learning. The researchers provided a learning model that has never been applied by music art teaching teachers in most schools, especially schools that do not have teachers with high experience in music learning.

With the diversity of backgrounds and abilities of students, the research has found that it is very important for teachers to apply appropriate music learning models and be able to accommodate conditions and needs of the students. The list of open questions is to reveal the phenomena and responses in this research variable. These responses focus at the challenges faced by junior high school level teachers to implement effective and efficient learning. After the data values were obtained, the last step was to calculate the percentage to find out the conclusions and results of the study. The total score divided by the maximum total score multiplied by 100 is the formula for calculating the index in percent. This process is important to support more valid data before evaluating and making the conclusions of this study.

## Results and Discussion

### *The First Stage*

In this first stage, the researcher made preliminary observations in class and conducted initial data collection, so the first stage was held twice. This activity was done to observe and know the learning activities before the research was conducted. From the observation, it was discovered that the initial conditions of students' interest in learning music showed a passive attitude, they tended to play by themselves and always talked to other friends in class, and it was difficult to focus on the lesson. Also, the learning process felt monotonous. Monotonous learning made students felt less enthusiasm in learning because of lack of interest.

Based on the condition occurred, the researchers were optimistic about improving the learning model applied so far through the music teachers. Then the researchers prepared a research instrument to be distributed at the next meeting, the second meeting in the research process conducted by the researchers. At the second meeting, the researchers gave questionnaires to a sample of 15 students to represent the overall population of students at Junior High School of 241 Jakarta.



Figure 1. The second meeting

Researchers distributed questionnaires to be filled in by respondents. The questionnaire is a closed question with a total of twenty questions with the division of four assessment weights referring to the Likert scale. Researchers gave approximately thirty minutes for respondents to fill out the questionnaire that had been distributed. Then the researchers collected all the questionnaires that respondents filled in. The questionnaires were used as an initial data in seeing the conditions that occur in the research objects. Data calculation is done to determine the percentage of students' interest in the condition before the researcher takes action in the learning model that has been designed. This calculation must also be carried out in advance to determine whether or not the learning model that the researcher intends to offer to the school. If the results show high student interest and enthusiasm, research related to the learning model offered by researchers does not need to be done, but the researchers will only motivate students to learn.

Based on observations and results in the first stage of the data, it can be seen that the student's interest in music learning shows a success rate of 42% in the D category. The results of this research with a sample of 15 students, it showed low learning interest. This data proved that students' interest in learning music at Junior High School of 241 Jakarta is still far below the expected percentage. Based on research in the first stage, the researcher conducted a trial using practical learning.

### *The Second Stage*

In the second stage, there are three meetings held. The details will be described as follows:

#### a) Planning

Planning is done to get the research done smoothly and obtains the expected results. Therefore, the researchers prepared lesson plans, questionnaire sheets consisting of twenty questions in which the questions refer to indicators of students' interest in music learning at Junior High School of 241 Jakarta, while the criteria for answers to the questionnaire have four rates/scales, they are *Sangat Suka/SS* (Strongly Like), *Suka/S* (Like), *Tidak Suka/TS* (Dislike), *Sangat Tidak Suka/STS* (Strongly Dislike). Interviews that support the research were conducted with the respondents who are students who become the objects of the research.

In planning stage, the researchers had three meetings. The first meeting aimed to find out the student's response to learning music in junior high school. The material taught is in the form of theory and initial understandings of the music subject. In the second meeting, the researchers began to give practical learning teaching. In the third meeting, which was the last meeting at this second stage, the researchers fully taught using the practical learning method, evaluated students' interest in music learning, and gave questionnaire sheets to students to determine the percentage of students' interest in music learning.

#### b) Implementation

##### (1) Meeting 1

The teaching and learning process refers to implementing learning plans using the practical learning method by the lesson plan. At the beginning of the activity, the teacher greeted and observed the condition of students by checking the attendance list and doing an apperception. In this meeting, the teacher was provided with learning materials about the concept of music. It gave students an understanding of music theory. The materials covered music theory and definitions, types of music, musical elements, musical instruments and learning methods. The materials were given to the target of the research with the aim that students knew and understood the reason for learning music, and then the understanding was embedded in the self so that the desires and interests of students in learning arose.

In the first meeting of the second stage of the scheme in this study, the researchers found the students' condition did not motivate them to learn. They were not focused and tended to ignore the material taught by the instructor. Therefore, researchers suggested that the instructor try to attract students' attention by presenting musical performances by playing the keyboard and singing. This activity is done as a first step in building students' motivation and interest in learning. The results show that students became enthusiastic and motivated learners. However, the responses have not been said to be fully effective because they could be interested not because they want to learn music but only in the pleasure of seeing a performance.

These responses can be seen when students were invited back to focus on learning materials. There were still many students who were talking to each other. The researchers did not consider the actions to be wrong. They saw the responses as the

effect of learning methods that are less than optimal because they do not take into account students' backgrounds and environmental conditions.

A good teacher is a teacher who not only teaches but also educates. Ability and knowledge alone are not enough to equip students who come to school to study. Aspects of attitude and skills are also important aspects as a provision for students to learn in school. They must be taught about values and morals in social life. The value of respecting others needs to be instilled earlier, so paying attention to the teacher teaching in front of the class is one example that every student in school should demonstrate. At the end of this meeting, researchers provide assignment material to be studied at home. The task is in the form of material that will be studied in the next meeting.

## (2) Meeting 2

At this second meeting, students seemed eager to take music lessons. This indication is caused because students knew that this meeting was a practice. At the beginning of the activity, the teacher greeted and observed the condition of students by checking the attendance list and doing an apperception. The researchers provided learning material about singing techniques, including breathing, intonation, gestures, the colors of sound, solmization (resonance), and rhythmic while providing an example of a song called "Sirih Kuning," a Jakartan regional song. The second meeting was carried out a week after the first meeting. The learning material about how to sing well was given by lectures and discussions, followed by some demonstrations.



Figure 2. Students singing practice

The following is the lyrics of the song sung by students entitled "Sirih Kuning".

*Kalau tidak, nona, karena bulan, sayang  
 Tidaklah bintang, ya nona, tidaklah bintang ya nona  
 Meninggi hari  
 Kalau tidak, nona, karena tuan, sayang  
 Tidaklah kami, ya nona, tidaklah kami, ya nona  
 Sampai kemari  
 Sirih kuning, nona, batangnya ijo, nona  
 Yang putih kuning, ya nona, yang putih kuning, ya nona memang sejodo  
 Ani-ani, nona, bukannya waja, sayang  
 Dipakailah anak, ya nona, dipakailah anak. ya nona  
 Patah tangkainya  
 Kami nyanyi, nona, memang sengaja, sayang  
 Lagunya asli, ya nona, lagunya asli, ya nona  
 Pusaka lama  
 Sirih kuning, nona, lagi ditampin, nona  
 Kami menyanyi, ya nona, kami menyanyi, ya nona  
 Mohon berhenti*

In this meeting, students did not look serious in singing. They appeared to have mastered the material given in the previous meeting. Based on observations made, it is ascertained that students ignored the material provided by the teacher. They did not study it at home. Many factors contributed to these problems, students' ability, family environment, and low motivation and interest in learning music. Based on observations and interviews, some students assume that subjects in school are not important.

### (3) Meeting 3

In the third meeting, the researchers gave learning materials about singing and playing musical instruments correctly, including playing the recorder and pianica. The learning material was given through lecture and discussion methods followed by practice. In addition to using the learning material, the researchers also used guitar as an accompaniment to foster student interest in learning. At this third meeting, the students seemed very interested and enthusiastic in following the learning process in class and showed a desire to play music.



Figure 3. The practice of playing recorder

Some students were still embarrassed when playing musical instruments like the recorder. However, students' interest in learning music could be seen when they held a musical instrument. The next problem appeared when they held a musical instrument; instead, they played the instrument as they pleased without following the direction of the instructor. At this meeting, the instructor was stricter in keeping the classroom environment conducive.

### c) Observations

In the last meeting, the researchers distributed the second questionnaire in the form of closed questions to be filled in by respondents. This questionnaire would then be used as material to calculate the percentage of students' interest in learning music. Researchers will cross-check data by matching the questionnaire results with field observations to obtain valid data. Based on the post-test results in the second stage, students' interest in music subject has shown an increasing success rate from 42% in the first stage to 68% in the second stage, showing C category (Adequate).

### d) Reflection

Based on observation at each meeting, there were some students who lacked of concentration in following the learning process conducted by the researchers. Also, students who talked to themselves asked permission to go to the restroom, made themselves busy by doing their own activities, and some students did not do their



homework given by the teacher. The use of the practical learning method in learning conducted in the second stage was going pretty well and has increased in percentage from the initial conditions, but there were still many weaknesses. Although experiencing a significant increase, the researchers observed that the success achieved of indicators could be temporary. Therefore, the researchers repeated the action again in the third stage.

### *The Third Stage*

#### a) Planning

In the third stage of planning, the researchers developed and tested to run the practical learning method continuously. The third stage of the learning process refers to the results of reflection in the previous stage. As in the second stage, this third stage began by making a lesson plan by focusing on implementing the practical learning method and preparing research instruments in questionnaire sheets. The questionnaire sheets used in the third stage were the same as the questionnaire sheets in the previous stages, which contained twelve questions, and had four answer criteria scales, namely *Sangat Suka/SS* (Strongly Like), *Suka/S* (Like), *Tidak Suka/TS* (Dislike), *Sangat Tidak Suka/STS* (Strongly Dislike).

#### b) Implementation

The implementation of teaching and learning activities in the third stage was carried out in three meetings.

##### (1) Meeting 1

The learning process in the third stage was carried out by the planning, which referred to reflection on the previous results. The learning process included opening greetings, checking the attendance list, and doing the apperception. The researchers did the apperception by reviewing the material of the previous meeting and explained about the learning objectives to be achieved. In this apperception activity, the researchers invited students to sing together to encourage students to have a greater sense of interest in following the learning process and achieving indicators successfully. The main activity was the teacher explaining the material at a glance about music theory and giving verbal questions to each student randomly to find out how deep the abilities and interests of students reached in the second cycle. In the final activity, the teacher and students concluded the material that had been learned. The teacher gave homework that had to be done by the next meeting.

##### (2) Meeting 2

In the second meeting, the researchers provided the learning material about expressions and creations. At this second meeting, carried out with different learning procedures, students were invited to study outside the room to feel an atmosphere of learning that is not always done in the classroom. The learning material was given during lecturing and practice, and then the teacher pointed at students to come forward and sang a song while other students observed the expressions of their friends when singing. The song material at this meeting was still the same. The song is entitled “Sirih Kuning”. In this meeting, students already seemed more enthusiastic than the previous learning. It can be measured from the level of student responses to the instructor, and

the level of ability in singing which was better than before. Even some students were seen to be able to memorize the song.



Figure 4. Musical expressions and creations material

### (3) Meeting 3

The researchers provided the learning material about learning musical instruments of recorders and pianica and then playing the “Sirih Kuning” song together. At this third meeting, the students seemed very interested and enthusiastic in participating in the learning process in class.

At this meeting, students were invited to play music together in a musical ensemble consisting of a recorder and pianica. At the beginning of this meeting, the researchers had difficulty to teach students by referring to teaching material. The difficulty is due to the low musical ability of students. Some students at the junior secondary level could not read beam notation. Therefore, the researchers then made numerical notations for the students. However, they had difficulty in reading comprehension of number notation. They had never been taught to read notation by their teacher before. Solfeggio's ability of students was also very low. It took some efforts for the researchers to provide suitable teaching material for the students. With the hard work of the researchers and assistance by the instructors and the research team, coupled with student motivation that showed an increased interest in learning music, the material could be conveyed properly. Students can play song material taught by researchers who were also teachers in this activity. The followings are scores of songs played by students.

Dian Herdiati arranged the song's notation. The arrangement was made according to the students' skill capacity at the junior high school level. The arrangement was played at the third meeting material at this time.



Figure 5. Ensemble playing practice

## SIRIH KUNING

Jakarta

NN

Recorder

Pianika

Recorder

Pianika

Recorder

Pianika

Recorder

Pianika

Recorder

Pianika

Recorder

Pianika

Recorder

Pianika

Figure 6. Song notation “Sirih Kuning” for recorder and pianika

## c) Observations

In the third stage, which consisted of three meetings, the students seemed active in the learning process. The condition and atmosphere of the class were so good; the students' understanding was generally good. Students had not seen to talk but focus on learning. All of them were very enthusiastic and showed high interest in learning. The percentage of students' interest in music learning in the initial conditions was 42%. Then, there was an increase in the percentage in the second stage by 68%. Finally, in the third stage showed a percentage of 87%, which showed an A category (very good).

## Conclusions

The practical learning method in music learning went well and has been proven by the increase of the students' interest in learning in class. Students were very happy and

enthusiastic when they were invited to do the musical performance. Students also thought that music subject is a fun and enjoyable lesson.

The results of questionnaire sheets of students' interest in music in the third stage shows that the percentage rate of success is 87% with the category of very good (A). This research shows that the class condition and students' understanding and learning process run better than the former conditions. In this research, the actions carried out have reached the percentage of expected success of indicators. Therefore, practical learning can be an appropriate and suitable method for music learning in junior high school.

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