

Analysis of the Mastery of the Nusantara Songs in 4th Grade Elementary School Students

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Abstract: Exploration of mastery of Nusantara songs in elementary schools has not been implemented properly and the learning done has not been technology-based. To overcome this, a study was conducted that aimed to describe the process of exploring the mastery of Nusantara regional songs using Adobe Flash CS6 multimedia in Fifth Grade of Elementary School. The research subjects were teachers and fifth-grade students of Elementary School, totaling 29 people. The research method used is Classroom Action Research (Action Research). This study uses a qualitative and quantitative approach. The results showed that there was an increase in the exploration of Nusantara regional song mastery, such as: the result of lesson plans the first cycle was 65.62%, increased in the second cycle 90.62%. Implementation of learning on teacher activities the first cycle was 68.75%, which increased in the second cycle 87.5%. The implementation of learning on student activities in the first cycle was 68.75%, which increased in the second cycle 87.5%. The results of the assessment of mastery of Nusantara regional songs in the first cycle were 72.99% and increased in the second cycle were 85.63%. The assessment results of singing Nusantara Regional songs in the first cycle were 64.51% and increased in the second cycle were 77.45%.

Keywords: nusantara songs, elementary school, students

I. INTRODUCTION

Art as a cultural product is a means to internalize and manifest the values contained in a culture, as well as to process the inheritance and transformation of cultural values from one generation to another (Desyandri, 2017). Culture and the arts there is an expectation that children will have opportunities for creative expression (Anilan, Kiliç, & Demir, 2019). Music art is one branch of art that uses sound as a medium, in terms of the source of the sound, the material and how to play it. Music is a song or musical composition that expresses all the thoughts and feelings of its creator by using musical elements as a series.

Singing is the main activity in teaching music in elementary school. In singing activities, the students are guided by the teacher to sing certain songs that are used as models. If the teacher wants to teach a new song that is not yet known by students, the teacher must give an example of singing the song as a whole. Singing can develop students' sensitivity to their environment, and students can appreciate and enjoy songs not only according to their intellectual, but also through their artistic tastes (Desyandri, 2016). The art of music is part of the art of tradition, whose development is slowly receding. Regional songs or traditional songs or regional songs are songs or music originating from a certain area and become popular

because they are sung both by the people of the area and other people (Imam & Sismoro, 2015). The song of the archipelago is a legacy of Indonesia's cultural wealth. Almost every area has own regional song.

Regional songs contain the lives of local people. Many regional songs are sung in traditional events or public entertainment events (Faridah, Siswono, & Rahaju, 2018). Archipelago songs have a characteristic that lies in the contents of the song, which is characteristic of poetry and melodies that use the language and style of the local area. Uniqueness is also found in musical instruments (musical instruments) both in form and organology, game techniques and forms of presentation. In general, the creators of this area are no longer known as aliases.

Times have shown rapid changes. Indonesia was in the era of the 4.0 Industrial Revolution. These conditions bring changes very quickly and penetrate all lines of life, including education and learning. Education 4.0 contends the notion of innovation in educational system. It cannot be avoided that the use of information, internet, and technology support the teaching and learning process (Anggraeni, 2018). For education and learning to always keep up with the times, technological breakthroughs and innovations are needed.

Nowadays, computer-based learning programs are present that have more value than ordinary printed

materials. One of them is learning multimedia. One of them, ICT (Information and Communication Technology)-based art education makes student learning activities more interesting and not monotonous (Ismanto, 2017). Besides, ICT-based music art learning is very good to be implemented in schools (Gratia, Johar, & Farady, 2015).

General problems that are seen that the development of technology has not been in line with its application in the field of education (Miaz, Helsa, & Febrianto, 2018), learning music art that it is difficult for students to memorize the lyrics and sing various songs of the archipelago (Purnomo, Hartono, Hartatik, Riasti, & Hidayah, 2016), the education process is more oriented to mastering intellectual abilities (Desyandri, 2015).

Based on experience and observation, as well as interviews in West Freshwater elementary schools conducted from January 28, 2019 to February 28 during the learning hours of Cultural Arts and Crafts (SBdP), it was illustrated that the exploration material for the mastery of Nusantara songs in Class V had not been properly implemented and learning has not been based on technology. This is because teachers often change the hours of learning Arts and Crafts to other subjects.

The reason is that the teacher feels that he lacks experts in the arts, especially music and there is no suitable media to help teachers learn material about mastering the songs of the archipelago. Teachers only use song text media made in cartons or write song texts on the board and do not use technology-based media at all so that it is contrary to the industrial revolution 4.0 and 21st-century skills that should be implemented in learning. Thus, facilities at SDN 05 Air Tawar Barat such as the projector are not used to the full.

Based on the above problems, the researchers were interested in increasing the mastery of Nusantara songs in the fifth grade of SDN 05 Air Tawar Barat, by choosing suitable learning media by the learning objectives. The ability of teachers to choose media that is suitable with the goals to be achieved is an important consideration in the learning process. Inappropriate selection of media can reduce students' capture power. One of the learning media that is suitable for the mastery of Nusantara song material is Adobe Flash CS6 multimedia. Multimedia learning is multimedia that uses Adobe Flash CS6 software. Adobe Flash CS6 software is very suitable for presenting interactive multimedia for elementary school students (Miaz et al., 2018).

II. METHOD

This research will be conducted in the fifth grade of SDN 05 Air Tawar. This school is located in the city of Padang, West Sumatra. This research will be conducted in the second semester of 2018/2019 academic year in class V. This research will be conducted in 2 cycles, in which the first cycle consists of 2 meetings while the second cycle is 1 meeting. Research will be conducted at the Culture and Skills Arts lesson hours.

The type of research used in this study is classroom action research. This research was conducted using two approaches. The approach used is a qualitative approach and is assisted by a quantitative approach to processing data. Research data in the form of observations and documentation of the learning of Nusantara songs using

Adobe Flash CS6 multimedia in class V SDN 05 Air Tawar Barat. The source of research data is Nusantara song learning activities using Adobe Flash CS6 multimedia in class V SDN 05 Air Tawar Barat which includes learning planning.

Data collection technique includes: (1) document analysis, (2) observation, and (3) test There are several instruments or data collection tools in this study, namely: (1) RPP assessment sheet, (2) observation sheet, and (3) test sheet. The data obtained were analyzed using qualitative and quantitative data analysis. Quantitative data analysis is performed for percentage calculation. This analysis is carried out using a quantitative approach.

III. RESULTS AND DISCUSSION

In the first cycle the RPP assessment instrument was carried out by class teachers who acted as observers. From the RPP assessment results obtained a percentage of 65.62% with sufficient qualifications (C).

Based on the results of the observer report, the percentage of teacher activities is 68.75% with sufficient qualifications (C). The following is an explanation of the observations obtained including: (1) The initial activity (preparation) obtains good qualifications (B), where there are 3 descriptors that have been implemented, namely the teacher conditions the class, the teacher invites all students to pray, and the teacher checks the student's presence. Whereas those who have not been implemented are teachers who have not delivered their learning objectives and have not yet applied.

The success of students in mastering the songs of the archipelago using Adobe Flash CS6 multimedia can be seen from the assessment of the mastery of Nusantara songs and the assessment of singing songs in the archipelago. The following are the results of the tests carried out during the study, including: On the assessment of the mastery of Nusantara songs, a percentage of 72.99% was obtained with sufficient qualifications (C). Whereas in the assessment of singing Nusantara songs obtained a percentage of 64.51% with sufficient qualifications (C).

The results of the assessment of students in this first cycle have not yet achieved Good qualification (B). In the assessment of Nusantara song writing mastery the percentage was 72.99% with sufficient qualifications (C). Whereas in the assessment of singing Nusantara songs received a percentage of 64.51% with sufficient qualifications (C). So, in the next cycle the teacher must improve learning more so that there is an increase in the mastery of Nusantara songs.

Based on the results of the observer report, the percentage of teacher activities gained 87.5% with Excellent qualifications (SB). The following is an explanation of the observations obtained including: (1) The initial activity (preparation) obtains good qualifications (B), where there are 3 descriptors that have been implemented, namely the teacher conditions the class, the teacher invites all students to pray, and the teacher checks the student's presence. Whereas those who have not been implemented are teachers who have not delivered their learning objectives and have not yet applied.

The success of students in mastering the songs of the archipelago using Adobe Flash CS6 multimedia can be

seen from the assessment of the mastery of Nusantara songs and the assessment of singing songs in the archipelago. The following are the results of the tests carried out during the study, among others: On the assessment of mastery of Nusantara songs obtained a percentage of 85.63% with qualifications A (Very Good).

Whereas in the assessment of singing Nusantara songs obtained a percentage of 77.45% with qualification B (Good).

From the results of observations both teacher activities and student activities have been carried out very well and have reached the expected criteria. This means that the deficiencies contained in the first cycle have been improved properly and obtained the results of teacher activities in the second cycle experienced an increase to 87.5% with qualifications A (Very Good) which previously in the first cycle only obtained a percentage of 68.75% with sufficient qualifications (C), so is accompanied by the results of the activities of the second cycle students experiencing improvement to 87.5% with qualifications A (Very Good) which previously also in the first cycle only obtained a percentage of 68.75% with sufficient qualifications (C). The graph of the increase is as follows (Figure 1).

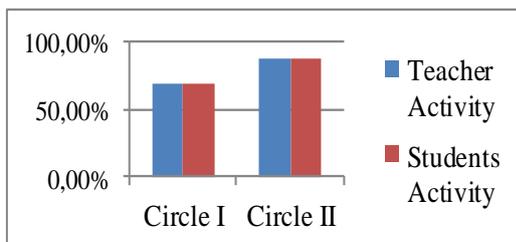


Figure 1

Assessment of Teacher and Student Activities to increasing Mastery of Nusantara Regional Songs Using Adobe Flash CS6 in Class V SDN 05 Air Tawar Barat

The success of students in mastering Nusantara songs using Adobe Flash CS6 multimedia can be seen from the results of the assessment carried out in learning. Assessment is interpreted as a series of activities to determine the achievement of student competence or the success of students in learning. Assessment is a series of activities carried out by teacher and students in assessing themselves, which are then used to obtain, analyze, and interpret data about the process and results of student learning that are carried out systematically and continuously and used as feedback to change and make modifications to learning activities.

The above opinion shows that assessment is a very important aspect in measuring the level of student success. Process and outcome assessments are also used as feedback to change or improve learning activities. Based on this, the researcher conducted an assessment to measure the level of student success. The assessment conducted by the researcher is in accordance with the material taken, namely the assessment of the mastery of Nusantara songs and the assessment of singing of Nusantara songs.

The results of student evaluations in the second cycle experienced an increase. In the assessment of the mastery of Nusantara songs obtained a percentage of 85.63% with qualification A (Very Good) which previously in the first

cycle only obtained a percentage of 72.99% with sufficient qualifications (C). While the assessment of singing Nusantara songs obtained a percentage of 77.45% with a qualification of B (Good), which previously in the first cycle only obtained a percentage of 64.51% with sufficient qualifications (C). To be clearer, the improvement can be seen in the following Table 1. The graph of the increase is as follows (Figure 2).

Table 1
Recapitulation of Increasing Mastery of Nusantara Regional Songs in Class V of SDN 05 Air Tawar Barat During Cycles I and II

No	Assessment Aspect	Assessment Percentage		Annotation
		Circle I	Circle II	
1	Mastery	72,99%	85,63%	Increased
2	Singing Process	64,51%	77,45%	Increased

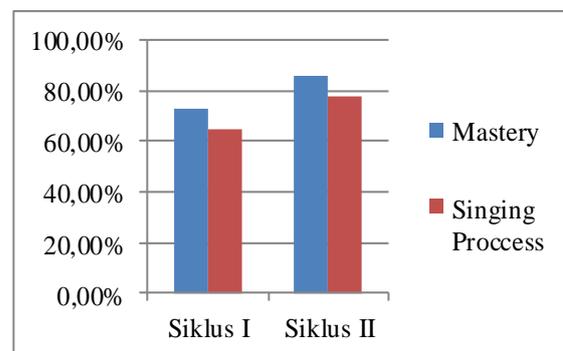


Figure 2

Increased Mastery of the Nusantara Regional Songs of Using Adobe Flash CS6 in Class V SDN 05 Air Tawar Barat

Overall students have been able to master the songs of the archipelago and experience improvement so that the learning objectives are achieved. This shows the second cycle has reached the expected completeness. Therefore, research is sufficient in cycle II with one meeting.

Lesson Plan

Planning learning using Adobe Flash CS6 multimedia can improve mastery of Nusantara songs in class V SDN 05 West Tawar Air, Padang City. In terms of planning, the first cycle obtained a percentage of 65.62% with qualification C (Enough). In the second cycle, it increased to 90.62% with qualification A (Very Good).

Learning Implementation

The implementation of learning using Adobe Flash CS6 multimedia can improve mastery of Nusantara songs in the fifth grade of SDN 05 Air Tawar Barat, Padang City, seen in terms of teacher activities and student activities. In terms of implementation, in the first cycle the teacher's activity received a percentage of 68.75% with qualification C (Enough), cycle II obtained a percentage of 87.5% with qualification A (Very Good). In the activity of the first cycle students get a percentage of 68.75% with a C qualification (Enough), cycle II gets a percentage of 87.5% with a qualification A (Very Good).

Mastery

Mastery of Nusantara songs using multimedia Adobe Flash CS6 in class V SDN 05 West Freshwater has increased from cycle I to cycle II. In the first cycle the

assessment of Nusantara song mastery obtained a percentage of 72.99% with a C qualification (Enough) and the assessment of singing Nusantara songs received a percentage of 64.51% with qualification C (Enough). Whereas in the second cycle, the assessment of Nusantara regional mastery obtained a percentage of 85.63% with qualifications A (Very Good) and the assessment of singing Nusantara songs gained a percentage of 77.45% with qualification B (Good).

IV. CONCLUSION

The results showed that there was an increase in the exploration of Nusantara regional song mastery, such as: the result of lesson plans the first cycle was 65.62%, increased in the second cycle 90.62%. Implementation of learning on teacher activities the first cycle was 68.75%, which increased in the second cycle 87.5%. The implementation of learning on student activities in the first cycle was 68.75%, which increased in the second cycle 87.5%. The results of the assessment of mastery of Nusantara regional songs in the first cycle were 72.99% and increased in the second cycle were 85.63%. The assessment results of singing Nusantara Regional songs in the first cycle were 64.51% and increased in the second cycle were 77.45%.

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