

Angklung Application for Intergrated Thematic Learning Media

Fensy Sella*, Yudi Sukmayadi

Department of Music Education
 Universitas Pendidikan Indonesia
 Bandung, Indonesia

*fensysella2@gmail.com, yudi.sukmayadi@upi.edu

Abstract—This study was conducted to investigate problems on how concept design, steps, and implications of angklung application for integrated thematic learning model in SD Negeri 25 Tanjung Enim of South Sumatera. To cut open this leaning concept, we use Webbed model in Majid. Method used in this study is quasi experiment through quantitative paradigm using one shot case study model. The data were gathered by questionnaire, observation, interviews, and documentation. The data were processed and validated and reliability of research instrument is made. Findings derived from this study show that concept design, steps of integrated thematic learning application and implication are effective, appreciative, creative, and efficient in the learning model.

Keywords: *angklung application, integrated thematic learning*

I. INTRODUCTION

As Majid put it, “the impact of globalization is multidimensional.” This impact is also felt in the field of education at all levels and types of education. Specifically, globalization has led to a change in the role of traditional learning institutions that cannot be sustained anymore and needs to be transformed into knowledge-creating institutions. Meanwhile, plans made by accident must be changed to strategic planning (by design). In terms of challenges, the comparative approach must be changed to a competitive approach [1].

Curriculum can be seen as an educational design. One type of curriculum development that has recently received serious attention is the integration of the curriculum, whose result are referred to as an integrated curriculum. Basically, the integrated curriculum integrates a number of disciplines (subjects) through interrelationship between goal, content, skill, and attitude. According to them, it is different from a subject-centered curriculum, the main objective of the integrated curriculum is to integrate a number of curriculum and learning elements among various disciplines [1]. As part of integrated learning, thematic learning has basic principles as does integrated learning. According to Ujang Sukandi, et al. in Trianto, integrated learning has an actual theme, is close to the world of students, and has something to do with everyday life. This theme becomes a unifying tool for diverse material from several types of subject matter. Thematic learning needs to choose material from a number of possible and interrelated

subjects. Thus, these materials will be able to express themes in a meaningful way. Maybe there is enrichment material in the form of sample applications that are not contained in the curriculum [2].

According to Mulyadi play in general is often associated with spontaneous children's activities with five definitions of play:

- Something fun and has intrinsic value in children.
- Not having extrinsic goals, the motivation is more intrinsic.
- Be spontaneous and voluntary, there is no element of compulsion and freely chosen by children and involves the active role of children's participation.
- Having a special systematic relationship with something that is not playing, such as creativity, problem solving, language learning, social development [3].

In this study, the researcher make use of angklung to provide students with more concrete experiences, motivate them, and enhance students' absorption and memory in learning. The media that will be used by author is angklung. Angklung is one of Indonesia's cultural assets that has gained world recognition as an intangible cultural heritage of the world. According to Masunah. et al, Angklung is a tool made from bamboo that is vibrated, shaken, and bent. In addition to the arts, the kind of angklung in West Java is used for paddy ceremony. The meaning of the dance in West Java is different from the meaning in other regions, such as Bali and Banyuwangi. In Bali, the term angklung refers to a set of ensembles called angklung ensemble [4]. Whereas in Banyuwangi, angklung is a cross-shaped orchestra consisting of two kinds of bamboo statues with thirteen pieces of bamboo (in West Java it is called a rung or a rung). Both of these instruments serve as carriers. For the pioneering work of Daeng Soetigna, the Ministry of Education and Culture of the Republic of Indonesia through the Decree of Minister of Education and Culture No.082/1968 on August 23, 1968 established angklung as an educational medium. The ministerial decree was issued based on the premise that there are good qualities in angklung performance such as cooperation, discipline, skills, responsibility, and musical sense. However, the existence of angklung in the world of

formal education in Indonesia is not yet optimal. In this study, the author chose angklung as a creational medium for hooking elementary school subjects into integrated thematic teaching. The researcher chose several subjects which were very suitable to be linked through angklung media. Among them are Cultural Arts, Indonesian Language, Citizenship Education, and Mathematics. Through angklung or abstract or concrete media provided by researcher, the students can indirectly express opinions and discuss angklung media or instruments originating from regions outside South Sumatra. In addition, by means of art media, the students can communicate and utilize the media as means of cultural transformation (Indonesian). The diversity of culture is also teaching participants to be able to respect each other, behave, work together in accordance with the themes chosen by researcher; that is Citizenship.

In this study, the researcher bridges each subject through the song "Boneka Abdi" as a select connecting subject. In addition to be able to play Angklung using right techniques, the researcher teaches students about the musical elements in the song (Cultural Art), as well. Students are able to calculate the musical elements in the song, they can think critically by describing the song and interpreting phenomena in the song "Boneka Abdi" (Mathematics). The teaching is not only in line with curriculum or instruction having been present in the school, the author can also see students' responses or views on angklung which is a musical instrument coming from areas outside of Sumatra. Also, the author will discuss about how responses or views of teachers or school regarding integrated thematic learning model, can the results of learning using this model is lasting long? And does angklung have a significant effect on the integrated thematic learning?

II. LITERATURE REVIEW

The term as the concept of integrated learning model often likened to, integrated teaching and learning curriculum integrated, approach a coherent approach. Curriculum. So, based on these terms so basically born integrated learning of a pattern of one of the integrated approach frequently (integrated curriculum) approach Fundamental definition of integrated curriculum, presented by Humphreys, et al. that Integrated study is a study in which the students can explore their knowledge in a wide range of subjects relating to aspects certain of their environment of humanity the art of communication, natural science mathematics, social studies, music and art. The knowledge skill developed and applied more than one location [5].

A description of next put forward by dressel that pull yourself out of there between the subject to the creation of the models new. In more integrated, curriculum learning experience that have been planned are held under control not only students with a view about general knowledge (through integrated learning model, the system, and the structure of culture), but also motivate and develop strength of learning to understand the link new and created the model, the system, and new structures. Other terms which is often used to mention integrated curriculum is interdisciplinary [6]. Curriculum Interdisciplinary curriculum is defined as organization the curriculum across the limits of subjects to focus on the areas

the life of a comprehensive or study area that combines a variety of curriculum segments into association [7].

Based on Sudjana, N. and Rivai learning media is an important aspect of learning because it is a means to channel messages and stimulate thoughts that can arouse students' enthusiasm, attention, and willingness to learn. The use of angklung as a learning medium means optimizing the role of angklung in channeling messages stimulating the mind, spirit, attention and willingness of students to learn. Angklung music can be used as a medium to convey concepts or subjects at school [8].

According to Milyartini and Sukmayadi, the main concept that forms the basis of integrative thematic development is praxial philosophy in music education [4]. Elliot argues "By calling this praxial philosophy I intend to highlight the importance of places on music as a particular form of action that is purposeful and situated and therefore, revealing of one's self and one; relationship with others in a community". In praxial philosophy's view, music is essentially not an object, but something done by humans has four dimensions namely the person who produces music (musicer), activities undertaken to produce music (musicing), products created (music) and Context [9].

While Anita in Trianto states that integrated learning as a concept that uses a learning approach that involves concepts that are connected both inter and between subjects. Intertwining the relationship between each concept in an integrated manner, will facilitate students to be actively involved in the learning process and encourage students to understand the concepts they learn through direct experience and connect them with real experiences. Thus, it is very possible that the results obtained by students will be more meaningful than if only by means of a drill responding to signs or signals from the teacher given separately [10]. This is as said by Zais, Robert that integrated learning provides an overview of how integrated learning experiences have a meaningful impact and how integration is done [11].

Furthermore, Subroto asserts that integrated learning is learning that begins with a particular subject or theme that is associated with another subject, which is carried out spontaneously or planned, both in one or more fields of study, and with a variety of student learning experience, then learning becomes more meaningful. So in general thematic or integrated learning is learning that uses certain themes to link between some subject content and real-life experiences of students so that they can provide meaningful experiences for students [12].

III. METHOD

The method used in this study was a *one-shot case study* experiment in the stages of the study: First Stage is Pre Experiment Measurement: students in the experimental and control groups were given with pretest; that is, they reveal their introduction to the angklung musical instrument by mentioning or describing things that they know about angklung. The pretest needs to be done to find out whether the results of the student's learning are affected by different initial abilities of students; Second Stage is treatment: After the group has been given a pretest and considered

commensurate, the next step is to carry out treatment. Treatment in the experimental class uses the actual angklung media. In this study, the treatment was carried out 4 times; that is, 2 times in the experimental group and 2 times in the control group. Each treatment was carried out within 90 minutes; and Third Stage is Post Experiment Measurement: The third step as well as the final step is to provide posttest questions to experimental and control groups. The results are data on students' final abilities that is used to determine the effect caused by the treatment.

The data in this study were obtained during direct observation on the object of research to reveal the extent of increase in students' understanding. Direct observation is carried out under initial conditions of learning in classroom and during treatment.

IV. RESULTS AND DISCUSSION

In this study, the author chose a theme "Indahnya Kebersamaan" as this theme has very closely relation to media to be used in the learning. The author applies the process of learning as stated in the learning plan created by the author. The components of the learning implementation plan are as follows:

- Using one theme, "*Indahnya Kebersamaan*" with several basic competencies covering four subjects: Cultural Art, Mathematics, Citizenship, and Indonesian Language.
- The objective of learning was formulated in an integrated thematic learning plan having been designed by the author. The objective of learning is designed to make students able to play angklung using the correct techniques, understand the concept of angklung performance, identify musical notes through angklung performance, explain the concept of fractions using angklung, transfer language through songs accompanied by angklung.
- Material in the theme of *Indahnya Kebersamaan* consists of subjects such as cultural art, mathematics, Indonesian language, and civic education. Material of cultural art discusses the basic concepts and techniques in angklung performance, speaking about angklung functions and angklung performance accompanied by simple songs.
- Mathematics discusses addition and subtraction using angklung. Furthermore, the subject of Citizenship discusses the meaning of compulsory songs that are associated with the learning goals. While the subject of Indonesian language transfer regional languages found in the regional songs into Indonesian language.

Gerlach and Ely in Arsyad said that media is when understood in the broad sense is human, matter, of events that build the conditions under which students capable of knowledge skill, or attitude [13,14].

The learning media according to Ibrahim and Syaodih are defined as anything that can be used to channel messages or learning content, stimulate students' thoughts, feelings,

concerns and abilities, so as to encourage the process of teaching and learning. The use of instructional media can help improve students' understanding and absorption of the subject matter being studied [15].

V. LEARNING IMPLEMENTATION

In the first experiment, the author commences the learning by giving students with question and answer about angklung. Furthermore, the author demonstrates the angklung shown through audio visual. Also, the author also practices directly correct method of playing Angklung and students follow the correct techniques as they are taught. To design particular subject to do while playing with a standard capacity. So playing for children has value and the progress is needed in the life [16].

When the model is implemented in the field, the researcher designed Indonesian language learning through the use of angklung with a games approach as shown in the figure above. Through the games approach, the process of learning is going on in effective manner as students who are young are very close to the game. The pattern of the game is a group of children making circles and their hands are connecting each other. The left hand is under the right hand of their companion standing on the left, and the right hand is above the left hand of their companion standing on the right. The game is commenced by singing the song "Boneka Abdi" in two versions; that is, using Sundanese and South Sumatra language while clapping their right hand to the left hand of their companion in their left, in a chain. The round ends when the song ends and the child affected by the end of the song is required to go out. Thus, the learning has met the objective of learning and basic competencies that present in the planning of Indonesian learning; that is, recognize a variety of regional languages by transferring local languages into Indonesian.

The meaning and lyrics of "Boneka Abdi" are very compatible with the basic competencies of Education and Citizenship; i.e., knowing rights and obligations as citizens in everyday life at home and at school through discourse or observation. In addition to singing and interpreting the song, the researcher asks students to play the song by using angklung in musical scores having been shared by teacher.

Each group must be able to read and count the musical aspects of the score, as well as calculate angklung that has been provided. In mathematics, the teacher and students discuss about questions given by teacher that are associated with angklung material. Researcher use Dienes approach or theory of mathematics learning. This theory reveals about mathematics study through games is theory of Dienes. Zoltan P. Dienes is a mathematician who focuses his attention on methods of teaching children. The basis of his theory rests on Piaget's Theory, and its development is oriented towards children, in such a way that the system to be developed is attractive to children who study mathematics. Basically, mathematics may be considered as a study of structures, separating relationships between structures and categorizing relationships between structures. Dienes suggested that each concept or principle in mathematics presented in a concrete form would be well understood. It is implying that objects or

things in the form of play will play a very important role when manipulated properly in the teaching of mathematics.

Physically, angklung can be used to introduce concepts to subjects such as mathematics, Citizenship, Indonesian, and Cultural Art. Given the use of existing media, the learning in classroom will become more meaningful. The author uses media to provide more concrete experiences for students, motivating, and enhancing students' absorption and memory in the learning.

REFERENCES

- [1] A. Majid, *Pembelajaran Tematik Terpadu*. Bandung: Remaja Rosdakarya, 2014.
- [2] U. Sukandi, *Belajar Aktif*. Jakarta: Pusat Penerbitan Universitas Terbuka, 2001.
- [3] S. Mulyadi, *Bermain dan kreativitas (Upaya Mengembangkan kreativitas anak melalui Kegiatan Bermain)*. Jakarta: Papas Sinar Sinanti, 2004.
- [4] J. Masunah, *Angklung di Jawa Barat Sebuah Perbandingan*. Bandung: Pusat Penelitian dan Pengembangan Pendidikan Seni Tradisional UPI, 2003.
- [5] M. Humphrey, *Living the hero's quest: Character building through action research*. London: Libraries Unlimited, 2005.
- [6] P.L. Dressel and D. Marcus, *On Teaching and Learning in College*. San Francisco: Jessey-Bass Publishers, 1982.
- [7] Indrawati, *Model Pembelajaran Terpadu di Sekolah Dasar*. Jakarta: Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Ilmu Pengetahuan Alam (PPPPTK IPA), 2009.
- [8] N. Sudjana and A. Rivai, *Media Pengajaran*. Bandung: Sinar Baru Algensindo, 2002.
- [9] J. Elliot, *Action Research for Educational Change*. Milton Keynes: Open Up, 1991.
- [10] A. Lie, *Cooperative Learning*. Jakarta: PT. Gramedia, 2002.
- [11] R.S. Zais, *Curriculum, Principles and Foundations*. New York: Harper and Row Publisher, 1976.
- [12] T. Subroto, *Pembelajaran Terpadu*. Jakarta: Pusat Penerbitan Universitas Terbuka, 1998.
- [13] A. Arsyad, *Media pembelajaran*. Jakarta: PT. Raja Grafindo Persada, 2011.
- [14] Gerlach and Ely, *Teaching and Media. A Systematic Approach*. Englewood Cliffs : Prentice-Hall, Inc., 1971.
- [15] R. Ibrahim and N. Syaodih, *Perencanaan Pengajaran*. Jakarta: Rineka Cipta, 2003.
- [16] C. Semiawan, *Belajar Mengajar dan Pembelajaran Prasekolah dan Sekolah Dasar*. Jakarta: PT. Indeks, 2008.