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The Effect of Song Tohpati – Jatuh Cinta on the Study Concentration of Students at SMPN 14 Bandung

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ABSTRACT
This study aims to describe the learning concentration of students who are listened to by music, the research subjects here are students of SMPN 14 Bandung, by providing treatment using music therapy. This type of research is quasi-experimental. Data were collected through pretest and posttest. This type of research was carried out using a two-group research design consisting of an experimental group and a control group, the experimental group received music listening therapy treatment before and while doing the tasks from the researcher, while the control group did not receive any treatment and only did the tasks from the researcher. The implication of the research is that it is carried out for students to get new experiences in learning, namely working on test questions accompanied by musical instruments and also so that students are more relaxed but still focused on working on test questions.

Keywords: *Listening to music, Instrumental music, Learning concentration.*

1. INTRODUCTION

Learning is one of the activities carried out by individuals in order to change their abilities. By learning, children who previously did not know become aware, children who previously did not appear to appear: [1] psychologically, learning is a change that is shown by individuals in the form of behavior as a result of the interaction of individuals with their environment through a process that leads to a goal, namely an effort to meet the needs of life. The changes in question can be in the form of knowledge, attitudes and behavior, skills, abilities, understanding skills and other aspects possessed by individuals who learn to obtain an objective and precise understanding of learning. In learning students are required to be able to concentrate, so that students can remember and understand the material presented by the teacher. It is undeniable that to make children concentrate, especially in learning, is not an easy thing. If a person's concentration begins to weaken, they will tend to easily forget something and vice versa if the concentration is still strong enough, they will be able to remember for a long time. In learning, concentration is needed in the form of attention focused on a lesson. Therefore, concentration is one aspect that supports students to achieve good performance and if this concentration is reduced, attending lessons in class and studying in private will be disrupted.

In developed countries, besides being used for the sake of art, music is also used for the public interest, but the benefits of music are still not widely developed in Indonesia, especially regarding matters directly related to everyday life. When shopping centers play music, it means that music is used to reduce the tension or fatigue of visitors. By listening to pleasant music, visitors will feel at home to look around and be tempted to shop. In restaurants, music can make customers feel more relaxed and more focused on enjoying the food served, and while studying, listening to music will make anyone feel more comfortable and relaxed. One of the scientists from the Middle East, Al-Farabi in his book, Great Book About Music, Al-Farabi said that music can create a sense of calm or comfort, as moral education, controlling emotions, spiritual development, and curing psychosomatic disorders. Music that can provide calm and peace is music with a slower tempo. This slow tempo music can be found in all genres, one of which is instrument music. This can provide an illustration of the relationship between music and a person's response which is actually not far from the emotional relationship between music and listeners. Therefore, listeners can feel both calm and peaceful by listening to music.

Some researchers found that music did not have a significant effect on students' learning concentration. Zentner et al [2] found that not all individuals react emotionally to music. Therefore, the influence of music on emotions cannot be absolute because the effect depends on various factors such as the character of the music, the character of the listener, the character of the presentation, and the contextual character. Music is believed to be able to restore the brain Back to the alpha zone. There have been many studies that state the influence of music on brain power. Manfred Clynes, Ph.D., in his book entitled Music, Mind, and Braind states that music has an effect on the brain. The rhythm of music has the effect of increasing the production of serotonin in the brain. Serontonin is a neurotransmitter that plays an important role in transmitting nerve vibrations and helping to induce feelings of joy. When the brain produces serotonin, tension decreases. Serotonin is released when the brain experiences a positive shock. For example, if we see a beautiful picture, hear a beautiful flute melody, or enjoy a delicious meal, the brain releases a number of serotonin which increases feelings of pleasure.

Music has long been considered to have an influence on the human body and soul. Likewise, there has been a growing opinion in society that classical music is the most helpful in intellectual development. If certain types of music can really help brain activity, then this can help students' learning achievement and can further improve the development of human resources in their beloved homeland [3]. According to Yanuarita [4], music has the power to treat illness and improve one's thinking ability. Music can improve, restore, and maintain physical, mental, emotional, social and spiritual health. Music has a great influence on the mind. This is evident from the effects created by the music. There is music that makes you happy, sad, touched, feels lonely, remembers the past, increases concentration, and so on. Music has 3 important parts, namely bit (beat), rhythm, and harmony. Bits can affect the body, rhythm can affect the soul, while harmony can affect the spirit. Every music we listen to, even if it is accidentally heard, will have an effect on the brain. According to Yanuarita [4] there are 3 nervous systems, namely:

1.1. The Brain System that Processes Feelings

Music is the language of the soul that can bring feelings to any direction. Music that is listened to will stimulate the nervous system so that it produces feelings.

1.2. Cognitive Brain System

Activation of this system can occur even if a person is not listening or paying attention to the music being played. Music will stimulate this system automatically even without being listened to or noticed. If this system is stimulated then a person can improve memory, memory, concentration, learning ability, mathematical ability, analysis, logic, intelligence, and sorting ability. Besides that, there is also a feeling of happiness and the emergence of social balance

1.3. The Brain System that Controls the Work of the Brain

Music can directly affect muscle work, heart rate, and breathing can slow down depending on the strains of music being listened to. Various studies conducted by experts have proven that music can influence in developing imagination and creative minds.

From the definition above, in music there is a blend of heart, mind and soul that is created in a work of art. Not only art creators feel the fusion, but people who enjoy art also feel it. Another understanding from the Grolier Academic Encyclopedia [5] is "music is the art of arranging sounds in rhythmic succession and generally in combination". Music is a series of notes and rhythms that are arranged in an orderly and harmonious manner. This regularity makes listeners enjoy the music. If the sound comes from a musical instrument then the music is referred to as instrumental music. However, if it is equipped with human vocals, it is called vocal music. The influence of music in learning concentration is caused by at least seven factors. These factors are (1) certain emotions evoked by certain types of music, (2) students' musical preferences, (3) students' knowledge of the topics studied, (4) thinking techniques needed, (5) music volume, (6) music character and (7) music playback time [3].

2. METHODS

Researchers chose to use experimental research methods with a quantitative approach. The type of research design used in this study is a quasi-experimental method, which is a form of experimentation with the main characteristic of not doing random assignments, but using an existing class which in this case is an ordinary class. As stated by Mohammad Ali [6] "Quasi-experiments are almost the same as experiments, in fact the difference lies in the use of subjects, namely quasi-experiments, not random assignments, but using existing classes."

This method is used to determine the effect of a condition that is intentionally carried out on social phenomena in the form of activities and behavior of individuals or classes that are observed so that the emergence of these symptoms is known, the results of which will obtain a causal relationship between the variables studied. There are two variables in this study, namely the independent variable and the dependent variable. In this study, students were divided into two

classes, namely the experimental class who listened to music and the control class without listening to music. The research design used in this research is the Pretest-Posttest Control Group Design (Pretest-Posttest Control Group Design) using an experimental class and a control class without random assignment which is a form of research design in a quasi-experimental method.

In this study, the first step is to determine the class that will be used as the experimental class and the control class. The experimental class in this research design will be treated by listening to music (X1), while the control class will be treated by not listening to music (X2). Before treatment (X1 and X2), both classes were given a pre-test (T1) and then continued by giving treatment to the experimental class who listened to music and the control class who did not listen to music. Then both classes were given a post-test (T2), the results were then compared with the pre-test scores to obtain a gain, namely the difference between the pre-test and post-test scores.

3. RESULTS AND DISCUSSION

The researcher gave pretest and posttest to both groups, namely the experimental group and the control group. In this study there were 60 subjects consisting of 30 experimental groups and 30 as control groups. In addition, the study also showed that there was a difference in the average value of the subject before and after the treatment. This indicates a change in the concentration of the subject. In the experimental group the average value is 87, while in the control group the average value is 81. The average comparison is quite far between the two. Based on the explanation above, it can be seen that there is an effect of listening to music on the learning concentration of SMPN 14 Bandung students. Where the post-treatment experimental group got an average score of 87, while the control group only got 81.

The results of this study are in line with Gallahue [7] who said that abilities such as synchronicity, rhythm, visuals, sequences in movement, are increasingly optimized through stimulation by listening to musical instruments. The beats, melodies, and harmonies of instrumental music can be a stimulus to improve children's learning concentration abilities.

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