



Application of the Demonstration Method to Improve Recorder Playing Skills on the eye SBdP Lessons for Class VA MI Students Manggarupi Gowa District

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Abstract. The problem in this research is the low skill of playing musical instruments, especially recorders in SBdP subjects. The formulation of the problem in this research is how to apply the demonstration method to improve recorder playing skills in the SBdP subject of MI Manggarupi class students, Gowa Regency. This research aims to describe the application of the demonstration method to improve recorder playing skills in the SBdP subject of MI Manggarupi class students, Gowa Regency. The approach used is descriptive quantitative and the type of research is Classroom Action Research (PTK) which is carried out in two cycles and each cycle is held in two meetings. Each cycle goes through 4 stages, namely the planning stage, implementation stage, observation stage, reflection stage. The focus of this research is the application of the demonstration method to improve recorder playing skills in the SBdP subject of MI Manggarupi class students, Gowa Regency. The subjects of this research were 29 students from the VA MI Manggarupi class, consisting of 14 male students and 15 female students. In this research the researcher acts as an observer and the teacher as an instructor. Data analysis techniques are qualitative and quantitative. The results of the research show that student learning outcomes in the SBdP subject achieved 65.51% completion in cycle I, while in cycle II the achievement of skill completion was 100% in the good category (B). The conclusion in this research is that the application of the demonstration method can improve the recorder playing skills of the SBdP subject of MI Manggarupi class students, Gowa Regency.

Keywords: Recorder Playing Skills, SBdP Learning, Demonstration

1 Introduction

The art of music must start from the basic education level which is contained in the SBdP or Arts, Culture and Crafts Lessons. So that students begin to know the basics of art. Basically, not all music lessons at school are realized in the form of subjects or are included in the educational curriculum, they can also be found in the school's extracurricular activities. Therefore, the concept of integrated thematic learning promoted by the 2013 curriculum is very appropriate for teaching more meaningfully

the content of the Culture and Crafts Department (SBdP), because the learning content in curriculum

Efforts that can be made include using the Demonstration Learning Method so that students focus more on the learning process because they can see directly when the teacher teaches or demonstrates. According to researchers, the advantages of this method are that it is appropriate to use in improving the skills of playing recorder musical instruments in Arts, Culture and Crafts (SBdP) subjects. because it involves students directly observing and carrying out learning activities, not just theory.

The learning process is carried out by students watching the teacher demonstrate how to hold, close the recorder holes and play the recorder correctly. After that, teachers and researchers will guide students during the learning process. And for students who already understand, they can help each other, give each other input to their friends who don't understand, in order to improve the students' skills in playing the recorder musical instrument.

In connection with this, prospective researchers together with teachers intend to overcome this problem by conducting a Classroom Action Research (PTK) with the title "Application of the Demonstration Method to improve Recorder Playing skills in the SBdP subject of MI Manggarupi Class Students, Gowa Regency."

One important element in the learning process is the learning method. Applying directed methods will get optimal learning results. Method literally comes from the Greek *methodos*, which means path/way. According to Suprihatinigrum Jamil (2017; 281) "Learning methods are defined as methods containing standard procedures for carrying out learning activities, especially the activity of presenting lesson material to students." Teaching methods act as a tool to create a learning process between students and teachers in the process learning.

The demonstration method is carried out by demonstrating events, how tools work, or the sequence of activities either directly or with the help of learning media that is appropriate to the learning material." According to Suprihatinigrum Jamil (2017; 290). Meanwhile, according to Mukrimaa Syifa (2014; 84) "says the demonstration method is used to teach participants by telling and demonstrating the steps in working on something". Meanwhile, according to Nana Sudjana (2010; 121), "the demonstration method is a method of teaching to pay attention to how a process of something occurs". According to Mukrimaa (2014; 84) "the demonstration method is a method used to teach participants by telling and demonstrating the steps in making something. something.

Demonstration is a practice that is demonstrated, therefore demonstration can be divided into two purposes: demonstration of the process to understand step by step step; and demonstration of results to show or demonstrate the results of a process. Usually, after the demonstration, it is followed by practice by the participants themselves. As a result, participants will gain direct learning experience after seeing, doing and feeling for themselves. The goal of demonstration combined with practice is to make changes to the skill set.

Hanifiah and Suhana (2012), also argue about the steps of the demonstration method, namely: 1) The teacher explains the expected learning indicators, 2) The teacher presents a glimpse of the material that will be presented, 3) The teacher prepares the tools and

materials needed, 4) The teacher demonstrates according to scenarios that have been prepared, 5) All students pay attention to the demonstration, 6) the teacher asks students to ask questions about things they do not understand, 7) Each student or group takes turns to demonstrate.

The advantages are a) Demonstrations can encourage students' learning motivation, b) Demonstrations can enliven the lesson because students only hear but also see events that occur, c) Demonstrations can link theories with natural events in the surrounding environment. In this way students can be more confident the truth of the subject matter, d) Demonstrations if done correctly can show results, e) Demonstrations are often easier to remember than the language in handbooks or educational explanations, f) Through demonstrations students avoid verbalism because they directly pay attention to the teaching material being explained.

The weaknesses are a) Students sometimes have difficulty seeing clearly the objects that will be demonstrated, b) Not all objects can be demonstrated, c) Difficult to understand if demonstrated by teachers who do not master what is being demonstrated, d) Demonstrations require more thorough preparation, because without adequate preparation, demonstrations can fail, which can cause this model to no longer be effective, e) Demonstrations require adequate equipment, materials and space, meaning the use of this method is more expensive compared to lectures, f) Demonstrations require the teacher's abilities and skills specifically so that teachers are required to work more professionally.

According to Siahaan (2017) skills are the ability to do/implement something well. Skills are the ability to use reason, thoughts, ideas and creativity in working on, changing or making something more meaningful so as to produce a the value of the results of the work (Sudarto, 2016). In general, skill is the ability to use reason, ideas and creativity in doing, making anything or changing something into something more meaningful so that it can produce added value from the results of the work done.

Skills can also be defined as an ability and capacity that is polished through systematic and continuous effort smoothly and adaptively in carrying out complex activities or job functions that involve ideas or cognitive skills, things or technical skills and people. or interpersonal skills

Arts, Culture and Crafts (SBdP) in elementary schools is very contextual and is taught in a concrete, complete and comprehensive manner and integrated into a theme that is linked to other subjects. In this context, the position of elementary school teachers must have good insight into the existence of living arts and culture in the context of the everyday environment in which students live, so that teachers can carry out the process of enculturation and introduction to local culture, so that students know, enjoy and learn culture. the area .

The recorder is a musical instrument that is often used in elementary schools. (Usman, 2015: 20). According to Hanggayuh (2014: 6), a recorder is an instrument or wind instrument which is classified as a melodic musical instrument. This musical instrument is very simple and quite easy to play. The recorder's pitch range can reach more than two octaves. Knowledge of playing the recorder is very useful if someone wants to

learn other wind instruments. Because technically, if someone can already play the recorder, it is easier for them to learn other wind instruments.

The technique for playing the recorder according to Wahyu (2010: 73) is that the recorder is positioned forward at an angle of 30°- 45°. The most basic techniques in playing a recorder musical instrument are breathing techniques, fingering techniques, and blowing techniques (tone production). The breathing technique used in blowing a recorder musical instrument is abdominal/diaphragmatic breathing techniques, such as in singing techniques. A good fingering technique is to cover the recorder holes with the top of the finger from the very end of the finger while the blowing technique ensures the correct tone production the technique of forming high and re notes is carried out.

2 Method

The approach chosen in carrying out this research is a descriptive qualitative approach. "The qualitative approach is a research and understanding process based on a methodology that investigates social phenomena and human problems." Noor (2012: 33) This approach was chosen because in its application the researcher made observations to see a picture of all teacher and student activities in implementing learning actions using the demonstration method during the learning process taking place.

This type of research uses Classroom Action Research (PTK) because it is relevant to efforts to solve learning problems. The implementation of this research consisted of four stages, namely planning, implementation, observation and reflection. This classroom action research was conducted online/virtually to improve the quality of learning and help empower teachers in solving problems in classroom learning, especially regarding recorder playing skills.

The demonstration method is a teaching method by demonstrating props, models, or experimental procedures, events, rules, and the sequence of carrying out an activity, either directly or through teaching media that is relevant to the subject matter or material being presented and applied online/virtually. using the Zoom application.

The skills referred to in this research are the students' psychomotor level in playing the recorder, as well as knowing the basic techniques of the recorder. Skills in the VA class are assessed after a test using the demonstration method.

This research will be carried out in MI Manggarupi classes, Gowa Regency. Implementation of the research is planned for the even semester of the 2019/2023 academic year. The reason the researcher chose this school was because the researcher found problems based on considerations (1) The class was never taught about recorders (2) There was support from the homeroom teacher for the implementation of this research.

3 Results and Discussion

This research was carried out starting August 11 2023 and August 18 2023. Includes data collection and implementation of actions. The research permission letter was completed on March 13 2023 and on that day the researcher took the letter to the school

principal but on March 14 2023 . The implementation of the research will be discussed in detail in the presentation of research data which includes two things, namely, exposure to data before action and exposure to action data (cycle I and cycle II).

This research was carried out over two cycles, each cycle consisting of two meetings. Before carrying out the research, the researcher first communicated with the VA class teacher about how SBdP was taught in this class and the teacher said that in SBdP learning the teacher had never taught about a simple musical instrument, namely the recorder. This shows that there is a need for action in SBdP learning so that it can improve students' skills in playing recorders in the VA MI Manggarupi class by applying the demonstration method.

Results of students' recorder playing skills after carrying out cycle I in SBdP learning playing simple musical instruments using the demonstration method. Descriptive analysis of student learning outcomes obtained that the overall average student score in cycle I was 53.96, obtained from the total score of class VA students. Data analysis also shows the results of the recorder playing skills of 29 students, only 19 students reached the KKM standard with a percentage of 65.51% while there were 10 students who did not reach the KKM standard with a percentage of 34.49%. must be achieved is 75.

The learning process in cycle I has shown changes but is still lacking. This is because of the shortcomings that occur at each stage of learning activities, both in the teacher aspect, in this case the VA class teacher, and also in the student aspect. The shortcomings that occur in this aspect of the teacher can be seen in the observation sheet explained previously. Student learning outcomes in cycle I were in the sufficient category, because the implementation of the learning method steps used had not worked as they should. The presentation of the material is also not optimal so that the learning process is not achieved according to what is expected. This results in student learning outcomes in SBdP subjects it is still relatively low, because students do not yet understand how to play the recorder properly and correctly. Seeing that student learning outcomes in cycle I have not yet reached the KKM, this is where there is a demand for a cycle II to be held as a follow-up to cycle I.

Further actions are taken which aim to improve teacher and student performance which has not been achieved during the learning process. The purpose of improved performance is: teacher teaching activities, student learning activities, and student learning outcomes. Therefore, in cycle II the teacher provides students with a detailed and clear understanding of how to play the recorder properly and correctly using the demonstration method and students are also asked to focus more and pay attention to the explanation. Teacher.

The results obtained in cycle II were much better than in cycle I. Therefore, it can be said that cycle II was the cycle where the teacher succeeded in implementing the demonstration method in SBdP subjects in the VA MI Manggarupi class.

This is proven by the achievement of student learning outcomes which are able to reach the excellent category. Descriptive analysis of student learning outcomes obtained that the overall average student score in cycle II was 86.89, obtained from the total student score of 2520 divided by the number of class VA students. Data analysis also shows that the results of the second cycle test there were 29 students who passed with a percentage of 100%. The minimum KKM completion criteria is 75. Student learning

outcomes based on the results from the second cycle test experienced a very good increase, namely from the results of the first cycle test the average student score was 53.96 to increase in the second cycle with the overall average score of the students being 86.89.

From the description of the discussion above, it can be concluded that the research actions carried out in cycle I and cycle II, student learning outcomes have increased. Thus, from the results obtained in cycle II, research applied the demonstration method to improve playing skills recorder.

4 Conclusions and Recommendations

4.1. Conclusion

Based on the results of the research and discussion that have been described, improvements were obtained both in terms of the learning process and students' recorder playing skills. Reviewing the process of implementing the demonstration method, the learning process through implementing steps or scenarios that have been prepared according to the tools or materials to be demonstrated is categorized as good in the implementation process. This can be seen from the results of observations of teacher activities and student learning activities in cycle I which were categorized as sufficient (C) and in cycle II which were categorized as good (B) by achieving a level of success.

The dimensions of learning outcomes through the application of the demonstration learning method show an increase in students' skills which is the impact of the effectiveness of the implementation of the demonstration method by the teacher as indicated by the value of the evaluation test results carried out at the end of each cycle which has increased, namely in cycle I it is categorized as Very Low. Then it continues to cycle II which is categorized as High and has been completed classically.

The researcher concluded that the learning outcomes by applying the demonstration learning method could improve students' recorder playing skills in the SBdP subject for the VA MI Manggarupi class, Gowa Regency.

4.2. Suggestion

Based on the conclusions obtained from the research results, several suggestions are proposed that need to be considered:

1. Educational service and extension institutions should provide more teaching and guidance for teaching staff regarding innovative learning so that there will be an increase in quality learning.
2. For teachers, it is hoped that they will always follow developments related to innovation in learning so that learning methods that are conventional and boring for students can be overcome by implementing more innovative learning methods so that learning can become more interesting for students

and learning goals can be achieved. And with this thesis, it is hoped that we can apply the demonstration learning method to the teaching and learning process in class.

3. For students, they should really participate in learning well and in an orderly manner so that the learning objectives can be achieved effectively because this learning is very beneficial for students, namely to improve their recorder playing skills.
4. For prospective researchers who are interested, when carrying out research by applying this learning method, try other materials or lessons so that this demonstration method has benefits for improving skills. student.

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