

THE IMPACT OF COOPERATIVE SCRIPT METHODS ON LEARNING OF MUSIC ART

Elfitrayeni¹ and Nurhizrah Gistituati

¹SMKN 1 Hiliran Gumanti, Solok, Indonesia, ✉ elfitra.yeni@gmail.com

Abstract

This article aims to reveal and explain the impact of the Cooperative Script method in learning the art of music at SMK 1 HiliranGumanti. In fact, all this time students' learning outcomes in music art subjects do not meet the standard values set by the HiliranGumanti Vocational High School, this is due to one of the methods that are not yet relevant. Therefore, one method that is considered relevant is the Cooperative Script method. Researchers assume that the Cooperative Script method can have an impact on improving student learning outcomes in music art subjects. The research method used is descriptive method, the data is collected by interview technique, in which the questions are directed to the problem of using the method and its impact on the results of learning music. In addition to interviewing the data was collected through observations, namely observing the ways of learning and student responses from the use of the method. Document data is obtained from student test results. The instrument is the researcher himself and is equipped with a test form and observation guide. Data analysis is carried out with a flow such as data collection, selecting data, exposing data, testing data and summarizing the results of data analysis. The results of the study found were that after the teacher applied the Cooperative Script method, the impact obtained was an increase in learning outcomes. Increased learning outcomes are proven through the results of test documents, and from observations of the teaching and learning process conducted by the teacher. Although the increase only occurred to 19 students, of the total 26 students in class X SMKN 1 Hiliran Gumanti.

Keyword: The results of learning music and Cooperative Script methods

Introduction

Learning Music art is a learning activity that aims to develop awareness of art and beauty in a general sense, both in the domain of conception, appreciation, creation, presentation, and psychological, educational goals, for the positive personal development of students. Learning The art of music in schools is not solely to shape learners into artists or artists but focuses more on creative, ethical and aesthetic attitudes and behavior. Learning the art of music in schools consists of theory and practice.

The art of music is given in schools because of the uniqueness, meaningfulness and usefulness of the students' development needs, which lies in providing an aesthetic experience in the form of expression and creation or appreciation through approaches: learning with art, learning through art and learning about art, which this role cannot be given by other subjects. (Surabaya Dispendik).

In the Republic of Indonesia Act No. 20 of 2003 Article 1 concerning the National Education System explained that "learning is the process of interacting students with educators and learning resources in a learning environment". Based on the above statement it can be said that a proper learning process is learning in which there is communication and reciprocal relationships between teachers and students. So in realizing the learning atmosphere that needs to be done by the teacher is able to make students active and guide them towards maturity, a teacher must choose the right teaching method to use. The use of the right method is interpreted as a better method, in accordance with and in harmony with student characteristics, material, and environmental conditions of the place of learning.

The teaching and learning process is a series of activities consisting of preparation, implementation and evaluation of learning. These three things are whole series that cannot be separated. Teaching and learning preparation is the preparation of the learning event unit (SAP) which includes among other things the standard of competence and basic competencies, evaluation tools, teaching materials, learning methods, learning media, facilities, time, place, funds, expectations, and necessary information tools to support the implementation of the teaching and learning process. Students' readiness, both physically and mentally, is

also important. So the essence of preparation of the teaching and learning process is the readiness of all things needed for the ongoing teaching and learning process.

The learning process in music art subjects is expected not only to transfer learning material from teacher to student with the aim of achieving curriculum targets, which can result in a less enthusiastic learning process, but should also be able to build an active, innovative, creative, effective learning atmosphere. and fun. If the spirit of student learning can be maintained and developed, then learning outcomes can be improved by themselves. But in fact the process of learning music at SMK 1 HiliranGumanti has not involved students maximally with a marked low activity of students in learning with a lack of activity in paying attention to teacher explanations, asking questions, discussing with groups, eager in learning, submitting worksheets on time.

As stated in Government Regulation no. 32 of 2013 article 19 verse 1 that: The learning process in the education unit is organized interactively, inspirational, fun, challenging, motivates students to actively participate, and provides sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological well-being of students.

As part of the learning content, music art subjects need to be understood by the teacher, such as how the right direction is to educate and shape the child's character. In the Law no. 14 of 2005 concerning Teachers and Lecturers, explained that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, teaching, training, evaluating and evaluating students. Based on the explanation, it can be seen that teachers not only teach, but there are other tasks, namely, guiding and directing students in the learning process. Students not only accept what is given by the teacher, but also must respond or respond to the material being studied, thus the task of the teacher in guiding and directing students will be fulfilled and the learning process will take place well.

Based on the researchers' initial observations on July 10, 2018, learning the art of music in class X students at SMK 1 HiliranGumanti in class X Computer and Network Engineering Department uses conventional learning methods namely teacher-centered learning. Based on preliminary observations during the learning process, it is seen that students are less encouraged to develop their thinking skills. From these factors students are accustomed to just waiting for material from the teacher, not independent, not creative. Even though the teacher has interacted with students, but the students seem to be less responding to the material presented by the teacher.

Students are also not accustomed to working together in discussions, but are more accustomed to maintaining their opinions, so that in the learning process there is a mistake in the meaning of interaction between students and teachers and students with students. The absence of students' confidence in learning, especially when they want to answer questions from both the teacher and their friends. Students also look less calm when learning, less serious, and not all students are involved and participate in learning process activities. Likewise when given a task, students are still reluctant to do it well. As a result, during mid semester examinations, there are many students who are under KKM (Minimum Completion Criteria).

The assumption that causes weakness in the learning process is caused by internal factors, namely the less relevant method used by the teacher in providing learning material about the art of music. So that the incompatibility of the method has an impact on the learning outcomes carried out by the student.

Based on the observations of the researchers during the second grand tour, on July 17, 2018 at SMK 1 HiliranGumanti in class X, the researchers saw a different condition than when the researchers conducted the first grand tour. When this second grand tour saw the atmosphere of music. The classroom atmosphere is more conducive, in fact the teacher divides the students into several discussion groups, each student is seen actively expressing opinions and salaing is seen in the collaboration in discussing the tasks given by the teacher.

According to A'la (2011: 97), cooperative script learning models also called cooperative scripts are learning methods in which students work in pairs and verbally summarize the parts of the material they learn in the classroom. Cooperative script is a learning model that can improve students' memory (Slavin, 1994: 175). This is very helpful for students in developing and linking facts and concepts that have been obtained in problem solving. Cooperative script learning is one form or model of cooperative learning.

Referring to the phenomena above, the researcher suspects that the method factors influence the students' learning outcomes and atmosphere in music learning. In fact there are differences between the learning activities carried out by the previous teacher and activities when using the Cooperative Script method. Thus the researcher needs to study further about the impact of the use of the Cooperative Script method on student learning outcomes in music art subjects at SMKN 1 HiliranGumanti.

Method

The method used in this research is descriptive method, the data is collected by interview techniques, in which the questions are directed to the problem of using the method and its impact on the results of learning music. In addition to interviewing the data was collected through observations, namely observing the ways of learning and student responses from the use of the method. Document data is obtained from student test results. The instrument is the researcher himself and is equipped with a test form and observation guide.

The validity of the data is done by checking the data again by testing the fiber comparing it with the previous data. In addition, the validity of the data is also done by repeatedly looking at the context of the research and data that has been collected. The researcher also conducted a focus group discussion on the data that had been collected, and the validity was determined by the results of discussions with several appointed experts. Data analysis is carried out with a flow such as data collection, selecting data, exposing data, testing data and summarizing the results of data analysis

Results and Discussion

The learning material of music art that is transferred by the teacher at SMK 1 HiliranGumanti is the musical elements of music. The data obtained from the learning is that the teacher teaches the art of music with the subject matter of the elements of musical art with its elements are: (1) melody; (2) rhythm; (3) time, (4) harmony, (5) tempo, (6) dynamic, (7) scale, and (8) timbre. The researcher observed that the three elements of this musical art were given by the teacher in accordance with the Learning Implementation Plan which was carried out in 4 times face to face.

The data shows that in providing learning about the elements of the art of music, namely the time, rhythm, and tone of the teacher in the first face to face meeting with the fourth face to do learning using the Cooperative Script method. When the material is given, the teacher has started using the Cooperative Script method, and this activity continues in the tone material.

In the learning, the teacher divided 5 groups consisting of 5 students per group, except for one group of 6 students. Each group on the first face-to-face talk about the first time, and in the second face-to-face talk about the tone, and the 3rd face to face talk about rhythm. As for the 4th meeting face to face the three elements.

Researchers found that each face-to-face discussion had three or four discussion discussions carried out by students, and each group asked questions, which the other group answered the question. The result seems to be a learning passion that increases from what is usually done by students. This means that with the lecture method that only listens to teacher's speeches, most students are less challenged and out of focus. However, after the Cooperative Script method is given, there seems to be a passion for students to learn music. Because each group is advised to display the results of the discussion, while the other groups respond. This also spurred a sense of competition between them.


In essence the method is a way that can help the teacher to transfer and explain the learning material provided by the teacher to students. This means how the learning material can be absorbed properly by students, therefore the teacher needs a means to explain it, the way to explain it varies greatly depending on the characteristics of the subject.

As the learning method here can be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. There are several learning methods that can be used to implement learning strategies, including: (1) lectures; (2) demonstrations; (3) discussion; (4) simulation; (5) laboratories; (6) field experience; (7) brainstorming; (8) debates, (9) symposiums, and so on (Senjaya, 2008).

Data obtained about 19 numbers of students indicated increased in terms of the learning outcomes they did. This data is obtained from the test results regarding the ability of students to analyze, explain, and answer various questions that have been compiled by the music arts teacher. There are several examples of questions that will be questioned in a test of knowledge about the elements of the musical art, namely:

Table 1. Examples of Daily Tests

No	About the Elements of Music Art	Answer key
1	Which is not an element of music is ... a. Rhythmb. Notation c. Melodyd. tempo	b. Notation

2	 <p>From the example of the rhythm pattern above which one is 4/4 and 2/4 ...</p> <p>a. 1 and 2b. 2 and 4 c. 3 and 4d. 2 and 3</p>	d. 2 and 3
3	<p>From the tone of 6 cres above which tone is raised 1/2</p> <p>a. B becomes Bus b. C becomes Cis c. D becomes Dis d. E becomes Eis</p>	d.E becomes Eis
4	<p>If the 5-tone tone is made into chord, what are the notes on the IV chord</p> <p>a. B - D - Phys b. D - Fis - A c. Eis - Gis - B d. Fis - Ais - C</p>	c. Eis - Gis- B
5	<p>In music there are types of tempo signs that are often used, namely Largo, Adagio, Andante, Moderato, Allegretto, Allegro, Presto. Which type of tempo mark does it mean rather slowly?</p> <p>a. Moderatob. Aleggretto c. Lentod. Andante</p>	c. Lento

After the ability test was carried out by students, the data obtained from the total 26 students turned out that 15 people answered correctly all the questions, and 4 people answered only 4 questions correctly and 3 people answered 2 questions correctly, and 4 people answer correctly 3 questions. Therefore, it can be concluded that the Cooperative Script method has approximately 80% impact on the results of learning music. Even though the success was seen from the results of the daily tests in class X of SMKN 1 HiliranGumanti.

From the results of the observation, it was obtained an assessment of students' attitudes, activities and creativity. Researchers obtained data that in the first to fourth face to face changes that can occur to students due to the use of Cooperative Script methods, as for the indicators seen are: (1) student participation; (2) Willingness to ask questions and issue opinions; (3) Desire to complete a task; (4) Cooperation; (5) Creativity; (6) Ability to listen; and (7) the ability to solve problems. The data can be seen in the table below:

Table 2. Data on Creativity, Attitude, and Creativity in Learning Music Art

No	Indicator	Observation result
1	Student participation	17 of 26 students have high class participation, 5 are classified as moderate, and 4 are still low.
2	Willingness to ask and express opinions	15 of 26 students have the willingness to ask and issue opinions classified as high, 6 students are classified as medium, and 5 students are classified as low
3	The desire to complete the task	17 out of 26 students have the desire to complete tasks that are classified as high, 4 are classified as moderate, and 5 are still low
4	Cooperation	Not all students can work together, 15 students are classified as very active, 5 students are classified as less active, and 6 people are still low
5	Creativity	There are 16 of 26 students who have high levels of creativity, 5 students who are moderate, and 5 people who have low

		levels of creativity
6	Ability to listen	16 of 26 students have high listening skills, 6 are classified as moderate, and 4 are still low.
7	Problem solving ability	17 of 26 students had problem-solving skills that were classified as high, 5 classified as moderate, and 4 were still low.

It can be concluded that from 26 people the number of students in class X SMKN 1 HiliranGumanti approximately 17 people stated there was an increase in learning outcomes and creativity and attitudes or responses to music art subjects, while 4 more people were categorized in transition, and 5 people were still low in improving learning outcomes, as well as their creativity and attitude or response to musical art subjects.

According to Hadi (2007) that the development of Cooperative Script learning has undergone many adaptations so that it gives birth to several understandings and forms that are slightly different from one another, but essentially the same. Some notions of Cooperative Script learning include Cooperative Scripts are cooperative learning scenarios. This means that Cooperative learning has been designed or planned by the teacher. Based on the results of a study of music arts teacher, SMKN 1 HiliranGumanti has planned the form and what will be applied in learning with the Cooperative method. In turn, the teacher has prepared the material to be taught and discussed, the teacher has also compiled cooperative discussion and learning steps, and the teacher has also designed the questions for the test as well as the creativity observation model he wants.

This means that the application of the Cooperative Script method has been carried out by the music arts teacher at SMKN 1 HiliranGumanti in a structured manner, making it easier to do classroom learning. The most important thing is that the method is stated to be relevant for the learning of music art with the context of elements of musical art such as melody, time, harmony, tempo, dynamic, tone and timbre rhythm.

Cooperative Script learning is learning that governs student interactions such as illustrations of students' social life with their environment as individuals, in families, wider community groups and society (Udin S, 2003).

Other experts say that the Cooperative Script learning model is a learning model where students work in pairs and alternately verbally summarize, parts of the material being studied. So Cooperative Script learning model is the delivery of teaching material that begins with the provision of discourse or a summary of teaching material to students who are then given the opportunity to students to read it for a moment and give / incorporate new ideas or ideas into the teaching material given by the teacher, then students directed to show the main ideas that are incomplete in the existing material alternately with each pair (Alit, 2002: 203).

Based on the findings of the music arts teacher researcher at SMKN 1 HiliranGumanti in applying the Cooperative Script method is referring to what Alit described above. That the music arts teacher gives a discourse or summary of teaching material about the problem of time, tone, and rhythm to students. After the teacher gives a discourse, the teacher gives the opportunity for students to read it for a moment and provide input on new ideas or ideas according to students' interpretation into the teaching material given by the teacher, then the music art teacher directs the students to show the main ideas of the material.

Cooperative Script is a learning method where students work in pairs and alternately verbally summarize the parts of the material being studied (Istarani, 2011). The first steps in Cooperative Script learning are that the teacher divides the students into pairs. Furthermore the teacher shares the discourse / material for each student to read and make a summary. Teachers and students determine who first acts as a speaker and who acts as a listener. While the speaker reads the script, listeners listen / correct / show basic ideas that are incomplete. The next step is to exchange roles, as the speaker is initially exchanged into listeners and vice versa. After the script reading is complete, the teacher and students conduct a class discussion to discuss the material they have learned. Students interact with each other asking, answering, expressing opinions, refuting, etc. while the teacher leads class discussion.

The impact of using the Cooperative Script method in learning the art of music at SMK 1 HiliranGumanti is that there is an increase in student creativity. The more important thing is that there are changes in student learning outcomes both cognitive and affective. Increasing students' knowledge is increasing, the reality is that from 26 students who have not completed the previous KKM, currently after seeing the test results can be said to be approximately 80% or 17 people have increased their cognitive abilities. In addition to cognitive as many as 18 people have also been said to be increased in terms of creativity, and their activeness in learning music art in class X SMKN 1 HiliranGumanti.

Conclusions

It is important that a teacher understands and understands the method they will choose in carrying out learning, especially in learning the art of music. If a teacher is not right in choosing a method or model of learning, it will affect student learning outcomes, student responses, and the creativity and attitudes of students in following the learning.

One method that is considered relevant in the learning of music art, especially those applied in SMKN 1 HiliranGumanti is the Cooperative Script method. Because the method has proven that of the 26 students who have been learning the music art under the KKM provisions, it turns out that after the teacher uses the Cooperative Script method in learning music, more than 17 people out of 26 total students get increased learning outcomes, and get increased creativity, as well as a response to learning material and the occurrence of good interaction between students and fellow students and teachers.

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