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An Innovation of Music Art Learning Media in the Covid-19 Pandemic to Develop Student Character

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Abstract

The COVID-19 pandemic has resulted in learning activities that took place face-to-face, turning into distance learning. Teachers need to adjust to this condition by making innovations to provide good educational services to students. This study aims to describe and analyze an innovation of media use in music art learning in the Covid 19 pandemic to develop the character of students at SMP Nasima Semarang. The research method used is qualitative research with a case study design. The data collection process was carried out by observation, interviews, and literature study. The data analysis was carried out by using three activity lines according to Miles and Huberman, namely data reduction, data presentation, and conclusion drawing. The results of this study is the use of learning videos uploaded to social media namely Youtube as a form of innovation in distance learning activities at SMP Nasima Semarang, which previously used powerpoint media in face-to-face learning in class. The use of video in distance learning makes it easy for teachers in delivering material, even though the manufacturing process requires more effort. There are character values instilled in students through the use of instructional videos, namely responsibility, curiosity, and honesty. The benefit of this study is as an overview of learning media innovation that can be used as a reference in implementing learning in the COVID-19 pandemic.

Keywords: Innovation, Learning Media, Music Art, COVID-19, Character

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INTRODUCTION

The COVID-19 pandemic that has occurred in all parts of the world has had a significant impact in various sectors of community life (Syafriada & Hartati, 2020: 496). The virus spreads easily has led to various policies carried out by the Government so that its spread does not become more widespread, including the social distancing, stay away from mass crowd activities, and avoid meetings that involve large numbers of people (Siahaan, 2020: 2).

The education sector is also experiencing changes as a result of the COVID-19 pandemic. The learning activities that were carried out face-to-face in the classroom, have turned into distance learning (Pujilestari, 2020: 53). This online learning is established by the Government to be applied at the education level from kindergarten to college (Wardani & Ayriza, 2020: 773). In online learning, teachers and students carry out the learning process in different places, but at the same time, with the help of applications namely google meet, zoom meeting, google classroom, WhatsApp, and other similar applications (Asmuni, 2020: 282).

Even though activities in the school environment stop, the implementation of education must continue, because education is important. This is based on the fact that education has a function to train and develop various potentials or abilities that exist in humans, namely the dimensions of morality, individuality, sociality, and culture (Sujana, 2019: 31). Education is the main means of shaping human self and personality, as well as being a long-term investment, which has a personal, institutional impact and has a strategic role to anticipate the future of a nation and country (Sutirna, 2019: 60). Based on the importance of education for both individual humans and its benefits for the state, the educational process through learning activities must continue to run, despite all its limitations, while still paying attention to and adapting to the conditions of each school or educational institution.

The government provides facilities to support online learning with the subsidized quota assistance for educators and students, as well as the implementation of an emergency curriculum to ease the learning of students and the teaching burden of teachers (Sari et al., 2020: 3). Conceptually, the emergency curriculum is curriculum implemented by educational units during emergency or special times (Munajim et al., 2020: 287). This emergency curriculum is a simplification of the material from the 2013 curriculum, which is specifically designed to be used in distance learning during the COVID-19 pandemic.

The teacher as a facilitator for students in education has a duty to implement the curriculum in learning activities. In addition to being facilitators, teachers also have a role to play in shaping the character of students (Hanafi et al, 2019: 125). The learning process is not limited and stops at the delivery of material, but also habituation and character planting to students, because character is the basis for shaping the personality of students. Character education that is well embedded in students can produce good personality outputs of students as well (Evananda et al, 2018: 255).

The role of teachers especially during a pandemic is very important as the spearhead in providing educational services to students. Teachers need to adapt to the conditions that are happening, by making innovations in the learning process (Sugiarto, 2019). Although this idea has been around for a long time, it can be said to be an innovation for people who have just felt it (Hadiyati, 2011: 11; Hartini, 2012: 82).

Teachers must follow and adapt to the times, and be able to make better educational innovations (Kristiawan & Rahmat, 2018: 376). An innovation made by teachers can be created and adapted to its use, with the aim of creating new things that facilitate the educational process to lead to educational development and progress (Rusdiana, 2014: 46).

Study on teacher innovation during the COVID-19 pandemic was conducted by Masruroh Lubis, et al. (2020), namely

regarding E-Learning-Based Islamic Religious Education at MTS PAI Medan. Meanwhile, study on learning innovations, especially in the subject of music by teachers to develop student character is unprecedented. Researchers conducted the study at SMP Nasima Semarang to see the innovation of learning media for the art of music to develop the character of students, which was carried out by music art teachers at SMP Nasima Semarang in implementing online distance learning. This study aims to see how the innovations made by the music art teacher of SMP Nasima Semarang in distance learning, to develop the character of students. This study is expected to be used as a reference in implementing learning during the COVID-19 pandemic.

METHODS

This study uses a qualitative method with a case study design. Qualitative research methods are often referred to as naturalistic methods because the research is carried out in natural conditions (Sugiyono, 2010: 8). A case study is a series of scientific activities carried out intensively, in detail and in depth regarding a program, event, or activity at the level of individuals, groups, institutions and organizations to obtain in-depth knowledge of these events (Rahardjo, 2017: 3; Ratna, 2010: 94), so this study was conducted and aims to describe and analyze the innovation of learning media for the music art to develop the character of students which was carried out by the music art teacher of SMP Nasima Semarang in implementing online distance learning.

The data collection techniques used in this study were to observe, interview, and study documents. The observation technique is by making observations on learning the art of music online at SMP Nasima Semarang. Interviewing according to Rohidi (2011: 2018) is a technique used by researchers to obtain data, information about events that the researcher cannot directly observe, for example because the event has occurred in the past or because the researcher is not allowed to be

present at the location. Document studies are conducted to obtain data and information regarding previous studies on the same topic, books, journals, the internet, and other reference sources. The method of data analysis was carried out with three activity lines according to Miles and Huberman which were translated by Rohidi (2007: 16), namely the stages of: data reduction, data presentation, and drawing conclusions (Rohidi, 2011: 236).

RESULTS AND DISCUSSION

The Learning Process of Music Art before the COVID-19 Pandemic

In a learning activity, the teacher will use a method that is deemed appropriate to be used in learning. Choosing a method that is in accordance with the situation and conditions is an effort for teachers to achieve optimal learning goals (Armita, 2017: 45). The methods chosen and used in learning the music art at SMP Nasima Semarang vary, including lectures, demonstrations, discussions, peer tutors, and assignments.

The lecture method is carried out by conveying the material carried out by the teacher to students. This method is commonly used in the implementation of learning in the classroom (Mulyasa, 2019: 114). To support this lecture method, the music art teacher of SMP Nasima Semarang used powerpoint medium to attract students' attention to the material being taught

In addition to the powerpoint assisted lecture method, another method used in learning the music art at SMP Nasima Semarang is the demonstration method. The use of the demonstration method, especially for learning the music art is very important, because this method can attract and focus students' attention, and give the impression of a learning experience that is more inherent in students (Armita, 2017: 48).

Another method applied to learning the music art at SMP Nasima Semarang is by means of discussion. According to Tjokrodiharjo, discussion is a situation which

there is an interaction to share ideas and opinions between teachers and students, or students and students (Dwikoranto, 2011: 41).

Peer tutoring was also a method used in learning the music art at SMP Nasima Semarang before the pandemic. This method was applied in practical activities namely singing or playing a musical instrument. The use of this method creates a cooperative and not competitive learning atmosphere among students (Arjangga & Suprihatin, 2010: 94).

The assignment method for learning music at SMP Nasima Semarang before the COVID-19 pandemic was carried out by the SMP Nasima Semarang music teacher by giving written tasks namely summarizing and also practicing such as practicing singing a song or practicing playing a song using a musical instrument

Attitude assessment of learning before the COVID-19 pandemic was carried out by teachers by observing during the learning process, and recording good and bad things done by students in journals, so that students got input from the teacher for improvement.

The Music Learning Process in the COVID-19 Pandemic

Music learning activities at SMP Nasima Semarang in the COVID-19 pandemic were carried out online by using the Microsoft Teams application and students taking part in virtual lessons according to a predetermined schedule



Figure 1. The teacher checked the readiness of students.

The use of methods in online distance learning is very limited, namely by using lectures, discussions, and assignments. The lecture method in learning activities in virtual

classrooms was carried out by music art teachers, by using the help of instructional video media. This was done so that students did not feel bored with the explanation from the teacher by using only the lecture method. The instructional videos used were ideas and works of the music art teacher at SMP Nasima Semarang which were deliberately prepared to support distance learning.



Figure 2. Videos Learning of Music Teachers in SMP Nasima Semarang on Youtube

The teacher distributed learning videos to students two days before the implementation of learning in the virtual classroom. The goal was that students could watch the video and write down questions which could then be discussed in a virtual classroom. The function of the video made by the music art teacher of SMP Nasima Semarang was as a trigger for students to find out the material to be studied, ask questions as discussion material, and to learn deeper independently.

The discussion method was carried out in a virtual classroom after students saw the learning video that had been previously shared. Attitude assessment in learning the music art at SMP Nasima Semarang was still implemented, although it did not take place optimally, because the teacher did not directly see the activities carried out by students in the classroom or in the school environment. Meanwhile, for the knowledge assessment there were no obstacles and the technical implementation was carried out online by using Microsoft Forms.

Learning Media Innovation

Innovation in the use of instructional media by SMP Nasima Semarang teachers was

based on unexpected factors, according to Nurdyansyah & Widodo (2015: 27), they were unexpected events that motivate teachers to innovate learning due to the COVID-19 pandemic. The challenges that arose due to this condition make the music art teacher of SMP Nasima Semarang made an effort and try to innovate in distance learning activities. Through instructional videos, teachers could be more creative in creating interesting learning content, supported by an audio-visual display that was easier for students to understand in receiving information about the learning material delivered (Khairani et al., 2019: 159).

The YouTube platform was chosen because it was easy to share and access, it did not use too much internal memory from teachers and students, and it could be accessed by the public at large so that it could be benefit for those in need.

In essence, innovation is the result of thinking that is characterized by new things, in the form of certain practices, or the product of one's thoughts which are manifested through certain processes or stages (Kadi & Awwaliyah, 2017: 147). The use of video medium uploaded to Youtube in online learning is an innovation from the music art teacher at SMP Nasima Semarang, who previously used powerpoint medium in classroom learning. It was said to be an innovation because it was something new music teachers do, especially at SMP Nasima Semarang, and this innovation was included in the bottom-up model (Rusdiana, 2014: 56).

The comparison between PowerPoint and video which can be used as learning media is briefly described in the following table:

Table 1. The Comparison of Powerpoint Media and Video Learning

No	In terms of	Powerpoint	Video Learning
1.	Duration of Use	Many times with different delivery	Many times with the same delivery

2.	Media access	Observing exposure through an LCD projector or laptop, and less than optimal when using a smartphone	It is easier, only use a smartphone
3.	Function	Displays the exposure in the form of text, pictures, sound, video.	Displays the elements of pictures, motion, and sound as a whole series.
4.	Interaction with users	Users are actively involved to provide exposure	Users are not directly involved and they only passively see impressions
5.	Content Creation	Tends to be easier and more practical	It tends to take longer, because it goes through several stages of preparation, video taking, editing, and publication

6.	Tools needed in the manufacturing process	Only use a PC/Laptop set	Can use a professional camera, laptop/PC, or only use a smartphone
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The use of video in the learning process provides several advantages and conveniences compared to the use of powepoint media. In terms of duration of use, videos can be used over and over again by conveying the same information, compared to using only PowerPoint which depends on the presentation of the resource person (in this case is the teacher), which allows different information to occur in different times of delivery. This can provide power efficiency if it is used repeatedly. Furthermore, accessing a video can be easily and conveniently done via a smartphone, in contrast to powerpoint access which requires using an additional tool in the form of an LCD projector, or when used in online classes, so access by using a smartphone is not optimal.

Learning media with video can display images, sound, and motion in one unit, which are then assembled and edited by the video maker to become a complete unit, then when the final video is finished it can be accessed both by the video maker himself, and by students. Meanwhile, in the powerpoint medium which is a medium for displaying text, images, sound and video, it is necessary to have a presenter present to explain the content or content on the PowerPoint slide.

Teachers can experience various conveniences and efficiencies in using video as a learning media. Meanwhile, there are several things that become weaknesses or deficiencies in video media. The weakness lies in the manufacturing process, which requires more effort, starting from the preparation, taking pictures, as well as the editing and publishing process. In addition, the video making process also requires relatively expensive equipment and costs, if wants maximum results. However,

with technological developments, smartphones can be an inexpensive and affordable alternative for making learning videos (Batubara & Batubara, 2020: 76). It was also conducted by teachers of SMP Nasima Semarang in making instructional videos, namely by using smartphones in the process of taking pictures and editing.

Learning music certainly requires media that is able to accommodate the needs of teachers to deliver practical material. Video medium can be used by teachers to meet this need, because video is a medium of motion pictures accompanied by sound, which can provide more experience to the audience, and in it there are two senses that play a role simultaneously to respond, namely the sense of sight and also the sense of hearing (Rikarno, 2018: 74). This benefit is obtained in terms of delivering material from the teacher to students, and to see the achievement of students in practicing and interacting to provide feedback, it can be done by the teacher in virtual classroom meetings.

Innovative learning has main characteristics that can be seen through a learning orientation that prioritizes students to be able to understand and construct knowledge independently (Nurdyansyah & Widodo, 2015: 22). The function of the instructional video made by the music teacher in SMP Nasima Semarang in distance learning is as a trigger for students to be able to ask questions which can then be used as material for students to further explore the material by looking for related sources or references. The teacher did not fully provide material, but only partly to "provoke" the curiosity of students. Thus, students would be able to gather as much information as possible through various sources, and discuss virtually in class in order to be able to compile their own understanding of the material being discussed.

The Use of Videos to Develop Student Character

The learning in the COVID-19 pandemic was conducted online and has many

limitations. although, the habit of cultivating character values was still carried out by music art teachers specifically at SMP Nasima Semarang, with the aim of developing a good personality in each student. This was done because the actual obligations carried out by the teacher in learning were not only limited to deliver learning material, but also must develop character education from students (Aziz et al., 2017: 718).

The habituation of good attitudes through character education was carried out by the teacher in the hope that students could independently increase their knowledge, apply and live the character values in their daily life (Asvin & Rohman, 2019: 127). Through the use of video lessons on Youtube in music art learning at SMP Nasima Semarang, the music art teacher at SMP Nasima Semarang expected to continue in cultivating and developing the character of each student who followed the lesson. There were at least three character values cultivated by the teacher through instructional videos in study at SMP Nasima Semarang, namely the values of responsibility, curiosity, and honesty.

The value of responsibility is familiarized with students in carrying out the tasks given by the teacher, both in terms of listening to videos before implementing virtual classroom learning, as well as assignments carried out for practical assessment in the COVID-19 pandemic. Responsibility is the essence of character education which is important to be instilled in students (Supriyono et al., 2018: 185). Through habituation to the character of responsibility, students were trained to carry out their duties and obligations in an orderly manner, both for themselves and the environment around them.

Curiosity was taught through the use of videos in learning. Cultivating curiosity in students had a positive impact on students being able to develop the knowledge they already had. High curiosity made students more motivated to study harder, in order to fulfill their need for knowledge (Fauzi et al., 2017: 29).

Meanwhile, cultivating the value of honesty occurred in the classroom virtually when the teacher asked questions to students, whether or not students have watched the instructional video. Honesty needed to be cultivated in students, because honesty is synonymous with truth, and becomes the foundation for the upholding of truth in human life (Amin, 2017: 108)

CONCLUSION

Learning before the COVID-19 pandemic at SMP Nasima Semarang used several methods, namely lectures, demonstrations, discussions, peer tutors, and assignments. The powerpoint medium was used by the teacher as a support in the lecture method used in face-to-face learning. In the COVID-19 pandemic, the music art teacher at SMP Nasima Semarang made an innovation by making and using video as a medium for online distance learning. The use of video in distance learning made it easy for teachers to deliver material that presented as a trigger for students to learn further, although at the beginning it took more effort to create video content. The use of videos in online learning activities was also a means to develop the character of students, especially for the characters of responsibility, curiosity, and honesty.

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