The Efforts of Students at SMP Negeri 2 Semarang to Improve Music Learning Outcomes Through Learning Media

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Article Info

Abstract

Media is a component of education that functions to improve student learning outcomes. The use of media by students is closely related to their level of study and the topics being learned. Therefore, the selection and effort made by students in utilizing media can significantly impact their learning achievements. This study aimed to identify, describe, and analyze the types of media used by students and their efforts in utilizing these media to enhance their learning outcomes. This study employed descriptive quantitative method complemented by qualitative research procedures. The sample consisted of seventh-grade students from SMP Negeri (State Junior High School) 2 Kota Semarang. Data collection techniques included observation, questionnaires, structured interviews, and document studies. Descriptive statistical analysis was conducted using IBM SPSS Statistics version 25, followed by an interactive model comprising data collection, data reduction, data presentation, and data verification. The results show that 68% of seventh-grade students are familiar with various forms of media, and 67% have already used them. One of the media used by these students is musical instruments. Seventh-grade students use media with the aim of enhancing their learning outcomes. In terms of academic achievements in music, seventh-grade students demonstrated improvement, as evidenced by an increase in the average midterm exam score from 81.3518 to 85.5276 by the end of the semester. The most frequent midterm score of 75.00 rose to 83.00 by the end of the semester. These findings suggest that the use of educational media can indeed enhance learning outcomes in music for seventh-grade students.

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INTRODUCTION

Seventh grade marks the first level of three years of study in junior high school (SMP). Students in seventh grade undergo a transition from primary school (SD) to SMP, which places them between childhood and adulthood (Utomo, 2017). This transition indirectly requires students to adapt to a new learning environment and conditions. Adapting to these changes requires effort from students to adjust to the school environment, their peers, and specifically to classroom learning to thrive throughout their study period.

The learning process in the classroom occurs through two-way interaction between teachers and students. Teachers do not act as absolute authorities in the classroom but rather function as facilitators and motivators so that students can actively engage in learning instead of merely receiving lectures (Putra, 2013). This learning process is commonly implemented in SMP, including at the seventh-grade level. Classroom learning involves components that significantly influence the outcomes of education. These components include learning objectives, instructional materials, teaching activities, teaching methods, teaching aids/media, and learning resources.

Media is one of the components of learning. According to Gagne (Sadirman, 2011), media refers to various components in the student environment that stimulate learning. These components serve a function in education. Siddik (Pane & Dasopang, 2017) and Prabowo (2011) state that media functions as a tool to make learning implementation more effective and efficient in achieving learning objectives.

Media also serves another function. It can enhance students' learning outcomes in education. Mureiningsih (2014) asserts that learning through interactive multimedia media can improve students' learning outcomes or academic achievements and increase students' learning activities in expressing and presenting their opinions.

Hamalik (1994), as cited in Rohman (2013), also suggests that students' use of learning media in the learning process can evoke new desires and interests, stimulate motivation and engagement in learning activities, and even influence students psychologically. In addition to stimulating students' motivation and interests, instructional media can also help students enhance their understanding, present data in an engaging and reliable manner, facilitate data interpretation, and consolidate information.

Students' learning outcomes are influenced by various factors, one of which is the teaching and learning process they undergo, closely related to the use of instructional media. If all factors affecting students' learning outcomes are equal except for the learning media used, the question of whether there are differences in the types and efforts of utilizing learning media by seventh-grade students to enhance their learning outcomes in music becomes intriguing for further investigation. The media in question can include instructional media used by teachers in class as well as learning media used independently by students outside of classroom instruction.

There are various types of media developed and applied for different purposes in music education, such as music practice rooms and electronic equipment (Utomo & Sinaga, 2009). For instance, in the field of music, Rusdewanti and Gaffur (2014) developed Macromedia Flash media for learning to identify types of local Indonesian music artworks and to foster appreciation for the unique ideas and techniques of these regional music artworks. Furthermore, Yasid, Ana, and Badara (2019) used audiovisual media to assist in teaching unison singing techniques to students. Music education, as one of the cultural arts subjects in the 2013 curriculum for Junior High School (SMP), encompasses various mandatory topics. For example, in seventh grade, the basic competencies required by the 2013 curriculum include singing in unison, singing in groups, playing simple musical instruments individually, and playing similar and mixed music ensembles.

SMP Negeri 2 Kota Semarang is one of the junior high schools in Semarang City known for its academic and non-academic achievements. The academic achievements

include classroom performance across various subjects, including Cultural Arts. Cultural Arts is a subject in the curriculum of SMP Negeri 2 Kota Semarang, where music education is taught. In the academic year 2023/2024, SMP 2 Kota Semarang teaches music education as part of Cultural Arts in seventh and eighth grades. Meanwhile, ninth grade focuses on visual arts within the Cultural Arts curriculum.

Regarding music education, instructional media used focus on essential aspects of the topics studied, such as singing techniques and instrument playing, because music is closely related to sound factors. Each topic has its own characteristics, so the assumed variety of media used also varies accordingly. For example, unison singing requires group participation and singing in harmony. Therefore, instructional media for this topic support students' needs to sing together harmoniously. Another example is choir singing, which involves grouping and dividing students' voices into more than one part during singing. Hence, instructional media for choir singing enhances students' competence to sing in groups and divide voices. In the learning process, teachers use instructional media according to the characteristics of the topics being discussed. Consequently, all students have equal opportunities to receive consistent treatment from teachers regarding the media used in classroom instruction.

The use of media in student learning is selected and applied according to each basic competency being studied. Handhika (2012) stated in his research that students taught by teachers using media achieve better average performance compared to those who do not. Mahnun (2012) also mentioned that media serves as a conduit for delivering messages or learning information from the source to the recipient, which aid in achieving learning success when used in education. Of course, the efforts of teachers will be more effective if students, according to their abilities and the availability of resources, can utilize media to support their learning. As an example, based on the researchers' experience during field experience practice

at SMP Negeri 2 Kota Semarang, it is evident that students, especially in seventh grade, utilize various media in music education.

Based on the preliminary survey results, seventh-grade students use a variety of media including musical instruments, YouTube, and PowerPoint. They use musical instruments to practice songs they are learning, YouTube for referencing techniques in playing songs, and PowerPoint to present tasks in a more engaging manner. Therefore, the researchers will focus more on discussing how seventh-grade students utilize these media to enhance their learning outcomes in music.

The research by Irsan Rasyid Karo-karo and Rohani (2018) showed that media benefits learning by enabling it to occur anywhere and anytime. This fosters positive student attitudes toward the material and learning process, and transforms the role of teachers into a more positive and productive direction.

Udi Utomo and Syahrul Syah Sinaga (2009) mention that there are various types of media developed and applied for various purposes in music education, such as music practice rooms and electronic equipment.

Another study conducted by Lidya Fita Kusumadewi and Suharto (2010) demonstrated that using audiovisual learning and varied methods can enhance the learning outcomes of seventh-grade students in SMP N 1 Jambu in the cultural arts subject during the academic year 2009/2010. There was an increase in the percentage of student learning completeness from 30% in the pre-cycle to 84% in cycle 1 and 88% in cycle 2. The researchers consider these three studies relevant to the current study, as they serve as references for the research being conducted.

This study aims to identify, describe, and analyze the types of media used by students and their efforts in utilizing these media to enhance their learning outcomes. The benefits of this research include: (1) obtaining information about seventh-grade students' efforts in utilizing media to improve their learning outcomes in music,

(2) providing references to cultural arts teachers on suitable media use in seventh-grade cultural arts education, and (3) serving as a reference for future research.

METHOD

This study investigated seventh-grade students' efforts in utilizing media to enhance their learning outcomes in music at SMP N 2 Kota Semarang. This study employed descriptive quantitative research method complemented by qualitative research procedures to gather two types of data: quantitative data served as the basis for addressing the first problem statement, and qualitative data for addressing the second problem statement.

This study was conducted at SMP Negeri 2 Kota Semarang from February 1st to February 28th, 2020. The study population consisted of students from SMP Negeri 2 Kota Semarang, with seventh-grade students as the research sample. Data collection techniques included observation, questionnaires, structured interviews, and document studies. The validity techniques employed were prolonged observation, triangulation, and reference enrichment. The collected data were analyzed using descriptive statistical methods with IBM SPSS Statistics version 25, followed by an interactive model involving data collection, data reduction, data presentation, and data verification.

RESULT AND DISCUSSION

Distribution of Media Types Used by Students in Music Education

The media used by seventh-grade students are highly diverse. Based on the responses obtained from the respondents, nine types of media were recorded in the survey responses: musical instruments, internet, print media, applications, PowerPoint, video, animation, others, and interactive tutorials. The distribution of the number of users for each media type is presented in Table 1 below.

Table 1: Number of Users for Each Media Type Outside of Class Hours

No	Media Name	Number of Users	Percentage
1	Musical Instruments	157	78%
2	Internet	82	41%
3	Print Media	20	10%
4	Applications	12	0,6%
5	Power Point	7	0,35%
6	Video	1	0,005%
7	Animation	1	0,005%
8	Others	1	0,005%
9	Interactive Tutorials	1	0,005%

The number of users listed in Table 1 is divided across all seventh-grade classes from 7A to 7I. The user counts are derived from the total number of responses for each media type, where each respondent's answer is counted only once, regardless of whether they provided more than one response.

According to the survey results, the most popular choices among students were musical instruments and the internet, each garnering 78% and 41% of the selections respectively. By using musical instruments, students are able to improve their performance in playing musical instruments and gain confidence in presenting their learning outcomes (Dermawanto, 2012). Furthermore, musical instruments were also chosen by students as a medium to facilitate learning through active learning models (Sadiman, 1996). Therefore, musical instruments are the most favored media for student use.

The utilization of the internet as a learning medium conditions students to study independently, making it highly sought after. "Through independent study, students become doers, as well as thinkers" (Cobine, 1997). Students can access various online resources from libraries, museums, databases, and obtain primary sources on historical events, biographies, recordings, reports, and statistical data (Gordin, 1995). Scheid (2014) states, "the internet provides access to digital media, including a large variety of music, music videos, and music instructions that are easy to use and share with others." Thus, the use of internet media can provide experiences that are difficult to obtain through other means and contribute to better efficiency and

broader diversity in learning (Hamalik, 1994).

Objectives and Efforts in Utilizing Media in Music Education

The media used by seventh-grade students at SMP Negeri 2 Kota Semarang, based on survey results, include fourteen types: musical instruments, internet, YouTube, print media, PowerPoint, applications, video, animation, mobile phones, others, LCD and whiteboards, timbre and pitch, social media, and audiovisual. These diverse types of media are utilized by students to enhance learning outcomes in various ways. Results from interviews conducted yielded varied findings regarding students' efforts in using media to improve their learning outcomes in music art.

The seventh-grade students' goal in using media is to aid in achieving improvements in their learning outcomes. The efforts undertaken by students to achieve these goals include: (1) reviewing materials acquired through reading notes, summaries, and cultural art textbooks, (2) browsing the internet to find articles, enrichment information references, and watching tutorial videos from YouTube, and (3) honing their skills by practicing using musical instruments.

Improvement of Student Learning Outcomes in Music Education

The data on seventh-grade students' music art learning outcomes were obtained through document analysis. The documents are the grade lists of seventh-grade students during their cultural art subjects in the first semester when music art materials were taught. These grade lists are stored in the school's archives managed by Mr. Sudaryono, S.Pd., who teaches the music art subject.

Table 2: Seventh Grade Students' Achievement Scores

No.	Score	Midterm Exam	Final Exam
1.	*Minimum*	75.00	70.00
2.	*Maximum*	97.00	99.00
3.	*Mean*	81.35	85.52
4.	*Mode*	75.00	83.00

Table 2 shows the music art scores of seventh-grade students for the academic year 2019/2020. The table consists of four rows labeled Minimum, Maximum, Mean, and Mode. N represents the number of available student score data. The Minimum column displays the lowest achievement scores. The Maximum column displays the highest achievement scores. The Mean column displays the average achievement scores. The Mode column displays the achievement scores with the highest frequency.

The researchers examine mid-term and final exam scores to determine if there is an improvement in students' music art grades. Improvement can be identified if there is a difference between mid-term and final exam scores. Scores are considered improved if the numbers in the final exam score table are higher than those in the mid-term score table.

In the mid-term exam scores, the lowest score attained by students was 75.00, which had the highest frequency of occurrence. Meanwhile, the highest score achieved by students was 97.00. The average mid-term exam score obtained from the range of scores, from lowest to highest, was 81.35.

In the final exam scores, the lowest score attained by students was 70.00, while the highest score achieved was 99.00. The score that appeared most frequently was 83.00. The average final exam score obtained from the range of scores, from lowest to highest, was 85.52.

When comparing mid-term and final exam scores, differences in students' learning achievements can be observed. The lowest score in the final exam is lower than the lowest score in the mid-term exam. The student who received the lowest score in both exams is the same. However, the score with the highest frequency in the final exam is higher than the score with the highest frequency in the mid-term exam. In addition, the highest score in the final exam is also higher than the highest score in the mid-term exam. Furthermore, the average score in the final exam table is higher than the average score in the mid-term exam table. Therefore, it

can be concluded that students' learning achievements improved from mid-term to final exam.

CONCLUSION

The media and their usage among seventh-grade students at SMP Negeri 2 Kota Semarang include: (1) musical instruments used by 157 students; (2) internet used by 82 students; (3) print media used by 20 students; (4) applications used by 12 students; (5) PowerPoint used by 7 students; (6) video used by 1 student; (7) animation used by 1 student; (8) other media used by 1 student; and (9) interactive tutorials used by 1 student. Students' efforts to enhance their learning outcomes through these media include: (1) reviewing materials such as notes, summaries, and cultural arts textbooks; (2) browsing the internet for articles, enrichment information references, and watching tutorial videos on YouTube; and (3) honing their skills through practice with musical instruments.

There was an improvement in the average achievement and the highest achieved scores. At mid-semester, the average student learning outcome was 81.3518, which then increased to 85.5276 by the end of the semester. Similarly, the highest achieved score at mid-semester was 75.00, which rose to 83.00 by the end of the semester.

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