The Digital-Based Innovative Learning of Music Subject to Cultivate The Character Values of Students During Covid-19 Pandemic

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Abstrack

The condition of Covid-19 pandemic in the educational sector has made the learning activities cannot be conducted face-to-face as usual and the educational institutions such schools are closed in accordance with the government regulation. However, the learning condition cannot stop although the schools are closed temporarily. Teachers need to adapt with the condition and implement the innovation based on the digital development by utilizing various digital devices that can be used for the learning activity to cultivate the character values to the students. This research aims to describe and analyze the teacher's innovation in the digital-based innovative learning during the music subject with the purpose of cultivating the students' character values in SMA Negeri 1 Bumiayu during the Covid-19 pandemic. This research used qualitative method with the educational anthropology, musicology, and technology & communication approach. The process of data collection is conducted through observation, interviews, and literature study. The data analysis is conducted through three activities by Miles and Huberman, namely data reduction, data display, and conclusion. The results of the research show that the digital-based innovative learning model of music subject can be used to cultivate the character value of the students through the digital devices which are used during the online learning activity of music subject both theoretically and practically in the form of appreciation and creative activities. The material taught is innovated through the help of digital devices as the stimulus to raise the students' awareness as well as cultivate the character values which will give positive impact on the success of the character values.

Keywords: Covid-19, Learning, Online, Innovative, Digital, Music Art, Characters

INTRODUCTION

The current condition of the world is not fine related to the outbreak of the coronavirus which has made all people in the world panic (Siahaan, 2020). The first case of this virus appeared in Wuhan, China at the end of 2019 and spread very quickly throughout the foreign countries (Hilna Putri, 2020:863). Corona virus or severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) is a virus that primarily attacks the respiratory system. Corona virus shows the symptoms from mild level, such as common cold which spreads to cause problems in the respiratory system, to the severe one such as, severe lung infections to death (Dewi, 2020:56). Regarding to the impact of its transmission, this virus has become a serious concern as well as a threat to human health around the world (Yanti dkk, 2020:491).WHO has declared a worldwide health emergency from January 30, 2020 (Guner et al., 2020). By the reason of this Global Pandemic incident, everyone is required to keep their distance and must not travel anywhere to break the chain of Covid-19 (Handayani, 2020:15). As the result of the policies issued by the government, many sectors have been affected, one of which is the education sector.

The condition of Covid-19 pandemic which particularly affects the education sector makes the learning activity in primary education to higher education can not be implemented in face-to-face way as usual. Seeing this condition, the government eventually issued policies related to education sector through a decree with 4 Ministers about the Guide of Learning Implementation for Academic Year of 2020/2021 during the COVID-19 Pandemic, namely changing the face-to-face learning temporarily to online learning in both schools and college level (Pujilestari, 2020:53). As the condition of the Covid-19 is getting more massive, the online learning is considered as a solution so the learning still can be conducted (Dewantara, Jagad & Nurgiansah, T, 2021:368). This solution is an effort to mitigate the physical contacts which can danger both the educators and students, since the online learning is basically a learning system which does not occur in one place so there will be no physical contacts (Irhandayaningsih, 2020:231-232).

If it is seen from the term of "on line", so it can inferred that the online learning is a remote learning which utilizes internet (Asmuni, 2020:282). The online learning can be used for participants in massive level (Sofyana & Rozaq, 2019:82). According to Riyana (2019), the main focus of online learning is in the accuracy and carefulness of its students in receiving the learning material delivered online by the teachers. Meanwhile according to Sari (2015:27-28), the strength of online learning is that it can build a new learning atmosphere by not having the direct meeting for its participants, it can bring new atmosphere and experience for the students who usually have a classroom learning. In its implementation, the teachers need innovation so that it can attract the students' interest and the learning activity can be conducted. An innovative learning is a new idea and concept from made by the teachers as the attempt to change the previous learning system (convensional) to a fun, variative, and meaningful learning (Aris Shoimin, 2014:21). One of the innovation is through a digital-based innovative learning.

The digital-based innovative learning is a learning innovation designed by utilizing the digital technology in order to facilitate the students in building their own knowledge as the part of behavior changing process better based on the students' potentials. Muhasim (2017:66) stated that this digital-based innovative learning can provide space for both teachers and students to utilize various digital devices which can be used for the learning process. According to Munir (2017: 5), the management of digital learning has different a form comparing to the face-to-face learning where there are many devices needed to support the learning implementation (Technology Support), such as computer and its software, the internet access, handphone, and applications, server,

television, interactive video, CD/DVD ROM, and other devices which supports the learning.

The digital-based innovative learning is a product of 4.0 industrial revolution in which the sophisticated digital devices develop rapidly in the current phase (Sugiarto & Dewantara, 2021:1640). It is undeniable that in current modern era, the devices of digital technology really help the learning activities continuity (Pilten et al., 2017). It can be proven by some researches about the digital-based innovative learning, namely a research by Hatma Heris Mahendra (2020) entitled "Pelatihan Penggunaan Digital Learning Material (DLM) dalam Pembelajaran di Sekolah Dasar untuk Peningkatan Kompetensi Guru Era Revolusi Industri 4.0" (Training of Digital Learning Material Utilization during Learning Activity at Elementary School for Improving Teachers' Competence in the 4.0 Industrial Revolution Era). This research stated that the training activitiy of digital-based learning media has received good response and it has given knowledge and skill for the teachers related to the utilization of DLM during the learning process to improve their competence and optimize the learning activity in order to deal with the 4.0 industrial revolution. Moreover, a research by M. Sai (2017) entitled "Pengaruh Model Pembelajaran Group Investigation Berbasis Internet Terhadap Hasil Belajar Dan Kemampuan Digital Literasi Siswa Pada Pembelajaran IPS" (The Effect of Internet-based Group Investigation Learning Model to Students Learning Output and Digital Literacy Skills in Social Science Learning) stated that there is a higher improvement on students' learning output and digital literacy skills which uses the internet-based group investigation learning compared to the students who get the library-based group investigation learning. The digital-based innovative learning can be used in various subjects, including music.

Music is one of the integrative subjects in the art and cultural subject in the college and senior highschool. The learning process of music subject aims to grow the sense of appreciation, creativity, and innovation through the activities provided by the educators which contain the appreaciative, creative, and innovative aspects (Altun & Eyupoglu, 2018). Moreover, the musical art education arranged for the learning curriculum at schools aims to create students' character to be human with a sense of art and cultural understanding (N, Eldi & Desyandri, 2019:302). The material arrangement of music learning is conducted based on the purpose of the music learning itself so the character values can be cultivated (Asep, 2017:3). It is in line with the statement by Udi Utomo (2017:22) that the music subject at schools is basically related to the character building because the main purpose of music teaching at schools is not to create the students to be competent in playing music instruments, but to build their characters. Furthermore, Ministry of Education and Culture (in Hutama, 2016:1) stated that the character building can be closely related to the art learning by the medium of expression, finding, creation, and evaluation through figure, sound, move, and role. The important action of teachers during the learning is really needed to build the students' character as the teachers often interact with the students (Andayani et al., 2019). All of the attempts are done in order to achieve the purpose.

This research was conducted because there has been no research found related to the digital-based innovative learning in the online learning of music subject to cultivate the character values, another research about digital learning is found on a research by Hatma Heris Mahendra (2020) entitled "Pelatihan Penggunaan Digital Learning Material (DLM) dalam Pembelajaran di Sekolah Dasar untuk Peningkatan Kompetensi Guru Era Revolusi Industri 4.0" (Training of Digital Learning Material Utilization during Learning Activity at Elementary School for Improving Teachers' Competence in the 4.0 Industrial Revolution Era) and a research by M. Sai (2017) entitled "Pengaruh Model Pembelajaran Group Investigation Berbasis Internet Terhadap Hasil Belajar Dan Kemampuan Digital Literasi

Siswa Pada Pembelajaran IPS" (The Effect of Internet-based Group Investigation Learning Model to Students Learning Output and Digital Literacy Skills in Social Science Learning). Furthermore, during the Covid-19 pandemic, the music teacher in SMA Negeri 1 Bumiayu does the online learning by using various digital devices in the form of hardware, laptop, smartphone, earphone, software namely Microsoft Powerpoint and video; and music application namely E-Gamelan, Musitra (Musik Nusantara), messaging application namely Whatsapp, Youtube, Zoom Meeting, and XRecorder. Moreover, the age of senior highschool students is generally a psychological transition from individual's childhood to adolescence or puberty which is sensitive to be influenced by the environment around them and the time of searching for their identity. It is the right time to cultivate the individual values for the senior highschool students. As it has been explained, these phenomena cause the researchers to put their attention in studying on how the teachers innovation during the digital-based music learning to cultivate the character values for students in SMA Negeri 1 Bumiayu during Covid-19 pandemic.

METHODS

This study used a qualitative research. It used the Educational Anthropology, Musicology, and Technology & Communication approach. The Educational Anthropology approach was used to determine the process of cultivating the character values and learning activities. The Musicology approach was used to determine the learning process of music art. The Technology and Communication approach of this research was used to explore the online creative digital learning, the digital devices used and the process as well as the communication between teacher and students in class.

The research was conducted at SMA Negeri 1 Bumiayu which is located at Jl. Pengeran Diponegoro, Taloksari, Dukuhturi Village, Bumiayu Subdistric, Brebes Regency,

Central Java 52273. Researchers used tools or data collection facilities, namely observation, interviews and documents study. This study used the data triangulation validation techniques, which are triangulation of data acquisition methods, temporal triangulation, and source triangulation (Sugiyono, 2014:373). The data assessment method used in this research was data presentation, data reduction and conclusion drawing (Sugiyono, 2015:333).

RESULTS AND DISCUSIONS

The Digital-based Innovative Learning of Music Subject to Cultivate The Character Values During the Covid-19 Pandemic
1) Planning Stage

Based on data in the field, the music teacher of SMA Negeri 1 Bumiayu has prepared the lesson plan in accordance with the provision of the Ministry of Education and Culture in the current Covid-19 condition, namely the one-sheet version of lesson plan. The material prepared by the teacher is about the analysis of traditional Indonesian musical instruments in accordance with the curriculum of tenth grade art and culture subject. Music learning activities were still carried out online using an innovative digital-based learning model as the strategy. Then, teacher compiled the learning materials in powerpoint and made it as attractive as possible, it could be from the interesting monitor screen design for placing videos, choosing an attractive video, and choosing attractive elegant colors according to portions and clear fonts. According to the researcher, those are one of the teacher's teaching attempt so that the students are able understand the learning material easily and they are not bored in participating in online learning of music subject. In this case, the video used by the teacher was sourced from the YouTube platform which has various videos needed by the teacher, the video size can also be adjusted to the needs and capabilities of the gadgets owned by teacher and students, and it is easily accessible (Saputra et al., 2020:159).
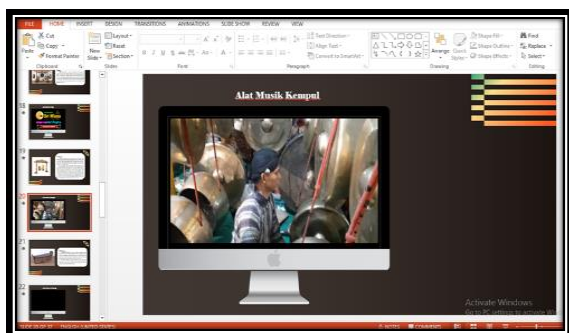
Figure 1. Powerpoint display compiled by the teacher

Then the teacher prepared an application for music learning that would be used or the learning material about Indonesian traditional music, namely Musitra and E-Gamelan. For the Musitra application, the teacher specifically uploaded the application file into the teacher's Google Drive account so that students could download it independently. The E-gamelan application can be downloaded on the Google Play Store. This idea is in line with several digital-based innovative learning strategies from Munir (2017:5), namely the Ice Breaker & Opener and PCT (Purpose Creative Thinking) strategies, both of which aim to provide student activities in using digital devices for positive purposes that can affect the development of their ways of thinking, behavior as well as character and display various presentations in learning activities such as videos, figures or others so that the learning does not seem monotonous and the students are not bored during their participation in learning activities.

2) Implementation Stage

During the observations made by researchers in X.1 class for three meetings, the teacher carried out the online learning through the Zoom Cloud Meeting video conference application. The use of this application aims to make the teachers be able to monitor the students during their online learning activities for music subject, so that it can be seen how serious the students are when participating in online learning activities of music subject from their places. The learning was held at 07.30. The teacher opened the Zoom Meeting on time

so that the students can also immediately enter meeting. The teacher also provided rules that must be obeyed by all students, namely they must wear complete uniform and always turn on the camera during the learning or it must not be turned off. Based on these rules, the students obey them. This idea is in line with Rusman (2013:10) who stated that during the introduction or opening of the class, the teacher must pay attention to some things, namely preparing the students mentally and physically so they can be more prepared and ready in following the learning process.

Figure 2. The teacher is opening an online learning activity for music class

Then, the teacher always habituate the students to do praying together in the beginning and the end of the learning activity of music class. This activity is conducted so the learning activity can run smoothly and get blessing from Allah SWT in finding the knowledge. During the praying, the situation seemed so calm and relaxed, and the students seemed so focus and devoted in praying to Allah SWT. This activity is in line with Rusman (2013:10) which stated that teacher should pay attention to some points in doing the opening of the learning, namely doing praying together as the attempt to get the blessing from God the Almighty; Komalasari (2020:427) stated that praying in psychological perspective is an activity using the words openly either together or individually to propose demands to God in devoted manner so the praying can occur solemnly. Doing a praying before the learning starts is an approach physically and mentally to God in order to get His blessing during the learnig process (Annur,

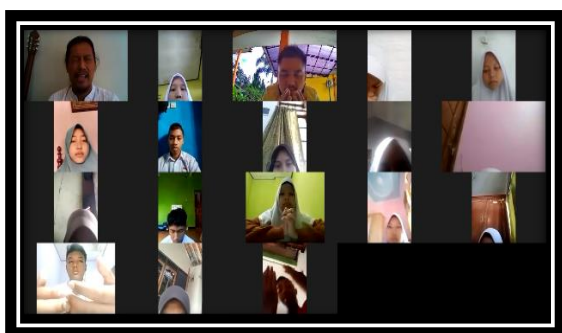2018:8). Below is the figure of the teacher and students who do the praying together.

Figure 3 . Teacher and students are praying together

After praying together, the teacher explained about how to analysis traditional musical instrument particularly gamelan instruments to his students. He explained that gamelan instruments do not only exist in Central Java, but also in West Java, East Java, Yogyakarta and Bali with their regions' characteristics. The teacher continued explaining that the term of "Gamelan" comes from the word "Gamel" which means beating in Javanese, meanwhile "an" means noun in Javanese. He explained to the students that in the current modern era, the use of gamelan instruments are often collaborated with the modern instruments with the combo concept both in the form of band or orchestra so that it becomes a show collaboration of traditional and modern music.

Then, he gave an advice to the students that they should be proud and love gamelan musical instruments which become one of the amazing cultural products from their country because those musical instruments are a masterpiece of their country which has long history and is not owned by other countries that it makes other countries adore and want to learn about it. It is not surprising that there are many gamelan music shows played by both Indonesian and the local people in United States, Germany, Holland, and other countries. It is in line with Bambang Samsul Arifin & Rusdiana (2019:137-139) who stated that teacher needs to give an example and advice for

the students so they can aware and understand that the example and advice are good things. The advice can give big impact and influence for them since it gives awareness and knowledge for the students that they never have before (Nashih, 2013:31). Below is a figure of the teacher explaining the material abot gamelan musical instruments to the X.1 class.

Figure 4 . The teacher is explaining the material about gamelan instruments

During the closing activity for the first meeting, the teacher gave an independent task 1 to the students. The task given is something new, different, and interesting unlike the task given by the previous teacher. The task was the students were instructed to operate Musitra application, take the quizzes within it and record their activities using the XRecorder as a screen recorder application and they had to submit it from 9 to 13 March 2021 at 18.00 via the Google Drive link that had been provided. prepared. The use of the XRecorder application aims to minimize the plagiarism. This new activity is in line with Matthew B. Milles (1973:14) which stated that innovation is a change that is specific and contains novelty intentionally through a planned and deliberate program and it is designed to achieve the goals of the system. Below is the picture of the teacher giving the Independent Task 1.
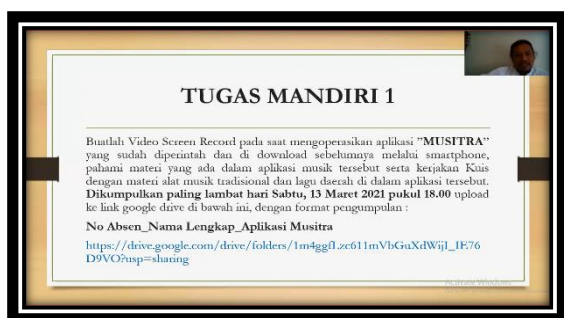
Figure 4. The teacher gives the Independent Task 1 to the students

From the task given, the students are able complete it according to the rules and orders from the teacher, namely operating the Musitra application, taking its quizzes honestly and submitting them on time. The teacher gave the greatest appreciation to the students. Based on the independent task video,the students are able to operate the Musitra application well where they can explore and study each feature in the application. This is in lin with one of the strategy of digital-based innovative learning from Munir (2017:5) which is PCT (Purpose Creative Thinking) which gives a chance for the students to utilize various digital devices for positive activities that can influence the students' development in thinking, behavior, and character. The independent task 1 done by the students can be supported by the following figure.

Figure 5. The example of independent task 1 done by X.1 student through the Musitra application

Then in the closing activity during the second meeting, the teacher gave the independent task 2. This task is also something new, different, and interesting, as it was done

by the teacher in the first task. This task requires the students to study the E-music learning applications. They had to try to play gamelan musical instruments virtually, make a simple gamelan music composition through the "Studio" feature in the E-Gamelan application, record their activities using the XRecorder screen recorder application and submit the task from the 23rd-28th March 2021 at 13.00 via the Google Drive link that had been prepared. The teacher aims to provide a new experience for students to play gamelan instruments even though they are virtual and make gamelan music compositions even if in a simple form.

The task 2 given by the teacher is in line with Matthew B. Milles (1973:14) who stated that innovation is a change that is specific and contains novelty intentionally through a planned and deliberate program and it is designed to achieve the goals of the system. Furthermore, it is also in line with Munir (2017:4) who stated that the digital-based innovative learning is an activity created through ideas from the teachers to create a different learning activity by utilizing the digital media which has broader and various scale to develop the creativity, innovation, liveliness and potential of the students. Below is a figure of the teacher giving the independent task 2.
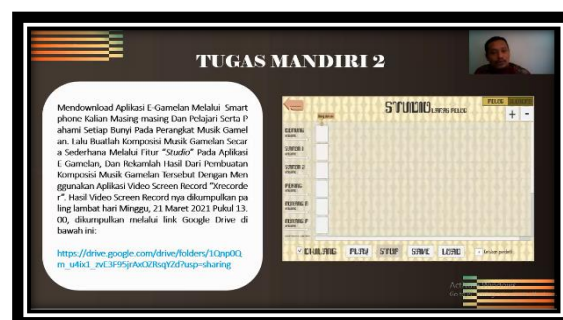

Figure 6. An example of the independent task 2 which is done by a student

From the independent assignment 2, students are able to complete the task in accordance with the rules and orders from the teacher, namely making their own music composition of gamelan and not copying other students' videos. Therefore, the teacher gave his

highest appreciation to the students who have submitted the task and tried their best. Although they had different qualities of musical composition, but the teacher really appreciated their work because they were their original works as the result of their creative thinking. The result of the independent task 2 that have been done by students is in line with one of the digital-based innovative learning strategies based on Munir (2017:18), which is PCT (Purpose Creative Thinking) strategy which aims to enable the students to use digital devices in learning positive things that have an impact on the development of their paradigm, behavior and character. The task done by students is supported by the following figure.
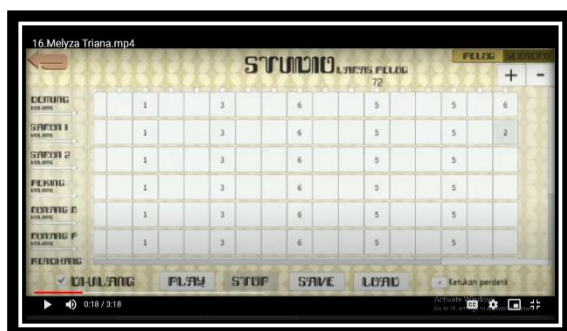

Figure 7. A video of the independent task 2 made by the student

Then, in the closing activity at the second meeting, the teacher gave a group assignment for the students to make an analysis of traditional musical instruments based on their shapes, sounds, tones and functions for the supporting community within a good and interesting powerpoint display. He also gave the rules to all students, namely all members of each group had to take turn presenting the material, and for the other groups had to prepare at least 1 question. The assignment given by the teacher is in line with Munir (2017:18) which stated that the digital-based innovative learning strategies, namely the P2P (Peer to Peer Instruction) strategy, aims to enable the students to solve the problems or assignments during the group learning by utilizing the digital devices.

From the group assignment, the students are able to have the ability to carry out their assignment well regarding to the rules and orders given by the teacher, namely designing a good and interesting powerpoint display, each of the group members presented their work, and the other group ask for at least one question to the presenter group. Viewed from the work done by the students, the activity itself is in line with one of the digital-based innovative learning strategy by Munir (2017:18), namely the PCT (Purpose Creative Thinking) strategy that aims to enable the students to utilize the digital devices during the learning which affects to the development of students' thinking, behavior, and character. Beside that, it is also in line with Iki Nurjanah (2020:43) who stated that the utilization of powerpoint can provide the students chance to develop their creative ideas in designing the assignment given by the teacher so they can create an interesting design and animation. The following figure is one of the presentation presented by Group 3.
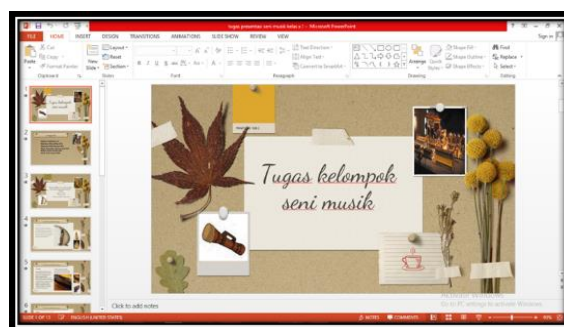

Figure 6. The display of powerpoint made by the students

Identification of Character Values in The Digital-based Innovative Learning of Music Subject During the Covid-19 Pandemic

Based on the data obtained from the field on the first until the third observation of the online music learning activities with various assignments arranged by the teacher, there are some characteristic values identified by the researchers, such as: a) religiousness; b) honesty; c)discipline; d) creativity; e) hardwork; f) loving the motherland; g)

responsibility, which will be presented as follows.

a) Religiousness

During the online learning activity of music subject in X.1 class of SMA Negeri 1 Bumiayu, the teacher always do the praying together which is conducted in the beginning and the end of the class. The routine praying was led directly by the teacher or the appointed student. This activity has been a routine before and after the learning activity so that the students will always remember their duty to their God because they are as humans who need God in their daily lives.

Based on the explanation above, it can be concluded that the teacher was bulding the activity of praying together in the beginning and the end of the class using the habituation method. Through this method, it can obtain a good output and it can be proven from the students' attitude and behavior which becomes more obedient and sprightful They would immediately prepare themselves to be focus and pray solemnly, it can be viewed by the students' gesture of raising their hands and being silence and all their activities stop for a while so the praying can run solemnly. The activity of praying together is in line with Komalasari (2020:427) who stated that pray, from psychological view, is an activity using words either openly together or personally to propose demands to God by expressing solenmnity and resigned so the praying process can run solemnly. Beside that, the religious attitude and behavior shown by the students are agreed by Suyadi (2018:8) about the attitude and behavior of obedient and devoted to do the rules and orders from God and their religion.

b) Honesty

The teacher gave the assignment 1 and 2 which required the students to operate the Musitra application, make a simple composition of gamelan music in the E-Gamelan application through their smartphones and record the process using XRecorder as the screen recorder application

and lastly upload the work through the Google Drive link given. The use of XRecorder as the screen recorder application aims to assess how the process of the assignment done by the students as well as the teacher's attempt to minimize the plagiarism done by the students so they cannot copy and paste assignment from others
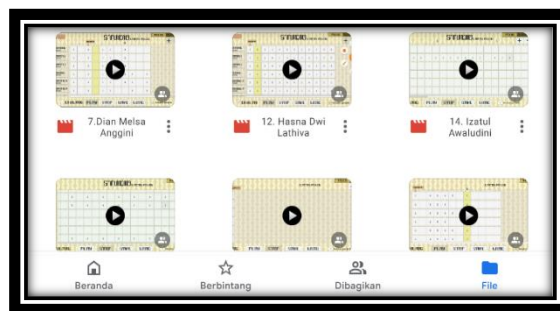

Figure 7. Independent assignment 1 and 2 submitted by the students on Google Drive

Based on the picture above, the activity of giving the independent assignment 1 and 2 with its rules and order given by the teacher shows that the students can show their honest behavior. It can be seen by how they do their own assignments and do not copy as well as paste other students' work. It can be viewed by each video whih seems different one another based on the music composition and quizes done by them. This idea is agreed by Samani (2017:141) who stated that the activity of cultivating the character value of honesty is an attempt to provide an acitivity by giving instruction, advice, or exemplary behavior containing the value of honesty. It is also agreed by Suyadi (2018:9) about the behavior and thought about the things regarding to the reality and not manipulated. Furthermore, it is also in line with the idea from Lestari & Adiyanti (2012:134) who stated that honesty in the educational environment is behaving and saying based on the fact and striving to get something with the right ways by obeying the educational rules.

c) Discipline

During the implementation of the online class of music, the teacher instructed the

students to be present on the Zoom on time wearing their school uniforms and submitting their independent assignment 1 on 9th – 13th March 2021 at 18.00 and the independent assignment 2 on 23rd – 28th March 2021 at 13.00 also they should not submit the assignments more than the due date as well as do them based on the teachers' guidance.

Based on all the teacher's instructions, the students are able to show their discipline attitude and behavior by joining the Zoom on time and all the students were present at the online meeting wearing their school uniforms. They also have submitted their independent assignment 1 and 2 on time in accordance with the teacher's instruction and due date. Furthermore, they are able to do the teacher's instructions to design a good and interesting presentation, all of the members involve in presenting their work, and the other groups are able to ask at least one question to the group presenter. This is in line with the idea comes from Suyadi (2018:8) about the behavior of obeying and doing the rules which have been fixed. The character value of discipline can keep an individual's attitude and behavior in controlling themselves so they still can be obedient to the rules (Fadillah Annisa, 2019:2).

d) Creativity

When the online learning was conducted by the teacher, he gave the independent assignment 2 to the students to create a simple music composition of gamelan music instruments through E-Gamelan application, and record the process of making it using the screen recorder of XRecorder, also submit it through Google Drive link provided by the teacher. Furthermore, the teacher gave the group work to the students, one of which is the teacher instructed the students to design a material for presentation.

From those activities, the students are able to show their discipline attitude and behavior by doing their music composition of gamelan based on their own perspective and idea. Furthermore, the material of the presentation done by the students can obtain a

good and interesting presentation display. By using powerpoint which has various interesting features, the teacher and students can creatively create and present a good and interesting powerpoint display (Purwanti et al., 2020:163). It is in line with the idea from Munir (2017:4) who stated that the digital-based innovative learning is created through the ideas come from the teacher to create a different learning activity by utilizing the digital media which has broader, more, and various scale to develop the liveliness, creativity, innovation, and potential of the students. Moreover, it is also agreed by Suyadi (2018:8-9) that being creative is an attitude and behavior of developing something different or new and better than the original or the main source. Creative action can be characterized as doing something to obtain a new way or result from something that has been owned (Ratnasari Diah Utami & Ria Wulan Fitriyani, 2017:195).

e) Hard work

The teacher gave the students the independent assignment 2 to learn about gamelan music instruments through E-Gamelan application, create a simple music composition through "Studio" feature, record the process of making it using screen recorder of XRecorder as a proof and submit it in five days from 23rd to 28th March 2021 through the Google Drive link given by the teacher. Viewed from the assignment, by learning gamelan music instruments on E-Gamlean in a short time, the students are demanded to finish their assignment as much as possible according to the teacher's instructions.

From the assignment activity 2 given by the teacher, the students can show their hard work attitude and behavior by completing the independent assignment 2 to make a music composition of gamelan music instruments through E-Gamelan application on time even though the time given by the teacher is quite short and accompanied by complex rules. This is in line with Suyadi (2018:8) who stated that hard work is an attitude and behavior of doing a duty seriously and maximally by utilizing self-

ability to complete various assignments, problems, and works as expected. From religion view, by working hard, persistently, diligently, tenaciously and focus will give us the result, namely achieving the aspiration and life goals that is loved by Allah SWT because He loves hardworking people and vice versa. If the person only depends on others, so their aspiration will not be achieved and loved by Allah SWT (Hariyoto in Handayani, 2014:31)

f) Loving the Motherland

During the online learning, the teacher explained the material about traditional music instruments and give the students advice about the importance of loving, keeping and preserving our country's culture as well as its products. It has become the duty of all Indonesian civilians because even foreigners love Indonesian art and culture until they are willing to come and learn about the art and culture, and the existence of our art performance in abroad has deserved to be proud of, we should love and preserve our culture. Based on the presentation of the material, the teacher also shows a gamelan music show so the students are able to understand how the presentation form of gamelan music since it is Indonesian traditional music instruments that has been worldwide. The following picture is the teacher who is still explaining the traditional music instruments particularly gamelan with the music performance video.

Figure 8 . The traditional music performance video of gamelan shown by the teacher

Based on the teacher's activity in explaining the material accompanied by advice and video of gamelan music performance, it can generate the sense of love and willingness to preserve the culture even though if it is viewed from the current phenomena, there are a lot of people who prefer foreign music. This is in line with Suyadi (2018:8) who stated that attitude and behavior reflect the feeling of proud, loyal, and care towards all the things within the country and want to keep the reputation also don't want to ruin the good reputation as a result of loving the motherland. Furthermore, it is also agreed by Nur Tri Atika & Husni Wakhuyudin (2019:108) that the character of loving the motherland is an act of appreciation and care which is based on the spirit of nationality and willing to sacrifice for the sake of homeland and nation.

g) Responsibility

Based on the online learning of music class, the teacher ruled the students to be on time joining the Zoom Meeting and wearing the school uniforms. Then, the independent assignments 1 and 2 were given using the Musitra and E-Gamelan application to make a video studying about the traditional music instruments, do the quizzes and create a simple music composition of gamelan through the E-Gamelan application. Lastly, both of the assignments were recorded using the screen recorder of XRecorder and submitted through the Google Drive link given by the teacher. Beside that, the group work was given with the rules that each of the group should make the assignment in a powerpoint file and the topic is analyzing Indonesian traditional music instruments, meanwhile the presentation should be designed with good and interesting display.

From the activity explained above the students are able to show the attitude and behavior of responsibility by obeying the teacher's rules of joining the class on time and wearing the school uniforms, having their independent and group assignment done. This is in line with Suyadi (2018:9) who stated that

the character value of responsibility is an attitude and behavior of doing a duty seriously and based on the rules as well as not procrastinating. In addition, it is also agreed by Zaitun & Joko (2019:27) that the character value of responsibility is one's responsibility towards their duties, the awareness that what they do is in accordance with the applicable norms.

CONCLUSION

The conclusion drawn based on the result of the research in the field about the use of the digital-based innovative learning model during the online music learning for cultivating the character values in SMA Negeri 1 Bumiayu is that the digital-based innovative learning model of music subject can be used to cultivate the character values through the digital devices used during the online learning activity in the form of theory and practice in the appreciation and creative activities. The material taught is developed with the help of digital devices as the stimulus to raise the awareness as well as cultivate the character value to the students which will give positive impact on the success of cultivating the character values in the students.

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