



Learning Models To Increase Learning Motivation Through The Application Of Bandlab

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Abstract

The purpose of this study is to determine whether there is a difference in the level of student learning motivation between classes and the use of application-based learning media, namely bandlabs with classes without the use of bandlab learning media at SMPN 24 Jakarta. And the second is the supporting factor and inhibition of class VII learning motivation at SMPN 24 Jakarta.

The method used quantitative research method with Post Test Only Control Group Design. Data that has been distributed is processed and processed using the Likert scale. The data analysis techniques used in this study are t test analysis and homogeneity test.

The results of this study show that there is no significant difference in student learning motivation between classes and the use of application-based learning media, namely bandlabs with classes without the use of bandlab learning media. This is supported by research data on significance values of $0.856 > 0.05$. The research was conducted online from their respective homes through online media Whatsapp and Zoom Meeting

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INTRODUCING

Based on this quote from Plato, it can be explained that music does have many benefits for life. Music is growing and always side by side with humans in everyday life (Najla, 2020). Based on the many research results on music in the field of education, it proves that music is also able to become a fairly capable educational tool in developing and varying education. For example, art can affect the physical and mental development of learners (Irawana & Desyandri, 2019). Unfortunately, the current Covid-19 pandemic situation is quite hampering the educational process.

Based on the results of a survey conducted by the Association of Indonesian Internet Service Providers (APJII) in 2018, teenagers occupy the highest position of smartphone and internet users as shown below reaching 91%. Pada jenjang sekolah menengah pertama hasil survei menunjukan 66,2% pengguna internet, sedangkan yang tidak menggunakan internet sebanyak 33,8%. This shows that most students already have smartphones and use the internet. In addition, many students do not have the tools.

In order to optimize music learning, researchers reviewed several applications that are considered capable of facilitating the learning needs of junior high school students in learning music arts. Among them are the Logic Pro, Cubase and Bandlab applications. Furthermore, an application that is considered appropriate enough to meet the needs according to the material and facilitate the learning of music arts for junior high school students is the Bandlab application. This is due to several

reasons including Bandlab in the form of an application that can be downloaded on a smartphone (Fick & Bulgren, 2022), is easily accessible and only uses enough space compared to other applications, the tools on Bandlab are quite simple and easy to learn, the Bandlab application can be accessed for free or free of charge, has many examples / dummy that are quite complete and easy to understand by students at the high school level.

The definition of motivation is the level of interest or interest of a person towards something. There is usually a wide variety of factors that influence that level of motivation. Motivation comes from the word motive, namely the condition in the individual that encourages individuals to carry out certain activities whether realized or not to achieve certain goals (Andriani & Rasto, 2019). Learning motivation can be interpreted as the driving force to carry out certain learning activities that come from within the self and also from outside the individual so as to foster enthusiasm in learning (Andriani & Rasto, 2019). Then learning is a necessity and a necessity that is done for everyone on this earth. Learning activities do not look at age, gender, occupation, or other factors. Learning can be anywhere, anytime and with anyone. motivation can serve to inform seasoned educators in questing for a more individualized form of professional development.

Experienced music teachers who have moved beyond the formative stages benefit from crafting self-defined experiences that satisfy needs-based states. Research in self-determination theory reveals that feelings of autonomy, competence, and relatedness serve as stimulus for directing and sustaining the drive

toward personal fulfilment (Angeline, 2014). By reflecting on this information, educators can develop a more personal plan designed to engage and stimulate the mid- to late-career stages. On that side, a person's ability and interest in learning vary. Some real like to take their time to study by reading books, magazines, or the internet, some like to learn while observing directly, or actually do other activities without intending to learn but counting as a learning process.

Based on the background above, the researcher is interested in raising the title learning models through the application of Bandlab to increase learning motivation (Fick & Bulgren, 2022). Several previous studies with the same concept have also been carried out a lot so that it makes researchers confident that this research will be used as a reference for the development and expansion of variations in learning media in the field of music (Vijay, 2020). In previous studies, the use of Bandlab only as a learning tool was not aimed at increasing learning motivation. The choice of places and objects in this study is due to the availability of musical instruments owned by the school is very limited so that the motivation and interest in learning of the students are lacking. In addition, the pandemic situation has caused teachers to find it difficult to carry out practice-based learning online. In addition, class VII material is also relevant to be researched with the use of web-based learning media applications in the form of this Bandlab.

Several previous studies that have the same concept include research on the application of e-book media with the epub extension to increase student interest and learning

outcomes, showing that learning carried out using smartphone-based learning media can improve students' learning outcomes and interest (Hisbiyati & Khusnah, 2017). Then the analysis of the influence of the use of information technology as a learning medium on students' learning motivation shows that the internet as a learning medium is very helpful for educators and students in the learning process. The existence of (Putri Srinadi, 2015) other studies such as an analysis of the effectiveness of the application of smartphone-based learning media (Hasbiyati, 2020) or an analysis of the efficiency of the application of digital-based learning media shows that gadgets, laptops, PCs or other electronic media can increase student interest and increase interest, motivation and learning outcomes.

METHOD

The methodology in this study is quantitative research. The type of research used is the type of experiment approach with Posttest Control Group Design. According to Sugiyono (Utami & Yanti, 2022) in this design there are two groups, each of which is chosen randomly. The first group was given treatment (X) and the other group was not. The group that was given treatment was called the experimental group and the group that was not treated was called the control group. Then the 2nd class questionnaire was distributed at the end of the meeting as a post-test in this study. The independent variables are application-based learning media: Bandlab, and the dependent variable is learning motivation. The data that has been distributed is processed using the Likert scale. The data analysis techniques used in this study are

independent sample T-test analysis and homogeneity test.

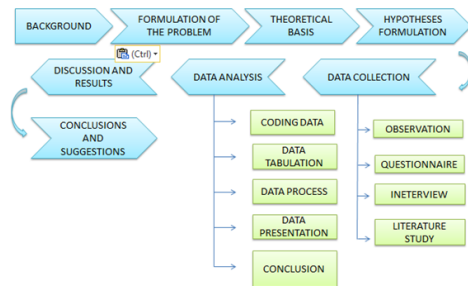


Table.1 Research procedures (source: personal documents)

Based on the table above, it is shown that data collection uses several stages. Before conducting the study, researchers made preliminary observations online. This is to ensure that researchers get approval and permission to conduct research from the person concerned.

Then questionnaires or questionnaires, interviews and literature studies. The questionnaire contains statements developed from 6 indicators of learning motivation by Vladimir (Asvio, Arpinus, & Suharmon, 2017). Then the interview was carried out into 2 stages, the first stage was to 2 resource persons and educators, then secondly to the students who were included in the research sample. The last one is a literature study, which is to collect theory and literature both from books, journals, articles and other types of research that are relevant and related and able to support and become a good reference for this research.

Furthermore, at the data processing stage, researchers carry out 5 steps that are passed to take results and conclusions. The first is data coding, which is an activity to change data which will then be in the

form of letters into a number which is in the form of numbers and numbers. In this study, there are 4 disapprovals, namely strongly agreeing is symbolized by four (4), agreeing is symbolized by three (3), disapproval is symbolized by two (2), and strongly disagreeing is symbolized by one (1). This is done to make it easier for researchers to analyze the dataset and also accelerate in carrying out data entry. Second is the tabulation of the data. Tabulation of grouping data according to indicators and according to class in the table making it easier for researchers to process data.

The third is data processing. In this study researchers were assisted with Microsoft excel 2010 application and SPSS Statistic 22 application. After tabulation of the data, the data is processed with a homogeneity test and a T-Test test to find out the appropriate and precise results.

Furthermore, presentation of data is carried out in the form of tables and graphs and is equipped with a brief description to help make it easier for researchers to study and understand what needs to be presented.

After passing through the stages of data tabulation, data processing, and data presentation, the author will draw conclusions on the results of the study which will then show the research results clearly and in detail. In this case, the data obtained through questionnaires, interviews and literature studies are made conclusions by the researcher.

RESULT AND DISCUSSION

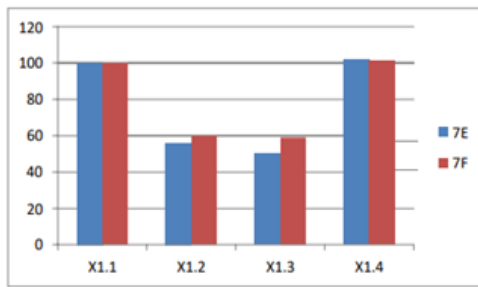
There are several indicators that need to be known as a start to explain the weaknesses and advantages

of the Bandlab application as a media offer to motivate students in this research experiment:

No.	Assessment Indicators	Experimental Class (with <i>bandlabs</i>)		Control Class (without <i>bandlab</i>)	
		Excess	Deficiency	Excess	Deficiency
1.	Conduciveness	-	Less conducive because the student's focus is divided with other devices used to access <i>the bandlab</i> application	Quite conducive because students focus on the explanations and materials provided by the teacher through <i>zoom meet/google meet</i>	-
2.	Musical instrument	Don't have to have a musical instrument	Not seeing directly, the physical form of a musical instrument	Can see firsthand the physical form of a musical instrument	Must have at least 1 musical instrument
3.	Effectiveness	Quite effective and unlimited space and time, students can explore outside of class hours	Confusing students with too many instrument options on the app	Directed students with direct guidance because there are not too many choices of instruments like in <i>bandlabs</i>	Less effective because it only relies on explanations, directions, and teacher guidance during class hours
4.	Supervision	-	Lack of supervision in the learning process because students are busy with 2 gadgets	Maximum supervision because all material comes from teachers and students do not have the basis to do anything else outside of learning	-
5.	Source	Learning resources are quite varied, such as books, teacher ppt slides, examples in <i>bandlab</i> applications, youtube, etc.	-	-	Learning resources only come from teachers (ppt slides) and books
6.	The need for gadgets	-	Requires a minimum of 2 gadgets. 1 for Zoom Meet/Google Meet access, and 1 for <i>BandLab</i> app access	Only requires 1 device for zoom meet / <i>google meet</i> only because the teaching materials are directly shared by the teacher	-
7.	Learning content	The learning content is quite varied	-	-	Less varied content

Based on the results of the questionnaires that have been collected, there are differences in points from each indicator. The sample consists of 2 classes, of which class VII.E as a control class (without experimentation) and class VII.F as an experimental class (with experiments in the form of learning with the help of additional learning media in the form of a device application, namely Bandlab). Each

indicator is divided into several sub-indicators denoted by consecutive "x" from 1 to 4. The following is an explanation of each of these indicators:



Figures. 1 1st motivation indicator chart

The first indicator is the individual's interest in the study of cultural arts (music arts). It can be seen that the sub X1.1 control class and the experimental class have the same points, which is 100. Then the points are higher in the experimental class on sub X1.2 and X1.3. In the last subthe control class is 1 point higher than the experimental class. However, overall, the average of X1 points is higher in the experimental class with a difference of 3 points, namely 80 experimental classes and 77 control classes.

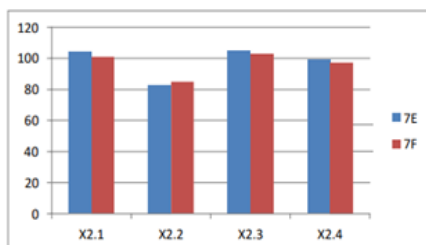


Figure. 2 2nd motivation indicator chart

The second indicator is the individual's need for something, in this case it is the need for learning cultural arts (music arts). In sub X2.1 points, it was outperformed by the control class by a difference of 3, namely 104 control classes and 101 experimental classes. Then in sub X2.2 the experiment class has 2 points higher, namely 85 and 83 for the control class. Followed by sub X2.3 and X2.4 control classes 2 points

higher with numbers 105 and 99 while experimental classes 103 and 97. From these points, the average of X2 points in the control class is higher with a difference of 1.3, which is 97.8 for the control class and 96.5 for the experimental class.

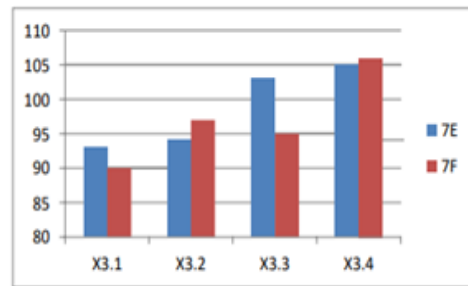


Figure. 3 3rd motivation indicator chart

The third indicator is the individual assessment factor. In sub X3.1 the control class is higher at 93 points and the experimental class at 90 points. Sub X3.2 lower control class is 94 and experimental class 97. Sub X3.3 the difference is quite high, namely 103 control classes and 95 experimental classes. And finally sub X3.4 which is 105 control classes and 106 experimental classes. The overall point average of the X3 is 98.75 for the control class and 97 for the experimental class.

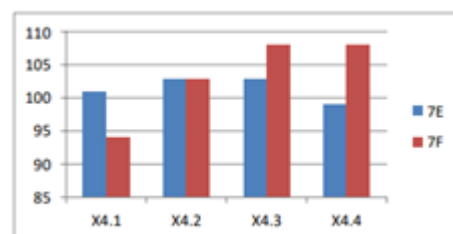


Figure. 4 4th motivation indicator chart

The fourth indicator is the factor of individual attitudes. It can be seen from the graph for sub X4.1 the control class points are higher, namely 101 and 94 for the experimental class. Furthermore, sub X4.2 the number of points is the same between the two which is 103. Then in sub X4.3 and X4.4 the control class points are lower than the experimental class, namely 103 and 99 control classes, as well as 108 and 103 experimental classes. The average point X3 is outperformed by the experimental class with the numbers 103, 25 and 101.5 for the control class.

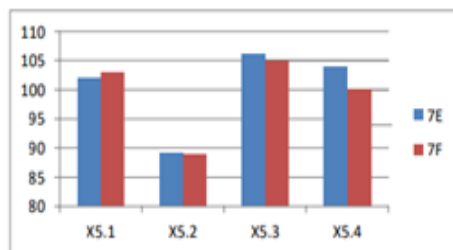


Figure. 5 5th motivation indicator chart

The fifth indicator is the factor of individual aspiration or the persistence of the individual in achieving his desires and goals. In sub X5.1 points the control class is lower at 102 and the experimental class at 103. Then in sub X5.2 the points are the same between the classes of the two, which is 89. Then in sub X5.3 and X5.4 the control class points are higher than the experimental class, namely 106 and 104 for the control class, and 105 and 100 for the experimental class.

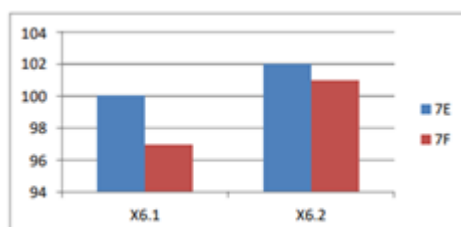


Figure. 6 6th motivation indicator chart

The latter indicator is the incentive factor or benefits and the impact felt by each individual. Of these two X6 sub-indicators, the control class points are always higher, namely 100 and 102, while the experimental class is 97 and 101. It can also be drawn that the average point X6 is outperformed by the control class, which is 101 for the control class and 99 for the experimental class.

In addition, researchers also present descriptive statistical results from each class. The descriptive statistical results of learning motivation for class VII.F show that the average individual score of the learning motivation variable in the experimental class is between 10 to 13.7, has an average value (mean) of 11.640, a median of 11.600, a mode of 10.6667, a variance of 0.851, and a standard deviation of 0.9224. Meanwhile, the descriptive statistical results of class VII.E learning motivation showed that the average individual score of the learning motivation variable in the control class was between 10.2 to 13.3. The average value (mean) is the same as the experimental class, which is 11.683, the median is 11.800, the mode is 11.6667, the variance is 0.849, and the standard deviation is 0.9214.

Based on the results of the t-test from 6 indicators of learning motivation with 22 questionnaire statements, a Sig score was obtained. (2-tailed) of 0.856 > 0.05. From this information, it is stated that H0 is accepted and H1 is rejected, this means that there is no significant difference in student learning motivation between the experimental class and the control class. Thus, the conjecture that there is a difference in learning motivation between classes

that learn with the help of learning media in the form of applications in the form of Bandlab and classes that do not get help from learning media for bandlab applications during distance learning in cultural arts (music arts) subjects is not entirely correct, supported by research data on a significance value of $0.856 > 0.05$

CONCLUSIONS

Based on the results of research by making observations, interviews with experts and educators in this field, as well as data collection with the distribution of questionnaires as many as 22 items which are developments of 6 indicators of learning motivation according to Vladimir (Asvio et al., 2017) it was concluded that there was no significant difference in student learning motivation between the experimental class and the control class with a significance value of 0.856.

The results above show that the allegations regarding the difference in the level of student learning motivation between classes that learn with the help of learning media in the form of applications in the form of Bandlabs and classes that do not get the help of learning media for bandlab applications during distance learning in the subject of cultural arts (music arts) are not entirely correct. However, this does not mean that the Bandlab application-based learning media is completely unable to influence the motivation of students to learn.

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