
Effectiveness of Quartet Card Media to Improve Students' Understanding of Musical Diversity in Indonesia in Primary School

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Abstract: In Indonesia, learning of arts subject in elementary school (SD) is not in ideal conditions yet. This is due to the wide scope of material factors, provision abilities elementary art teacher, teaching a limited time, and the limited availability of instructional media. In connection with these problems, this research aims to develop learning media art in elementary school. Strategy development by testing the effectiveness of quartet card media themed musical archipelago which made in the first year of research in 2013. The method used in this research is a true experimental design with two experimental control group design. The research sample were 120 students in fourth level class from six elementary schools in the district of Wonogiri, Sukoharjo, and Karanganyar, Central Java. Data were collected by tests, observations, interviews, and documentation. The results of research shows that quartet card media effectively improves the understanding of students on subjects musical diversity in Indonesia. It could describe, on significant level of $p \leq 0.05$ the experimental group of student could increase the average level of significance reached on 0,025.

Keywords: effectiveness, quartet card, understanding, diversity of music

1. INTRODUCTION

In the development of the elementary school curriculum in Indonesia, subject of art becomes increasingly important. This is evident from the existence of the art education materials in any curriculum changes. Art education materials in primary schools is one of the subjects of a package called Skills, Arts and Culture or often abbreviated SBK. In the curriculum 2013, the name was replaced become Crafts, Arts, and Culture (SBdP). The existence of Art subject shows that it has real charge or an important value that is parallel to the other subject matter, to support achievement of the holistic education for children, especially the development of personal and social competence.

Materials of art education in primary schools, in particular, consisted of several concentration areas: visual arts, music, dance, literature, and drama. The fact, the materials were not taught by teachers who are specifically have a background in art education. This is due

to the limitations of educators in elementary school. Unlike the art of learning subjects and health, physical education (PE) are taught by specialized teachers, art education in primary school, generally taught by teachers whose competence on a variety of subjects in general.

With elementary school teachers who haven't background of art, or competence on art, leading to achievement of the objectives of art education in primary schools is less than optimal. It must be realized, the competence on arts, including the ability to appreciate the arts and skills of presenting or creative works of art are unique competence. Sometimes, it believed to be related to the grace of God, then called artistic talent. Under certain conditions, there is a lucky primary school which have a class with talent and artistic ability teacher, then learning of art can be run properly. However, these conditions are special or incidental. The lack of arts competence of elementary school teachers become a problem that needs solving

immediately, in order to optimize learning of arts in primary school can be realized.

The purpose of art education in primary school actually not only develop art skills, but further it is the attempt to integrate aspects of attitude as the effects of arts learning into daily life of learners. Thus, the purpose of art education in primary school should be towards the three estuary, namely the establishment of a mental attitude aspect, strengthening aspects of thought, and mastery of the art skills. It is not just to develop art skills but also constructing the character. It is seen that art education in primary school actually has the potential and strategic position, to contribute to the character educational.

One form of character education outcomes of arts education process is the growing attitude of loving the homeland. The attitude is very likely fostered through educational material that introduces diversity appreciation of traditional art in Indonesia (Nusantara). However, introducing traditional art is not easy. There are many kinds of Indonesian traditional art. The diversity of art scattered in the Indonesian archipelago is often called Nusantara. This diversity emerged as a cultural expression of the 500 ethnic groups that inhabit approximately 3,000 island of approximately 17,000 islands in Indonesia (Suanda, 1999: 1).

Consider matters relating to the art of learning art appreciation archipelago for elementary students, this research focuses on developing learning media, which can make it easier for teachers to convey the material diversity of art in Indonesia. In mapping a theme in the teacher and student handbook in curriculum 2013, material appreciation of art is integrated in first theme of class IV. The theme is *The Beautiful of Togetherness* in which there are three sub-themes, namely (1) *The Cultural Diversity of Nation*, (2) *Unity In Diversity*, and (3) *The Gratitude On Diversity*. In the first sub-theme of the media appreciation learning is developed.

The instructional media were developed in this research has aim to support the learning material appreciation, especially on the diversity of Indonesian traditional arts with a

form of quartet card media which contain of information about the diversity of Indonesian musical instrument. Quartet card media is a game which card basic that in the game have to make pairs of cards consists of 4 for one pair. A set of quartet card used for the game, consisting of 24 or 32 sheets of card, most importantly the amount discharged is divided 4. Inside each card sheet is composed of an image with the main theme written at the top center. Under the theme article written four members of the couple theme with the rules of writing top and a bold (or other colored) is the name or designation for the image shown in the middle of the card.

To pair, sheets quartet card paired by theme tie. For example, the theme of "musical instrument swiped" the members consist of *Bijola*, *Rebab*, *Tarawangsa*, and *Tehyan*. Thus there are 4 cards with the same theme "musical instrument swiped" and has a different picture. Four cards that are one pair quartet. For *Rebab* picture card, then writing the name of Trigon will be at the top with different colour, then writing three other instruments that became a couple *Rebab* must be sought by the owner of the card. A player who managed to collect all four cards in pairs, then he got the reward points 1. Thus, if the game using 24 cards pieces then there are 6 theme for grabs so the total maximum points is 6 for grabs 4 players. If using cards totaling 32 pieces then there are 8 theme or 8 points for grabs. Most players collect cards in pairs complete it will be considered as the winner because of course the highest point.

In this study quartet card with traditional art theme is a medium of learning that is implemented while playing. In the study, Rustopo (1998: 2) explains that the Indonesian tradition art is a term that refers to any type of art that is alive, growing, together with the Indonesian culture, and passed on from past generation to the next generation. According Koentjaraningrat, (1984: 8) art is one element of the 7 elements of culture. The process of cultural inheritance of art is called the art of making an Traditional Art. (Rustopo, 1998: 5-8). Thus, the traditional art of the archipelago is

a whole spectrum of art that are part of the culture of the archipelago, from Sabang to Merauke, passed down from generation to generation.

Quartet card are used in this research, specializing in themed quartet card Variety Indonesian Musical Instruments which to provide information to students about the classification instrument is based on how to play and their regions of origin. Media is in the form of picture cards so according to the Anitah's classification (2008: 25-26), could be categorized into two-dimensional visual media. If classified according Gerleach & Ely (Daryanto, 2011: 17), then the quartet media card can grouping into still images.

Media quartet card provides an advantage in learning music appreciation in primary school because the media can fulfill two functions of the three functions described by Hamdani (2010: 246). First, quartet card media of musical instruments can be used for watching a variety of musical instruments that ever existed in Indonesia though now rare or extinct. Second, quartet card media can be used to see or observe a variety of traditional musical instruments that comes from a far away from the student residence.

Based on the view Sanaky (2009: 6), quartet card media also able to stimulate and activate the learning process in various ways, among others: (1) quartet card could bring the object, especially musical instruments from various area; (2) duplication of various traditional musical instruments which presenting in images can make the abstract conception of the name of musical instruments to be formal concrete. Thus the children avoid the verbalic comprehension; and (3) quartet card as the learning media can overcome the barriers of time, place, quantity, and distance. That is, the media serves to clarify the object of Indonesian musical instruments without having to waste a lot of time.

Research and development of instructional media of a quartet card already been done by other researchers. Budikarianto developed quartet card for learning English (Budikarianto, 2003: 1). Research quartet card media in

instructional term is also done by Permana (2001: 1-2). Both studies clearly different from the research quartet card of Indonesian musical instrument. The difference lies in the level of schools studied and lesson material.

2. RESEARCH METHODS

This research used true experimental research where there are treatment, both in the experimental group and the control group with the aim of knowing the effect of quartet card towards an improved understanding of elementary students. The design of this study is *between subject design* use two independent experiment control group and use random assignment for sampling. The goal is to verify the effects of media on students' understanding. In addition to seeing the difference in the understanding by using t-test.

The population of research were students of primary school in three district namely Sukoharjo, Wonogiri, and Karanganyar in Central Java. Sample of research were fourth grade students of 6 primary school, amount 201 students. Each district is focused on making a single sub-district to be research sample, and each sub-district is taken 2 primary school to be a control group and the experimental group. The experimental group there are SDN Puhgogor 1 (Sukoharjo), SDN Gedong 01 (Wonogiri), and SDN 01 Wonorejo (Karanganyar). While the the control group SDN Gentan 1 (Sukoharjo), SDN 02 Ngadirojo (Wonogiri), and SDN 01 Jatisawit (Karanganyar). Samples of students from each class were taken at random a number of 20 students for a total sample of 120 students.

The independent variable in this study is the quartet card media, while the dependent variable is the students' understanding on the diversity of Indonesian musical tradition. With these methodological consequences, in this study, the experimental group was given learning theme 1 *The Beautiful of Togetherness* by involving instructional media quartet card Indonesian musical instruments. At first students experimental and control groups were tested pre-treatment. The experimental group were treated in the form of learning that takes place in two meetings. In every lesson, students

were given an orientation about the early material about variety of cultural and musical in Indonesia. After that, the students in experimental groups played a quartet card. While playing, children were asked to record and remember the shape of musical instruments, namely, how to play, and region of origin. Among pause weekly meetings, the students allowed to take home a quartet card to be used in the game at home. After two meetings completed the students were tested again.

In contrast to the experimental group, the control group were also given the treatment in the form of learning in the theme and the same material, but the learning process use conventional learning models. The treatment is to the lecture method, but use visual media. The medium used is slide-based broadcast media images of various instruments of Indonesian traditional music. After two meetings, the students of the control group was tested again and the results then compared with the experimental group. The research was conducted in 2014 years for ten months, namely from February until November 2014.

Aside from the value of the test, a source of research data were from the learning process events, opinions resource, and learning documents. An interviewees in this study was a teacher at the 6th school mentioned above, as well as the students who provided data that contains information in the form of opinions, ideas, impressions, and experiences. Interviewees also came from the expert of music education, product design, and expert of instructional media. Learning process in 6 elementary school provided data such as the circumstances of the ongoing learning. These events became important data that describes the process of learning of music. Furthermore, the document provided information on the learning scenarios and learning procedures. Documents used as primary data sources lesson plan and student test scores.

This study used two types of validation techniques, there were instrument validation, and content validation. In the instrument validation techniques, this study departed from

the preparation of instruments interrelated between the test instrument in the form of matter, the main instrument of action, namely the media, as well as supporting instruments such as guidelines for observation and learning materials. In addition to validating the instrument, this study also used the content validation. This technique was done by examining the relationship item with learning materials. In addition, the issue was also examined their relations with the media were tested in the study, namely quartet card media. Validation was also carried out an analysis of the item in order to meet the criteria in level of thinking to understand. This kind of analysis item obtained a reliable item to be tested to the students at the end of the action.

To see the difference in student understanding, the study used differential test with t-test. It used parametric statistical hypothesis testing, while the test for normality and homogeneity tests performed using the model Kolmogorof Smirnov and Levene Test for Equality of Variance with reference to the rule ($p > 0.05$). Data already collected were tested with the help SPSS.15 for windows which refer to the confidence interval of 95%.

3. RESEARCH RESULT

Distribution of experimental and control groups are made balanced in each district. In each district, there is one experimental group and one group kontrol. In the district of Sukoharjo, the samples taken from school in Bendosari sub-districts. Students in class 4th SDN Gentan 1 is the control group, while students in class 4th SDN Puhgogor 1 is the experimental group. In Wonogiri, primary samples taken from the district of Ngadirojo. Students in class 4th SDN 02 Ngadirojo as the control group, while students in class 4th SDN Gedong 01 as an experimental group. In Karanganyar, students in class 4th SDN 01 Jatisawit as a control group and SDN 01 Wonorejo as the experimental group, both located in Jatiyoso sub-district. According to the test of uses of instructional media which conducted in three districts, namely Sukoharjo, Wonogiri, and Karanganyar, the comparison of results can be described as follows.

Based on the test results of pre-treatment, the highest average score of pre-test control is control group from Sukoharjo with score 65.5, while the lowest average score of pre-test is a control group from Wonogiri with score 53.8. There is a difference of 11.7 points. In the post-test results, the highest average score of post-test control still the control group of Sukoharjo with the achievements of score 67.1, followed Karanganyar's control group with score 65 and the control group with the lowest score is Wonogiri with 63.8. Thus, the average score of the control group as a whole in the three districts amounted to 65.3. However, in terms of the increase in the average score of the pre-test to post-test, even the Wonogiri's control group highest increase with 10 points. While underneath, Karanganyar's group with an increase of 5.5 and the lowest is Sukoharjo's control group with an increase of 1.6.

These results of control group different with the results in the experimental group. In the experimental group the highest average score of pre-test is Sukoharjo's experimental group with score 64.5, while the lowest is Karanganyar's experimental group with score 55.5. There is a 9 grade difference between the highest to the lowest, with an average pre-test in three groups. This condition changed after the action takes place. Post test results of the test in the experimental group showed that the achievement of the highest average score obtained Karanganyar's experimental group with score 89.5, further below is Wonogiri's experimental group with a value of 82.3 and Sukoharjo's experimental group be the lowest to the achievement of score for value 80.8. Thus the average score of post test experimental group as a whole in the three districts amounted to 84.2.

In terms of the difference between the increase in the average score of the pre- test to post- test, the Karanganyar's experimental group also becomes the highest gains. Karanganyar's experimental group increased by 34 points, followed by the experimental group Wonogiri with an increase of 20.8 points, and the last group of experiments Sukoharjo which increased by 16.3.

4. DISCUSSION

From the data that has been described above, it can be seen that the experimental group had a tendency increasing significantly in average score of the test results, from pre-test to post-test. Additionally, completeness class experimental group also seen rising, even from three experimental class, experienced a 100% completeness.

A significant effect can be strengthened also by the analysis of the data collected and presented above. Test of homogeneity of the population control group and the experimental group, it was found that both populations derived from the same population variation. Results of test calculations of data homogeneity pretest and posttest using the formula Levene Test for Equality of Variance, where the data is called homogeneous if $p \geq 0.05$. Homogeneity test results on the data obtained figures pretest and posttest 0,747. It means that the data of all the groups are homogeneous.

Besides homogeneity, normality test was also performed to determine if a sample comes from a population that has a normal distribution or not. With the normality test can also be assumed that the sample is truly representative of the population. Results of data normality test experimental and control groups using the Kolmogorov-Smirnov test in which data is called normal if $p \geq 0.05$. Based test for normality across groups (samples) showed that the normal distribution of data so that it can be said that samples taken represents the population.

Another test of the data collected is paired samples t-tests were conducted to determine is there any influence on the results of the experimental group before and after treatment. The result shows that the average of 20 respondents students. After getting treatment, the result value is greater than before treated. With a significant level of $p \leq 0.05$, then it can be concluded that all the groups mentioned above SD experiment has increased significantly. Results comparisons significance test showed the group with highest level of significance is SDN Gedong 01 Ngadirojo Wonogiri, the point is 0.012. While the group

with the lowest level of significance is SDN 01 Wonorejo Karanganyar with a value of 0.047. Thus the end of research result can be formulated as a conclusion that the use of quartet card media of Indonesian amusical instruments has a significant influence on improved students' understanding of the diversity of Indonesian traditional musical instruments.

The exposure data and analysis shows that the experimental group has a significant increase in the understanding than the control group. From these findings can also be seen that the score of the test results of pre-treatment in all groups have the average grade below 70 as the minimum completeness criteria, even average grade of completeness in the range of 30% to the bottom. This result arises because of the results of interviews with the teacher and the students, almost all states have never studied a variety of musical instruments to play along with the traditional music of Indonesia and the region of origin.

Action research that provide information to students through enrichment slide shows pictures media of Indonesian musical instruments for the control group and images media in the quartet card for the experimental group. It becomes the visible tendency results in both groups rose, despite the increase in the control group is not significant. The media has an important role in improving students' understanding of the diversity of Indonesian art. In this case is the traditional musical instruments of Indonesia. This fact as reinforce the theory of Hamdani (2010: 246) which states that the function of instructional media gave possibility for students to see and learn more things that far, rarely seen, or that is in the past.

In addition, results of study showed that the quartet card themed Indonesian traditional arts effective to increase the students' understanding of musical diversity. It can strengthen the opinion of Sanaky (2009: 6), which explains that the instructional media has the function of freeing learners from the abstract understanding. That is, the quartet card provide opportunity for students not only memorize the shape, name, and how to play a musical

instrument, but can also see and feel ownership in play situations. With this process, the students can avoid merely verbal comprehension.

5. CONCLUSION

From the description that has been delivered at the beginning, it can be formulated the final conclusion that is instructional media of quartet card of Indonesian traditional art. It proves to be effective to improve the understanding of the musical diversity of Indonesia in the learning and skills of elementary school students, especially class IV. With a significant level of $p \leq 0.05$, then it can be concluded that all primary school in experimental group experienced a significant increase in the average level of significance reached 0,025.

Results are visible from the score of pre- and post-test measures (pretest-posttest) showed an increase in the score value of a significant class. From the average value of the pre-action test of the experimental group 60.5, rose to 84, 2 in post-action. That is an increase of 23.7 points. While the average grade of completeness of test results of the pre-action in the experimental group who initially reached 28.3%, increasing post-test results on the action with an average achievement of mastery classes in the experimental group at 71.7%. Conditions such as the experimental group was not achieved in the control group.

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