

Folk Song Arrangements in Music Ensembles to Promote National Culture at Santo Yosef School Surabaya

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ABSTRACT

In this study, the treatment provided is in the form of learning innovation by providing solutions that can invite students to love national culture again through folk song arrangements played in a music ensemble format. The research method used is mix method. The quantitative method uses experimental research type with one-group pretest-posttest design. The first activity carried out was the introduction of a folk song originating from East Java, namely the song "rek ayo rek". After students recognize the form of the song, students are trained to make an arrangement of the song "rek ayo rek". In the next stage, students begin to play the song arrangements that have been made accompanied by the teacher and members of the research team according to their expertise. In the last activity, students present the arrangements that have been made and played in the school performance hall. Before testing the hypothesis, the prerequisite test of analysis used is the normality test with the Kolmogorov Smirnov method. The normality test results obtained a sig value of 0.200 (pretest) and 0.115 (posttest). These results show that the sig value > 0.05, so the data is normally distributed (symmetrical) at pretest and posttest. The average results of the appreciation questionnaire and love of Santo Yosef Junior High School students for national culture in the pretest amounted to 76.15 and posttest amounted to 80.40 from the application of folk song arrangement treatment through music ensemble activities made. Based on these results, the average on the pretest and posttest increased by 4.25. The pretest and posttest conditions of the application of the folk song arrangement treatment through music ensemble activities were correlated at 0.865. This means that the relationship between the two conditions is unidirectional (the value obtained is positive), very strong, and significant because the probability/significance/sig value is smaller than 0.05 ($0.000 < 0.05$). Thus, learning music ensemble through folk song arrangement approach in Santo Yosef Surabaya Junior High School is said to be effective.

KEYWORDS

Effectiveness
Music Ensemble
Regional Song
Arrangement
National Culture

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INTRODUCTION

Online learning during the Covid-19 pandemic for approximately three years is still having an impact on adolescent children, especially students at the junior high school level. Based on data on the Ministry of Health's website, children have a tendency to prefer computers, cellphones and tablets during the pandemic until now. This is because during the implementation of online learning, learning materials from teachers no longer use paper, but are in the form of digital files where students easily download and read directly using their gadgets and easily do assignments from teachers and simply upload assignments in the form of digital files through the application used by the teacher. Another impact is that teenage

children prefer computer, tablet and cell phone games. Games are preferred by children because they provide a new experience in interacting with peers. The effect of this game is that teenage children idolize the characters in the game to the point of imitating the style of behavior, attitude, and speech according to the idolized anime character. Children imitate the way of dressing, haircuts, and the culture of consumerism of foreign products in order to adjust their lives like the characters in the game. This impact also affects the learning of music ensembles at school.

Based on preliminary studies conducted through observations of music ensemble learning at Santo Yosef Junior High School Surabaya, it is known that the music ensemble playing skills of teenagers at Santo Yosef Junior High School have decreased after the covid-19 pandemic era. This is because during the covid-19 pandemic, music ensemble learning was carried out with an online or virtual face-to-face system. Therefore, learning music ensembles that are conducted face-to-face is not effective enough in improving music ensemble playing skills. This is because learning music ensembles requires solid teamwork and practical assistance if there are difficulties experienced by students. Another problem found during the preliminary study is that the songs played by the music ensemble of SMP Santo Yosef are popular songs that are booming so that students are less familiar with national and regional songs. This causes a lack of love for national culture. Based on the problems obtained during the preliminary study, the author makes a treatment in the form of learning innovation by providing solutions that can invite students to love national culture again through the arrangement of folk songs played in a music ensemble format. In addition, this research is also expected to improve the skills of playing music ensembles and the love of national culture of Santo Yosef Surabaya Junior High School students.

Music ensemble training through folk song arrangements played in a music ensemble format for junior high school children in Indonesia can be an effective way to develop musical skills, train discipline, creativity, cooperation and responsibility among students. In addition, practicing music ensembles using folk song musical arrangements can increase art appreciation and foster talent and interest in music. In addition, music ensemble training through folk song arrangements can also help students in increasing sensitivity to musical elements.

There are two types of music ensembles in Santo Yosef Junior High School Surabaya, namely similar and mixed music ensembles. Similar music ensemble games use one type of musical instrument played by many people together. While mixed ensembles use several types of musical instruments played by different people to form a song or melody. This music ensemble game usually uses songs that have been arranged according to the ensemble format, one of which is an arrangement of folk songs. Arrangement is changing or arranging a musical work in the form of songs or instrumentals so that it becomes a new form (Dr. Suryati, 2020), one of which is an arrangement of folk songs.

Arrangement of folk songs is a creative process in changing the original folk song into a new song form by not leaving the main melody of the song. The arrangement in this research is adding chord progressions, making intros, making interludes, making endings, and making melodies for accompanying musical instruments from the main melody

METHOD

The research method used is a mix method, namely quantitative research methods and qualitative research methods. The quantitative method is experimental research. Experiment (Ertambang Nahartyo, 2013: 1) is a research design to investigate a phenomenon by engineering circumstances or conditions through certain procedures and then observing the

results of the engineering and interpreting them. Research design (Hasan Iqbal, 2002: 31) is the overall process required in planning and conducting research, so that existing questions can be answered. The experimental design used was a one-group pretest-posttest design.

The population in this study were all students who participated in learning activities through the music arrangement approach totaling 20 students. Population (Arikunto, 2006) is the entire object of research or the totality of groups of subjects, both humans, symptoms, values, objects and events that are the source of data for a study. The sampling technique used saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples. If the population is relatively small, for example less than 50 people. (M.A, 2013). Saturated sampling technique was used in this study through samples taken from all members of the population.

Meanwhile, the data collection techniques used were observation, questionnaire, and documentation techniques. Observation was carried out by direct observation during the process of providing treatment activities in the form of music ensemble training through folk song arrangements. Meanwhile, documentation was carried out to support data from observation activities, during the music ensemble training process through folk song arrangements, and during questionnaire data collection activities. A questionnaire is a logically arranged question related to research problems (Rahayu, 2009). The questionnaire that has been made can be used to determine the appreciation and love of Santo Yosef Junior High School students for national culture after the application of folk song arrangements through music ensemble activities.

The material presented in the training of school music ensembles through folk song arrangements includes the introduction of folk song forms, namely activities to introduce students to the forms of folk songs starting from the intro, part one, part two, refrain, and ending of the song. Furthermore, making folk song arrangements in this activity is that students are trained to make song arrangements by developing existing song variations into new variations performed by students independently or in groups. After that, students play the results of folk song arrangements with activities to assist students in playing the arrangements that have been made according to the musical instruments played by the students. The next activity is to display the results of the arrangement of folk songs in front of the class in the form of a music ensemble, where students are given provisions to organize the stage in a small music ensemble performance. These activities include the arrangement of the sound system, microphones, music playing positions, and so on.

Evaluation of activities is carried out to measure the extent of the success of the activities that have been carried out. The distribution of questionnaires to students before treatment and after treatment was carried out to obtain data related to the results of the implementation of activities whether the treatment carried out was effective or not. The data includes an increase in the skills of playing music ensembles owned by students, an increase in the sense of love for national culture which is indicated by students preferring folk songs, and teachers using folk songs as a medium in the implementation of music ensemble learning.

Data analysis using paired sample t test. The requirements before the paired sample t test is used include interval or ratio data and data must be normally distributed. Inferential analysis uses a prerequisite test in the form of a normality test with the Kolmogorov smirnov method. Furthermore, hypothesis testing is carried out through a paired sample t test. The paired sample t test is used to compare the means of two equal groups in different treatments (Azka Dhianti, 2023).

RESULT AND DISCUSSION

The results of observations at Santo Yosef Junior High School revealed a concerning trend among students: a lack of familiarity with Indonesian folk songs. This gap in cultural knowledge highlights a growing disconnect between the younger generation and their national heritage. Instead, students demonstrated a marked preference for popular songs that are trending both domestically and internationally. This includes contemporary music from global artists, viral songs on social media platforms, and soundtracks from games that resonate with their daily activities. Such preferences underline the influence of modern media and digital culture, which often overshadow traditional art forms.

Adding to this, many students showed enthusiasm for songs embedded in games, particularly those featuring dynamic rhythms and immersive themes. These songs, often associated with favorite game characters or storylines, create a strong emotional connection that overshadows traditional folk songs. This trend raises concerns about the diminishing appreciation for national culture, as folk songs—with their rich historical and cultural narratives—are at risk of being forgotten. To address this issue and foster a renewed sense of cultural pride, researchers initiated an innovative intervention: music ensemble training using arrangements of Indonesian folk songs.



Figure 1. Introduction to Folk Song Forms

The core of this intervention involved integrating folk songs into music ensemble activities, making the learning process engaging and practical for students. The program began with an introductory session to familiarize students with the forms and characteristics of folk songs. This initial stage aimed to build foundational knowledge and spark interest in traditional music. The first song introduced to students was "Rek Ayo Rek," a popular folk song from East Java. This song was chosen for its simple yet captivating melody and its use of Javanese poetry, which students found easy to understand. The lyrical content of "Rek Ayo Rek" provided insights into the cultural and historical context of East Java, offering students an enriching educational experience.

The structure of "Rek Ayo Rek" was systematically broken down to help students grasp its flow. The song begins with an intro, followed by the first and second verses, leading to a refrain that recurs throughout the piece. This straightforward arrangement, ending with a clear closing section, made it easier for students to memorize and appreciate the song. Moreover, the chord progression of "Rek Ayo Rek" (I-IV-V-IV-I) is both harmonious and accessible, even for beginners. Its simplicity allowed students to focus on mastering the rhythm and melody, which are essential components of ensemble performance.

An additional factor contributing to the song's appeal was its upbeat tempo. The lively rhythm energized students, making the learning process enjoyable and fostering a deeper connection with the music. The tempo also encouraged students to engage physically with the music, tapping into the dynamic and participatory nature of traditional performances.

After becoming familiar with the song's structure and melody, students transitioned to the next phase: creating their own arrangements of "Rek Ayo Rek." This activity encouraged creativity and allowed students to apply their musical knowledge. Under the guidance of teachers and researchers, students explored various techniques to transform the original piece. They experimented with chord variations, developed new intros, added interludes, and created unique endings. This process not only enhanced their understanding of musical composition but also deepened their appreciation for the versatility and richness of folk songs.

The arrangement phase was complemented by practical ensemble training. Students practiced playing their arrangements on various instruments, such as keyboards, guitars, and percussion. The collaborative nature of ensemble work helped them develop teamwork and communication skills. Additionally, the activity fostered a sense of responsibility as students worked together to synchronize their parts and create a cohesive performance.

To conclude the program, students showcased their arrangements in a performance at the school's hall. This final activity served multiple purposes: it provided a platform for students to demonstrate their skills, celebrated their achievements, and reinforced the importance of preserving traditional music. The performances were well-received by the school community, further boosting the students' confidence and pride in their cultural heritage.

This innovative approach successfully reintroduced Indonesian folk songs to the students of Santo Yosef Junior High School. By combining theoretical knowledge with practical application, the program bridged the gap between tradition and modernity, instilling a renewed love for national culture. The students not only gained musical skills but also developed a deeper connection to their cultural roots, proving that creative and engaging methods can revitalize interest in traditional art forms.



Figure 2. Arrangement of Folk Songs

The arrangement begins with the introduction of chord progressions in the original song. Then students create the intro of the song, which is taken from the song chorus to the end of the song, then add new chords either major or minor in the chord progression of the original song. Then students create a song interlude by adding major or minor notes to make it sound more unique by not leaving the original notes in the song. Then students create a second

melody to be played by the accompanying instrument. Students create the second melody based on the main melody by applying the science of harmony to the chords. For example, suppose the notes of the companion melody to the main melody are part of the notes that form the chord. For example, note 3 (mi) is part of the I chord, namely notes 1 (do) and 5 (sol). The process continues until the student can create a companion melody. In addition, students also write the chord notation of the arrangement that has been made to make it easier to play the song arrangement.

In the next stage, students began to play the song arrangements they had created, accompanied by the teacher and members of the research team, each contributing their expertise. This collaborative activity provided students with hands-on experience and the guidance needed to refine their musical skills. The process began with students learning to read and interpret musical notation and chord progressions. They were taught to follow the flow of the song, starting from the intro, progressing through the first and second verses, transitioning into the refrain, and finally concluding with the song's ending. This structured approach ensured that students developed a comprehensive understanding of the song's composition.



Figure 3. Activity of Playing Regional Song Arrangements with a Companion

One of the key elements emphasized during this stage was the importance of gradually mastering the introductory section. Students were guided to adopt proper finger positioning on their instruments, which not only facilitated accurate note playing but also minimized physical strain. Once they had gained confidence with the intro, they moved on to synchronizing their play with the tempo of the melody. The ability to maintain a consistent tempo was crucial for creating a cohesive and engaging performance.

Dynamics—the variation of loudness and softness in the music—were another focal point of the training. Students practiced controlling dynamics to bring the song to life, making it more expressive and emotionally resonant. This aspect of the training encouraged them to listen attentively to the nuances of their performance and adjust their playing accordingly.

In addition to technical skills, the training sessions also addressed posture and stage presence. Students were taught the correct sitting position while playing their instruments, which not only improved their ability to produce clear and resonant tones but also instilled discipline and a sense of responsibility. The proper posture minimized physical discomfort during extended practice sessions and contributed to a professional appearance during performances.

After weeks of practice, students progressed to the final stage: presenting their arrangements in a live performance at the school's performance hall. This activity was designed to provide a platform for students to showcase their hard work and to experience the thrill of performing before an audience. The performance also offered an opportunity for the school community to witness and appreciate the students' newfound skills and their creative interpretations of traditional folk songs.

The preparation for the performance involved arranging the stage, setting up the sound system, and conducting rehearsals to ensure a smooth presentation. Students were actively involved in these preparatory tasks, learning how to organize a music performance effectively. On the day of the event, the students entered the stage confidently, showcasing their ability to transition seamlessly between sections of the song and demonstrating the skills they had developed throughout the program.

The live performance was a resounding success, leaving both the audience and the performers with a sense of pride and accomplishment. For the students, it marked the culmination of their journey in learning, practicing, and presenting traditional music, reinforcing their appreciation for Indonesian cultural heritage



Figure 4. Presentation of the Arrangement Performed at the School Performance Hall

In this activity, students gain experience on how to organize the sound system of a simple music ensemble performance in the school performance hall. The music ensemble performance was placed in the school performance hall, the distance between the students' seats and the blackboard which became a simple stage in this music performance. Beginning with students who were accompanied by research members in arranging the sound system in front of the class so that the music could be heard clearly throughout the room without buzzing or what is commonly referred to as noise. Placement of speakers in the corner of the classroom facing the audience is the main position so that the music players in the center of the stage as well as students who are the audience can hear clearly. In addition, volume settings that are not too loud are also a reference so that the speakers are not buzzing. Students are trained in seating placement and microphone placement on musical instruments which is the main key to a clear and good sound. Students use musical instruments in which there is no microphone so they are trained with the position of placing the microphone at a distance that is not too far or too close to the musical instrument. In other words, adjusting the sound resonance of the instrument. Students are also trained on how to make transitions between players so that the sound settings that have been arranged are not damaged and look good on stage. Furthermore, students enter the stage through the door from the left of the

audience, then exit the stage from the right of the audience so that students who have finished playing music ensembles do not clash with players who will perform on stage.

Hypothesis Test Results

Inferential analysis is used to test the research hypothesis, namely the appreciation of students' love for national culture after being given treatment in the form of music ensemble learning innovation through the folk song arrangement approach. The description of the stages of inferential analysis is as follows:

1. Analysis Prerequisite Test

The analysis prerequisite test is used to determine whether the data is normally distributed. The analysis prerequisite test is a prerequisite test used before proceeding to the hypothesis testing stage, namely the paired sample t test. The analysis prerequisite test before entering the hypothesis test is the normality test.

The normality test is used to determine whether the data has a normally distributed distribution or not. In other words, the normality test is used to determine whether the population is normally distributed or not during pretest and posttest activities. This is in accordance with the opinion of Arikunto (2010: 301), what is meant by the data normality test is a test of the normality of the distribution of data to be analyzed.

The normality test used in this study is the Kolmogorov Smirnov method. The Kolmogorov Smirnov Normality Test is a test conducted to determine the distribution of random and specific data in a population (Ratna Puspita Indah, 2021). The decision criteria (Singih Santoso, 2016: 393) if the sig value > 0.05, then the data is normally distributed (symmetrical) and vice versa if the sig value < 0.05, then the data is not normally distributed (symmetrical). This normality test was obtained with the help of the SPSS software program. The results of the normality test using the Kolmogorov Smirnov method during the pretest and posttest are shown in Figure 5.

One-Sample Kolmogorov-Smirnov Test

		Sebelum Pelaksanaan Treatment	Sesudah Pelaksanaan Treatment
N		20	20
Normal Parameters ^{a,b}	Mean	76.15	80.40
	Std. Deviation	7.876	9.150
Most Extreme Differences	Absolute	.093	.174
	Positive	.062	.174
	Negative	-.093	-.139
Test Statistic		.093	.174
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.115 ^c

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

Figure 5. Pretest and Posttest Normality Test Results

Based on Figure 5, it is known that the test results with the Kolmogorov Smirnov method with a sig value of 0.200 (during pretest) and 0.115 (during posttest). The results of the pretest and posttest activities show that the sig value is > 0.05 , so it can be said that the data is normally distributed (symmetrical) during the pretest and posttest.

2. Paired Sample t Test

The normality test obtained shows that the data distribution is normal. Next, hypothesis testing is carried out. The test used to analyze the research data and test the hypothesis is the t test or difference test. This t-test is used to determine the significant difference from the average score on pretest activities and posttest activities. This t test calculation uses a paired sample t test and is calculated using the help of the SPSS software program. The decision criteria in the paired sample t test consist of 3 aspects (Jonathan, 2015: 145-147), namely the existence of an increase in the average (mean) at the time of the pretest and posttest, the calculated t value $>$ t table value, and has a strong and significant correlation (< 0.05). The results of the paired sample t test covering these three aspects are described as follows. Interpretation of the output of the average difference in the questionnaire of appreciation and love of national culture in the pretest and posttest activities of Santo Yosef Junior High School students.

The first stage of analysis of the output interpretation is to find out how much the results of the average difference in the appreciation questionnaire and love of Santo Yosef Junior High School students towards national culture before (pretest) and after (posttest) from the application of folk song arrangement treatment through music ensemble activities made. The results of the average difference in the appreciation questionnaire and the love of Santo Yosef Junior High School students for national culture during the pretest and posttest activities are shown in Figure 6.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sebelum Pelaksanaan Treatment	76.15	20	7.876	1.761
	Sesudah Pelaksanaan Treatment	80.40	20	9.150	2.046

Figure 6. Results of Average Differences in Appreciation Questionnaire and Love of Santo Yosef Junior High School Students for National Culture in Pretest and Posttest

Based on Figure 6, it is known that the average result of the questionnaire of appreciation and love of Santo Yosef Junior High School students towards national culture before (pretest) from the application of folk song arrangement treatment through music ensemble activities made is 76.15. The average result of the questionnaire of appreciation and love of Santo Yosef Junior High School students towards national culture after (posttest) from the application of folk song arrangement treatment through music ensemble activities made amounted to 80.40. Based on these results, it can be concluded that the average questionnaire

of appreciation and love of Santo Yosef Junior High School students towards national culture before (pretest) and after (posttest) from the application of folk song arrangements through music ensemble activities made has increased by 4.25. Interpretation of the output of the significance results of the difference in the average questionnaire of appreciation and love of Santo Yosef Junior High School students for national culture in the pretest and posttest activities.

The second stage of analysis of output interpretation is to find out whether the difference in the average questionnaire of appreciation and love of Santo Yosef Junior High School students towards national culture before (pretest) and after (posttest) from the application of folk song arrangement treatment through music ensemble activities made is significant. Before entering the analysis stage, there is a hypothesis formulation. The hypothesis H0 (null hypothesis) is the average questionnaire of appreciation and love of Santo Yosef Junior High School students towards national culture before (pretest) and after (posttest) from the application of folk song arrangement treatment through music ensemble activities made the same, while H1 (alternative hypothesis) is the average questionnaire of appreciation and love of Santo Yosef Junior High School students towards national culture before (pretest) and after (posttest) from the application of folk song arrangement treatment through music ensemble activities made not the same. These results are shown in Figure 7.

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Sebelum Pelaksanaan Treatment - Sesudah Pelaksanaan Treatment	-4.250	4.598	1.028	-6.402 -2.098	-4.133	19	.001

Figure 7. Significance Results of the Average Difference of Appreciation and Love Questionnaire of Santo Yosef Junior High School Students towards National Culture on Pretest and Posttest

Based on Figure 7, it is known that t count (t_0) is -4.133 and t table is 2.093. Since t is negative, two tailed hypothesis testing is conducted with the test on the left side. Since t_0 falls in the rejection area, H0 is rejected and H1 is accepted. This means that the mean of the questionnaire of appreciation and love of national culture of Santo Yosef Junior High School students in the pretest and posttest activities are not the same. Thus, the mean difference of -4.250 indicates that there is a difference in the average questionnaire of appreciation and love of national culture at the pretest of 76.15 and the posttest of 80.40. In other words, the difference in the average questionnaire of appreciation and love of national culture between the pretest and posttest activities is considered significant. Output interpretation of the significance results of the relationship between pretest and posttest activities

The third stage of analysis of output interpretation is to determine whether the conditions before (pretest) and after (posttest) from the application of folk song arrangement treatment

through music ensemble activities made have a significant relationship. The results are shown in Figure 8.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Sebelum Pelaksanaan Treatment & Sesudah Pelaksanaan Treatment	20	.865	.000

Figure 8. Significance results of the relationship between pretest and posttest activities

Based on Figure 8, it can be seen that the before (pretest) and after (posttest) conditions of the application of folk song arrangement treatment through music ensemble activities are correlated by 0.865. This means that the relationship between the two conditions is unidirectional (the value obtained is positive), strong, and significant because the probability/significance/sig value is smaller than 0.05 ($0.000 < 0.05$).

Based on the results of the three output interpretations, it is known that the treatment of folk song arrangements through music ensemble activities made has an effect on the appreciation questionnaire and the love of Santo Yosef Junior High School students for national culture. In other words, the pretest results and posttest results are different or not the same. Based on the results that have been obtained, it can be concluded that there is a significant difference in the questionnaire of appreciation and love of Santo Yosef Junior High School students towards national culture in students during the pretest (before the treatment of folk song arrangements through music ensemble activities is applied) and during the posttest (after the treatment of folk song arrangements through music ensemble activities is applied) at Santo Yosef Surabaya Junior High School. Thus, the use of folk song arrangements through music ensemble activities made for students of SMP Santo Yosef Surabaya on appreciation and love for national culture can be said to be effective.

CONCLUSIONS

One way to foster a sense of love for national culture in schools, especially at Santo Yosef Surabaya Junior High School, is to hold musical performances in the format of a musical ensemble presentation with the material of arrangements of folk songs. In this study, the treatment given is in the form of learning innovation by providing solutions that can invite students to love national culture again through the arrangement of folk songs played in a musical ensemble format. The research method used is a mix method, namely quantitative research methods and qualitative research methods. The quantitative method uses experimental research with one-group pretest-posttest design.

The first activity carried out is the introduction of folk songs in the form of songs originating from East Java, namely the song "rek ayo rek". After students are familiar with the form of the song "rek ayo rek", students are trained to make arrangements of the song. In the next stage, students begin to play the song arrangements that have been made accompanied by the teacher and members of the research team according to their expertise. In the last activity, students present the arrangements that have been made by playing in the school performance hall.

Before testing the hypothesis, the prerequisite test of the analysis used is the normality test. The test results with the Kolmogorov Smirnov method with a sig value of 0.200 (during pretest) and 0.115 (during posttest). The results of the pretest and posttest activities show that the sig value > 0.05, so it can be said that the data is normally distributed (symmetrical) at pretest and posttest. The average result of the questionnaire of appreciation and love of Santo Yosef Junior High School students towards national culture before (pretest) amounted to 76.15 and after (posttest) amounted to 80.40 from the application of folk song arrangement treatment through music ensemble activities made. Based on these results, it can be concluded that the average questionnaire of appreciation and love of Santo Yosef Junior High School students towards national culture before (pretest) and after (posttest) from the application of folk song arrangements through music ensemble activities made increased by 4.25. The before (pretest) and after (posttest) conditions of the application of the folk song arrangement treatment through music ensemble activities made correlated at 0.865. This means that the relationship between the two conditions is unidirectional (the value obtained is positive), strong, and significant because the probability/significance/sig value is smaller than 0.05 ($0.000 < 0.05$).

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