

THE INFLUENCE OF APPLICATION FOR LEARNING ARTS MUSIC ON STUDENTS CHARACTERS IN SMA NEGERI 1 SILIMAKUTA

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ABSTRACT

From learning of music , SMA Negeri 1 Silimakuta can improve student character. Implementation of character education in schools as part of education reform, the reform of character education can be likened to a tree that has four important parts, which roots, stems, branches, and leaves. The root of the reform is the philosophical foundation (foothold) the implementation of character education must be clear and understood by the community organizers and education practitioners. The trunk of reform is in the form of a mandate from the government as the person in charge of the national education provider. In this case the standards and objectives for implementing character education must be clear, transparent and accountable. This study aims (1) to find out how the Character of Students in SMA N.1 Silimakuta. (2) to find out whether there is an influence of the Application of Music Art Learning to Student Characters in SMA N.1 Silimakuta. This research instrument uses observation, documentation, tests and questionnaires. The test is used to measure student learning outcomes. Questionnaire is used to measure student characteristic variables. The answers to each item of the questionnaire instrument used a Likert scale which have gradations from very positive to very negative. The questionnaire consisted of 30 questions, with four choices of answers from negative to positive given a score of 1,2, 3, and 4. Similar to SMA Negeri 1 Silimakuta, learning in schools also applies character education. Based on data from the results of this study, it was found that the character of students before and after music learning had a significant difference. There is an effect of music learning on student character with an increase in character questionnaire score of 14.01% and an increase in the level of data tendency that is for the very high category increased by 12.93%, for the category quite increased by 27.89% and there was a decrease in the value of the tendency for the less category by 40.82%

Keywords: character building, Learning, Art Music

I. INTRODUCTION

Education is a very important thing for human life to develop the potential to grow into a high quality human being with character, this is stated in Law No. 20 of 2003 concerning the Indonesian education system article 3 namely "National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life" However, problems in the world of education always arise, including student brawls, drug abuse, disrespect for teachers, disregard for rules, and various other problems

Character education is considered to be the most effective effort to overcome various

problems that arise among students, even character education has become an icon of education in Indonesia. Character education can be instilled through the curriculum, learning, and school culture (Mulyasa, 2013: 20). Character education is an effort to help, educate, and guide students to get used to knowing and doing good things. Therefore, the greatest responsibility lies with the teacher who is always dealing with students every day. Successful implementation of character education depends on the creativity of the teacher in instilling character education

Art Subjects

Basically art subjects in schools are very closely related to character education as

stated by Utomo (2017: 22) that the main purpose of music art education in schools is not to make students become skilled musicians but as a media measurement tool to shape the character of students. The problem that occurs is the purpose of art education at the school is very broad considering that developing many aspects is not an easy matter.

Character education is an effort to help, educate, and guide students to get used to knowing and doing good things. Character education is considered to be the most effective effort to overcome various problems that arise among students, even character education has become an icon of education in Indonesia. Character education can be instilled through the curriculum, learning, and school culture (Mulyasa, 2013: 20). Successful implementation of character education depends on the creativity of the teacher in instilling character education. Character is a pattern of someone's behavior (Ryan and Bohlin, 1999: 6). People of good character have an understanding of goodness, like goodness, and teach the goodness. People whose behavior is in accordance with moral rules is called noble character. Character is innate, heart, soul, personality, character, behavior, personality, character, character, temperament, and character. In educating the character of a school, all stakeholders must be involved. All components of education, which include curriculum, learning process, assessors, school management, implementation of co-curricular activities or activities, empowerment of facilities and infrastructure, funding, and other components must be nuanced in the formation of student character.

The difference between objectives and subject matter makes the relationship between content, learning process, and goals difficult to develop. Starting from the purpose of music art education in schools that are used as tools or media to form student character, the researcher wants to further explore how the process of

instilling character values to students through music music learning.

Art, especially Music Art Learning is also realized and internalized as learning that encourages students to be creative and able to express themselves according to their development. Learning Music Art as part / component of the material in formal schools, especially elementary schools certainly experienced a change in the implementation of the 2013 Curriculum.

In order to achieve the goal of national education, learning the art of music greatly contributes greatly to the formation of Indonesian people as a whole. Learning the art of music is learning that gives the ability to express and appreciate art creatively for the development of student personalities and provides balanced attitudes or emotions. The art of music forms discipline, tolerance, socialization, democratic attitudes which include sensitivity to the environment. In other words music art learning is a material that plays an important role to help the development of individual students which will later have an impact on the growth of reason, thought, socialization, and emotional.

Learning music in school has the aim to: (1) foster a sense of art at a certain level in each child through the development of musical awareness, response to music, the ability to express themselves through music, thus enabling children to develop sensitivity to the world around them; (2) developing the ability to assess music through intellectual and artistic interests in accordance with the culture of the people; and 3) can be used as provisions to continue their studies to higher music education (Jamalus, 1998: 91 in Wicaksono, 2009).

According to Mason, music education in schools is not to create professional musicians but to develop students 'musicality which is done in stages in accordance with the

development of students' ages. Music education is a subject related to music teaching and learning. Music learning covers all aspects of learning, ranging from psychomotor (ability development), cognitive (knowledge acquisition), and affective (music appreciation and sensitivity). Music art subject is one branch of art and culture subjects. The scope of the contents of music art learning covers the appreciation of music and expresses itself through music. Therefore teachers must have broad general knowledge about music and how to develop music teaching materials, so that it will help teachers in achieving the basic competencies of music art.

Learning the art of music can be done with music experience activities. Activities that can be carried out include listening to music, singing, playing music, reading music, moving to music, and creativity in music. Through musical experience, students will gain a variety of experiences that will further strengthen existing characters and foster characters that have not yet grown in learners

Etymologically, the root word character can be traced from English: character; Greek: character, from charassein which means to make sharp, make in (Bagus: 2000).

Character Education according to Ratna Megawangi is an effort to educate children to be able to make wise decisions and apply it in their daily lives, so that they can make a positive contribution to the surrounding environment. Character values that need to be instilled in children are universal values. in which all religions, traditions and cultures must uphold these values. These universal values must be able to become a glue for all members of society even though they have different cultural, ethnic and religious backgrounds.

Academically, character education is interpreted as value education, character education, moral education, character education, or moral education whose aim is to develop students' abilities to make good and

bad decisions, maintain what is good, and realize that goodness in daily life day with all my heart. Therefore, psychological character education content includes moral dimensions of reasoning, moral feeling, and moral behavior (Muslich: 2011)

The purpose of character education is to encourage the birth of good children. Once they grow in good character, children will grow with their capacity and commitment to do the best things and do everything right, and tend to have a purpose in life. Sanjaya (2008) states that laying out the goal of character education in the context of challenges beyond educational performance, such as the situation of moral decline in society that gave birth to a culture of death as a marker of the century, is indeed not a solid foundation for character education itself. Because by doing so, character education is enslaved for the purpose of corrective, curative situations of society. Schools are not institutions for the reproduction of social values, or for the sake of corrective interests for the community outside of themselves, but must also have an internal basis that characterizes the educational institution itself. Here are presented several types of characters based on the source:

1. Characters that originate from heart care include faith and piety, honesty, discipline, trustworthy, fair, orderly, obeying the rules, responsible, empathizing, dare to take risks, unyielding, willing to sacrifice, and patriotic in spirit.
2. Characters originating from thought, among others, are intelligent, critical, creative, innovative, curious, productive, science-oriented, and reflective.
3. Characters derived from sports / kinesthetic include clean and healthy, sportsmanship, tough, reliable, enduring, friendly, cooperative, determinative, competitive, cheerful, and persistent.
4. Characters originating from the taste and initiative include humanity, mutual respect, mutual cooperation, togetherness, friendly, respectful, tolerant, nationalist, caring, cosmopolitan, prioritizing the public interest, patriotic love, being proud to use

Indonesian language and products, dynamic, hard work and work ethic.

From the character values above, the four main character values that spearhead the application of character among students in schools, namely honesty (from the heart), intelligent (from if thought), tough (from sports), and care (from the taste and intention)

Learning Outcomes

Learning outcomes are the most important part of learning. Nana Sudjana (2009: 3) defines student learning outcomes in essence is a change in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields. Dimiyati and Mudjiono (2006: 3-4) also mentioned learning outcomes are the result of an interaction of learning and teaching. From the teacher's point of view, the act of teaching ends with a process of evaluating learning outcomes. From the student side, learning outcomes are the end of teaching from the peak of the learning process. learning outcomes are abilities students have after receiving their learning experience. These abilities include cognitive, affective, and psychomotor aspects. Learning outcomes can be seen through evaluation activities aimed at obtaining proof data that will show the level of students' ability to achieve learning objectives

What efforts are made by music art teachers in instilling character values. How is the development of the material both in the form of theory and practice. The research was conducted in junior high school because at that age level it was a responsibility age and psychologically it was still very easily influenced by the environment so it was very appropriate to instill character. Children at that age tend to try new things, but stated by Sunarto and Hartono (2008: 104) at that age children already have a reason to be aware of what is done.

In connection with research on instilling the values of character education through art

learning, researchers chose SMA N.1 Silimakuta as the object of research. Based on the results of preliminary observations and a bit of conversation with the music submersion teacher, the subject of cultural art is indeed closely related to learning. This can be seen in the learning process where the teacher always associates the value of character education during learning. He, Sudaryono, S.Pd., as the subject of submitter art and culture music, also a 2013 curriculum instructor for arts and culture subjects who have conducted training and mentoring to other art and culture teachers in various schools, according to researchers the selection of the school is appropriate because of its status as an instructor. This research focus on how student's performance can affect from the learning art of music.

One of the musical languages is in the form of notation that researchers applied in high school. N. 1 Silimakuta is from the song "Serma Dengan Dengan" By: Taralamsyah Saragih

The creator of the song Serma with Taralamsyah Saragih was born in Pematang Raya, August 18, 1918, from a family descended from the King Simalungun. Since childhood, he has shown artistic talent, especially in music and dance. He graduated completed his formal education from Holandse Inlandse School (HIS). As a composer, his notable move from the ethnic traditions of Simalungun and Malay.

Serma dengan dengan dance it is often used as a accompaniment to Simalungun tortor or welcoming dance in formal event. The meaning of the song Serma Dengan Dengan come from advice from parents for their children. Usually given to children who will find the work in overseas or who want to be married. To Make wherever he/she goes when meeting with fellow simalungun, he will always be a friend in their place is still a brother and a place of integration. The child must be biased to be better than before

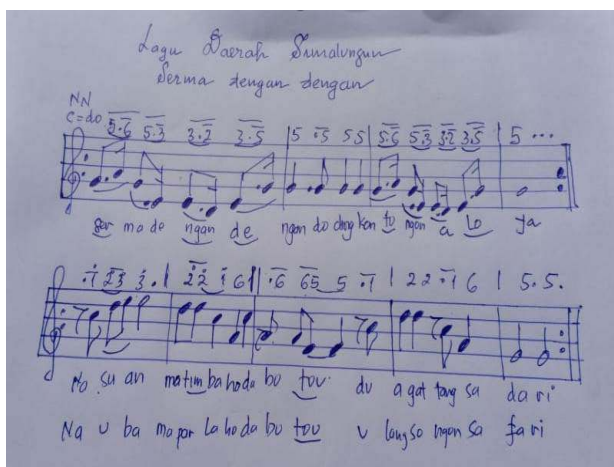
Remember and always miss the hometown. And advise their children to be careful taking care of themselves in getting along. For children who are getting married, good care of the integrity of the family so as not to separate.

Below is the lyric of the Serma dengan dengan with minor change to fit the situation to the students in SMA N. 1 Silimkuta Kabupaten Simalungun.

Serma dengan dengan

Serma dengan dengan
 dodongkon tongon aloya
 Timbaho ni simorbo da botou
 Dua gatari sadari
 Nauba ma parlahoda botou
 Ulang songon safari
 Sermadengan dengan dodongkon tongon aloya
 Ijon pe adong loging daboto
 Loging sidua bolung
 Ijon pe adong dodong daboto
 Doding ni simalungun
 Serma dengan dengan dodong dodongkon
 Kontongon tene boto
 Serma dengan dengan dodong dodongkon
 Tongon haluya

By: Taralamsyah Saragih



II. METHOD

This research is a qualitative and quantitative research. Researchers use this method because we want to know the effect of the application of learning the art of music to the character of students. Research variables include the dependent variable consisting of characters and independent variables in the form of music art learning

This research conduct from January to July 2019 in all XI class of SMA N.1 Silimakuta

Type of research is an experiment with the Pretest-Posttest research design. In this model, before learning begins, a pre-test and a questionnaire are used to measure the initial conditions (T1). Then music art learning is carried out and then again given the final test (Post Test) and character questionnaire.

Tabel 3.1. The design

Class	Questionnaire	<i>The Learning Art of Music</i>	Questionnaire
XI	(T 1)	(P)	(T 2)

Note:

1 = Pre test and Questionnaire Before Music Learning

P = Learning of music

T 2 = Post tes dan Questionnaire Before Music Learning

This research instrument uses observation, documentation, tests and questionnaires. The test is used to measure student learning outcomes. Questionnaire is used to measure student characteristic variables. The answers to each item of the questionnaire instrument used a Likert scale which have gradations from very positive to very negative. The questionnaire consisted of 30 questions, with four choices of answers from negative to positive given a score of 1, 2, 3, and 4.

For student character variables and student learning outcomes, the data obtained are from the results of questionnaires and tests, so the data is in the form of quantitative data. So for the testing procedure itself (validation) is done

by analyzing each item in the questionnaire with the product moment correlation formula (Arikunto, 1993: 138). To test the reliability of the questionnaire instrument was carried out with the alpha formula (Arikunto, 1993: 165)

Data analysis techniques were performed on student character variables and student learning outcomes for which data collection used questionnaire instruments and learning achievement tests. This technique aims is to describe the data of each variable in this study through the calculation of descriptive statistics to obtain the mean / M (Mean), Mode (Mo), Median (Me) and Standard Deviation (SDi). Besides that, a frequency distribution table is presented, a histogram of the variable frequencies from the variable tendencies

Instrumen penelitian ini menggunakan observasi, dokumentasi, tes dan angket. Tes digunakan untuk mengukur hasil belajar siswa . Angket atau kuesioner digunakan untuk mengukur variabel karakteristik siswa. Jawaban setiap item instrumen angket menggunakan skala *Likert* yang memiliki gradasi dari sangat positif hingga sangat negatif. Kuesioner terdiri dari 30 pertanyaan, dengan empat pilihan jawaban dari yang negatif sampai yang positif diberi skor 1,2, 3, dan 4

Tabel 3.2. Gradasi Jawaban Angket Model Skala *Likert*

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III. RESULTS AND DISCUSSION

Decryption of Research Data

Based on the student character questionnaire given before the process of giving music art learning, the data obtained an average student character questionnaire score was 75.77; standard deviation of 7.89; variance of 62.32; the highest score is 95 and the lowest score is 61 with consist sample of 294 people. To see a description of the student character questionnaire data tabulation before being given music learning, the following is presented a list of the frequency distributions of student character questionnaires

Table 4.1. Frequency Distribution of Student Character Questionnaire Scores Before Music Learning

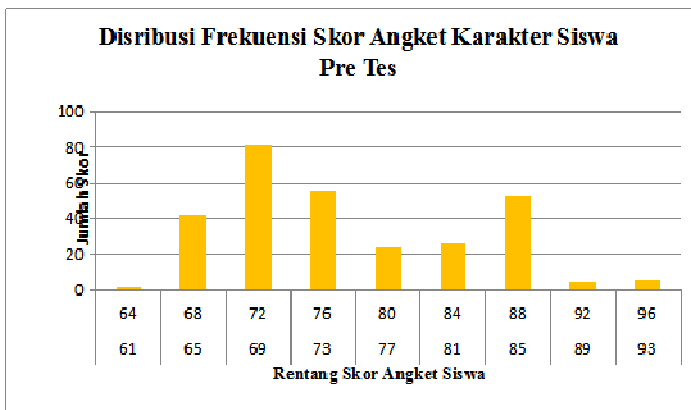
Interval	f Absolute	f Relative
61 – 64	2	1%
65 – 68	42	14%

Positive Statement	Score	Negative Statement	Score
More agree	4	More agree	1
Agree	3	Agree	2
Less Agree	2	Less Agree	3
Disagree	1	Disagree	4

69 – 72	81	28%
73 – 76	55	19%
77 – 80	24	8%

81 – 84	26	9%
85 – 88	53	18%
89 – 92	5	2%
93 – 96	6	2%
Total	294	100%

Based on the frequency distribution of student character questionnaire data scores before being given music learning, 61% of students were below the average score and 39% of students were above the average score. Here is presented an absolute distribution histogram of the student character questionnaire scores before being given music learning



Gambar 4.1. Histogram Distribusi Frekuensi Data Skor Angket Karakter Pre Test Siswa

By using research data on student character questionnaire scores before being given music learning obtained an ideal average of 75 and an ideal standard deviation of 15. The following table presents the trend of student character questionnaire scores before being given music learning

Table 4.2. Trends in Student Character Questionnaire Scores Before Given Music Learning

Group	f Absolute	f Relative	Category
Up 98	0	0.00 %	Very high
75 – 98	142	48.30	High

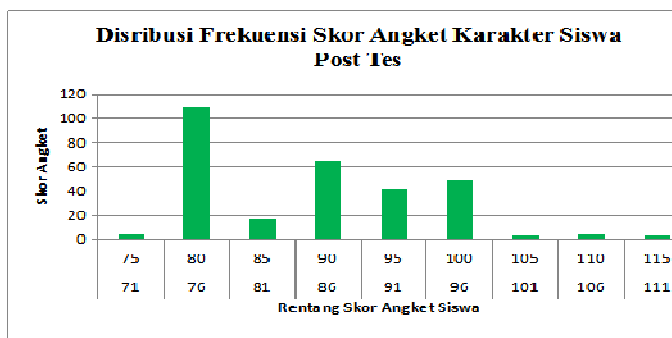
		%	
52.5 – 75	152	51.70 %	Low
Under 52,5	0	0.00 %	Very Low
Total	294	100 %	

Based on the data in the table above obtained a description of the data where as many as 48.30% (142 Students) have a tendency of character Fair, as much as 51.70% (152 Students) have less character tendencies and no students have a tendency of High and Low. Besides that it can be concluded also that the student character questionnaire scores before being given music learning tend to be less. Here is presented an absolute histogram data on the level of tendency of student character questionnaire scores before being given music learning.

Tabel 4.3. Frequency Distribution of Student Character Questionnaire Scores Before Music Learning

Interval	f Absolut	f Relatif
71 – 75	4	1%
76 – 80	109	37%
81 – 85	17	6%
86 – 90	64	22%
91 – 95	42	14%
96 – 100	48	16%
101 – 105	3	1%
106 – 110	4	1%
111 – 115	3	1%
Jumlah	294	100%

Based on the frequency distribution of student character questionnaire scores after music learning was obtained 44% of students were below the average score and 56% of students were above the average score.



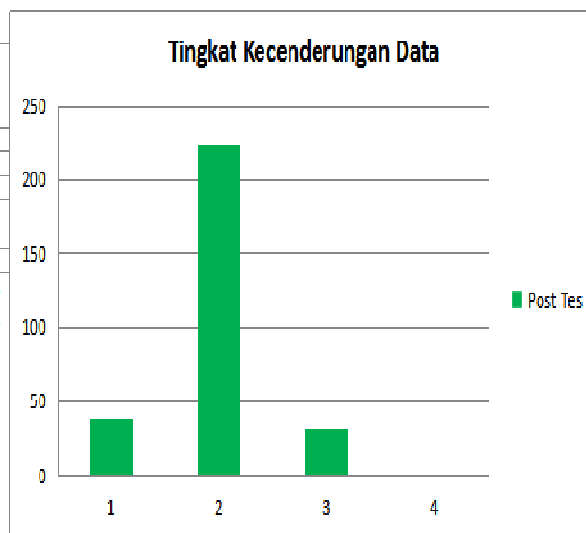
Gambar 4.3. Histogram Distribusi Frekuensi Data Skor Angket Karakter Post Test Siswa

By using research data on student character questionnaire scores after being given music learning the ideal average is 75 and the ideal standard deviation is 15. The following table presents the trend of student character questionnaire scores after being given music learning

Tabel 4.4. Trends in Student Character Questionnaire Scores After Given The Music Learning

Group	f _{Absolute}	f _{Relative}	Category
Up 98	38	12.93%	Very high
75 – 98	224	76.19%	High
52.5 – 75	32	10.88%	Low
Under 52.5	0	0.00%	Very Low
Total	294	100 %	

Based on the data in the table above the data description is obtained where as many as 12.93% (38 Students) have a high character tendency, as much as 76.19% (224 Students) have a character tendency Sufficient, as much as 10.88% (32 Students) have a character tendency Less and there are no students who have Low tendencies. In addition it can be concluded also that the student character questionnaire scores after being given music learning tend to be sufficient.



Gambar 4.4. Histogram Tingkat Kecenderungan Data Skor Angket Karakter Post Test Siswa

Discussion of Research Results

Implementation of character education in schools as part of education reform, the reform of character education can be likened to a tree that has four important parts, which roots, stems, branches, and leaves. The root of the reform is the philosophical foundation (foothold) the implementation of character education must be clear and understood by the community organizers and education practitioners. The trunk of reform is in the form of a mandate from the government as the person in charge of the national education provider. In this case the standards and objectives for implementing character education must be clear, transparent and accountable. The branch of reform in the form of management of character education management, teacher empowerment, and education management must be improved. While the leaves of reform are the involvement of parents of students and the community in the implementation of character education which is also supported by the culture and habits of community life which are conducive as well as role models for students in their daily behavior and behavior. Similar to SMA Negeri 1 Silimakuta, learning in schools also applies character education. Through music learning, SMA Negeri 1 Silimakuta can improve student character.

Berdasarkan data hasil penelitian ini, diperoleh hasil bahwasanya karakter siswa sebelum dan setelah dilakukan pembelajaran musik memiliki perbedaan yang signifikan. Berikut disajikan table daftar perbandingan data statistik karakter siswa sebelum dan sesudah dilakukan pembelajaran musik.

Tabel 4.5. Research Data Statistics

Statistik	Questionnaire Score	
	Before Music Learning	After Music Learning
N (Jumlah Siswa)	294	294
$\sum X$	22275	25395
Skor Max	95	113
Skor Min	61	71
Rerata	75.77	86.38
SD	7.89	9.23
Varians	62.32	85.11

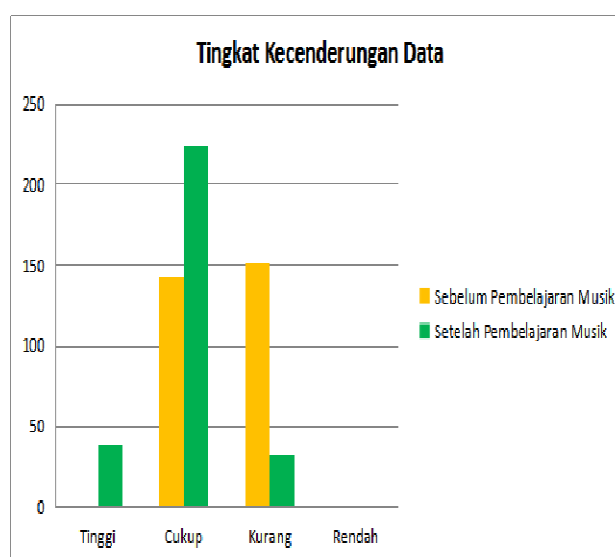
Based on the statistical data in Table 4.5 above, it can be seen that there are differences in student character questionnaire scores before and after music learning is given, namely the number of scores and the average questionnaire scores where the questionnaire scores of students who have been given music learning have an average of 86.38 which is greater than the average student questionnaire score before being given music learning that is equal to 75.77. This illustrates that there is an increase in student character questionnaire scores than previously given music learning and after students are given music learning.

In addition, based on the research data, it can also be obtained a comparison of the level of tendency of student character data before and after being given music art learning. The following table presents a comparison of the level of student character data trends

Tabel 4.6 Comparison Table Level of Student Character Data Trends

Trend	Percentage of Questionnaire Score	
	Before Music Learning	After Music Learning
Tinggi	0.00%	12.93%
Cukup	48.30%	76.19%
Kurang	51.70%	10.88%
Rendah	0.00%	0.00%

Based on the data in Table 4.6 above it can be seen that there are differences in the tendency of student character data before being given music learning and after being given music learning where for student character data before music learning has less tendency with a percentage of 51.70% while student character data after music learning has a tendency in the category of 76.19%. There is a very significant increase between student character data before and after music learning is given for the high category increased by 12.93%, for the sufficient category by 27.89% and there was a decrease in the value of the tendency for the less category by 40.82%. This is a positive impact of music learning on the character of students of SMA Negeri 1 Silimakuta especially in class XI. The following is a histogram of increasing the character values of students at SMA Negeri 1 Silimakuta before and after being given music learning.



Gambar 4.3. Histogram Perbandingan Tingkat Kecenderungan Data Karakter Siswa SMAN 1 Silimakuta Sebelum dan Setelah Pembelajaran Music

IV. CONCLUSION

1. The character of students before being given music learning has an average of 75.77 with a category of Less likely level of 51.70%. Meanwhile, the character of students after being given music learning has an average of 86.38 with a category of Fair tendency of 76.19%.
2. There is an effect of music learning on student character with an increase in character questionnaire score of 14.01% and an increase in the level of data tendency that is for the veryhigh category increased by 12.93%, for the category quite increased by 27.89% and there was a decrease in the value of the tendency for the less category by 40.82%.

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