

# Development of Creation Learning and Appreciation of Music Art Models for Learning Culture in SMP Negeri 22 Kerinci

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**Abstract:** *This study aims to develop a learning model for the creation and appreciation of music art on cultural arts subjects to enhance the appreciation experience of seventh grade students in SMP Negeri 22 Kerinci and test the effectiveness of the learning model. This research is categorized into study and development research carried out by applying a 4-D model (Definition, Design, Development, and Distribution). Validity of the data can be seen from the results of validity testing of learning and material learning plans. While the practicality of data is seen from the results of observations about the implementation of lesson plans, and questionnaires were distributed to teachers and students. In addition, effectiveness is seen from the activities of students and the results of the assessment of student activity skills. Based on the results of the validity test, it was found that the average lesson plan score was 82.6% (very valid) and the learning material was 94.2% (very valid). The results of the practicality test showed that the average score of the lesson plan implementation was 90.5% (very practical), the teacher's response was 91% (very practical) and the student's response was 90% (very practical). The results of the assessment on the level of appreciation of students fall into the "very high" category. Based on the results of the study, it can be concluded that the learning model developed in class VII of the 22 Middle School in Kerinci is valid, practical, and effective.*

**Keywords:** Learning Model, Creation, Appreciation, Music Art

## 1. Introduction

Humans are the most perfect and highest creatures of God in the world, because they have reason or thoughts and feelings that always improve their behavior. Humans can develop through science and technology, so that they can maintain their lives in accordance with the rules in the society in which they live.

In order to improve and advance the life of the nation, the Indonesian government is currently actively engaged in various changes to improve all areas of life, especially in the field of education in order to shape the nation's children who are intelligent, creative and skilled in accordance with the ideals of the Indonesian nation listed in the fourth paragraph of the opening of the 1945 Constitution which revealed that the aim of Indonesian National Education is to develop capabilities and improve the lives and dignity of Indonesian people. In this educational process there is interaction between educators and students in an effort to help students to be able to interact with the environment, family, school and society. Every practice of education is always directed at achieving mastery of knowledge, personal development, social ability or work ability of students. To achieve these educational goals, what is called the National Curriculum is used which contains a set of subjects, guidelines, structures, strategies and evaluations that are useful for achieving national education.

With the use of the 2013 Education Curriculum, gradually at the level of Elementary School, Junior High School and Senior High School / Vocational High School or equivalent, there are many changes that occur in the curriculum content, both in terms of the number of hours of study, subject matter and evaluation of lessons .

This also applies to Cultural Arts subjects. These subjects are renamed the subjects of Culture & Skills Arts, valid at all levels of education, including the high school / vocational level where specialization courses apply. Subjects that must be taken by students at all levels, through Cultural Arts subjects are expected to develop character of students to be humanistic human beings and understand Cultural Arts through the creation of creativity and intention.

Taking into account the situation as mentioned above, this research is motivated by the learning of Cultural Arts and Skills in public schools (SD / MI, SMP / MtS, SMA / MA) giving more practical offerings than appreciative offerings. Thus the teacher of Cultural Arts and Skills must be able to teach students to have adequate appreciative abilities. Meanwhile, what happens in the field of teachers' ability is still lacking or does not yet have the right learning model in learning Cultural Arts. To meet these expectations, the teacher needs an appropriate appreciation learning model and can deliver students to have a lot of aesthetic experience.

The development of the Music Art Creation Appreciation learning model proposed for this study emphasizes the concept of integration of the theory of appreciation and works of art in the field of music and is based on the art of the archipelago which is rich in various regional arts that students must know and understand, so students have a deep appreciation of the art of the archipelago through the experience of the art obtained by working in the art of music, and in the end students have a love of their own national culture.

This study seeks to produce a population of innovations in learning which is expected to be able to overcome the weaknesses in the implementation of learning by teachers in

schools in the form of learning models of music art creation and appreciation for learning Cultural Arts in Middle School.

## 2. Method

This type of research is research and development. Sugiyono (2010: 297) states that, development research (Research and Development) is a research method used to produce certain products, and test the product effectiveness of the product.

The development model used in this study is an adaptation of the 4-D development model (four D models) proposed by S. Thiagarajan, Dorothy S, Semmel, and Melvin I. According to Thiagarajan, et al. (1974: 189) This model consists of four stages, namely defining, designing, developing, and distributing.

This defining stage aims to establish and define the conditions needed in the development of a learning model of music art creation and appreciation.

The design phase aims to design learning models in accordance with the indicators of learning achievement models of music art creation and appreciation for learning Culture Arts in a predetermined junior high school.

The development stage is carried out through two stages, namely through expert validation followed by revisions, and through development trials. The development phase is aimed at producing the final form of the learning model for the creation and appreciation of music arts for learning Cultural Arts in Middle School, after going through revisions based on input from expert experts and practitioners based on the results of the trial data.

The deployment stage is the final stage, namely the use of learning models of music art creation and appreciation that have been developed in junior high school. The aim is to test the effectiveness of using the learning model that has been developed.

The trial in this study consisted of two stages, namely the one-on-one evaluation stage and the large group trial stage. One-on-one evaluation aims to see the practicality of the learning model of music art creation and appreciation conducted on three 7th grade students B. The subject of the trial in this study was limited to 7th grade students of SMP Negeri 22 Kerinci.

The types of data obtained in this research and development are qualitative data and quantitative data. Qualitative data in the form of responses and suggestions provided by the instrument validator. While quantitative data is obtained from the assessment of learning experts on the draft learning model, observation sheets of field studies on the implementation of learning, and product trials in the form of learning models of music art creation and appreciation, with t-test statistical formula (t-test) to measure results application of model design.

## 3. Results and Discussion

Based on the results of preliminary research, needs analysis, theoretical studies, language validation and learning models, limited trials, which have been conducted, resulted in the development of learning models for the creation and appreciation of music arts for the learning of art and culture of junior high school students.

The results of validation and limited trials of the learning model of the creation and appreciation of music art as a whole and the description of the data from the limited trial results with the learning model of music art creation and appreciation obtained good results, and the development of learning models showed good results.

Furthermore, the results of statistical calculations and testing in the field testing phase by knowing the effectiveness of the learning model of music art creation and appreciation, shows that the application and application of learning models can improve student competence in improving learning outcomes and experience of student appreciation in the VII B class of Cultural Arts (Music) SMP Negeri 22 Kerinci. Based on the results of data analysis on all aspects assessed, it shows: (1) ease of understanding and understanding in the implementation of learning by using learning models of music art creation and appreciation developed for students; (2) fun, makes learning enthusiastic and wants to develop, become familiar, and can work well with students; and (3) can improve the experience of student appreciation in learning subjects in Art and Culture to improve student competence. That is, the learning model of the creation and appreciation of the art of music developed is easy and appropriate, because it has been able to enhance the experience of student appreciation in the subject of Arts and Culture class VII B of SMP Negeri 22 Kerinci.

The implementation of learning using a learning model of the creation and appreciation of music art that was developed based on trials was carried out with several stages carried out and made a positive contribution to efforts to improve student competence. With an innovative, practical and effective learning model in Cultural Arts (music), it can motivate students to enhance their appreciation experience so that they can complete tasks creatively. Steps taken in an effort to improve the experience of student appreciation in the Culture of Arts (Music) subject through the development of learning models of music art creation and appreciation at the stage of implementation of validation and trials as follows. (1) The existence of learning resources in the form of textbooks and texts, modules, references, leaflets, worksheets (2) Motivating students by giving attention, giving input, giving feedback, providing material that is relevant to the level and objectives of learning to be achieved in this is to enhance the experience of students' appreciation and encourage them and trust students that they can achieve the expected competencies. (3) Demonstrate a learning method for Cultural Arts (Music Arts) that can help students track and find solutions to problems or assignments. (4) Providing feedback as a form of monitoring and correction of student performance results to achieve optimal goals according to their abilities. The results of this data indicate that the teacher must be able to do things like

the following. (1) Creating a learning atmosphere that places students as learning centers (learning subjects) with all the activities they do. (2) Developing broad-minded music art learning that can motivate student learning through constructive ideas on teachers and students. (3) Encouraging and arousing the courage to learn based on the wishes of students.

#### 4. Conclusion

The learning model developed includes planning, implementing, and evaluating the results implemented as follows:

- 1) Very good, appropriate, and suitable for use in learning to enhance the appreciation experience of seventh grade students of SMP Negeri 22 Kerinci.
- 2) Organizing, delivering and managing learning is good for always developing and desiring and experiencing changes in accordance with the development of science and technology and the demands of the times.
- 3) Experience in improving student learning outcomes.
- 4) Improving competency in aspects of student appreciation experience, which underlies the improvement of student learning.

Based on the findings and analysis as discussed in the previous chapter, the results of this study can be summarized as follows:

- 1) The evaluation system used by Cultural Arts teachers still using the summative evaluation system depends on the final semester assessment form, not based on the assessment of the learning process.
- 2) Based on the weaknesses of the learning model applied by the Music teacher, it is necessary to try to implement a module model (experimental worksheets and non-experimental worksheets based on problem solving methods), and process evaluation systems that rely on authentic assessment as an alternative to minimize teacher weaknesses Music Art School in Middle School.
- 3) In general, it can be concluded that the learning model of music art creation and appreciation in learning Music Art can be further developed as an alternative solution for the learning process of Arts and Culture in Middle School.

Based on the findings obtained, the framework for further action from the results of this study is suggested as follows:

- 1) In Cultural Arts subjects, Cultural Arts teachers must always carry out self-evaluations as a reflection of the applied teaching strategies, so that students as actual subjects can occur in the classroom.
- 2) Experimental worksheets and non-experimental worksheets need to be developed as alternatives in the development of the Cultural Arts (Music Art) model that can help teachers explain material to students.
- 3) Learning Arts and Culture (Music Arts) in the school curriculum needs to be further developed by various learning models that can develop democratic and humanistic learning.
- 4) Cultural Arts Teachers (Music Arts) need to develop more learning activities because students' responses will be more positive if the learning process varies (not only in class).

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