

Implementation Of The Direct Learning Model (Direct Instruction) To Improve Skills Art Of Music In SBdP Lessons For Class V Students UPT SDN 3 Selayar Islamic District Bontoharu District Of Selayar Islands

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ABSTRACT

The problem in this study is the low results of musical arts skills in SBdP subjects for class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency. The formulation of the problem in this study is how to apply the direct learning model (Direct Instruction) to improve music art skills in SBdP subjects for class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency? This study aims to determine the application of the direct learning model (Direct Instruction) in improving music art skills in SBdP subjects for class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency. The approach used in this research is a descriptive qualitative approach. This type of research is Classroom Action Research (CAR). The focus of this research is the application of direct instruction and music skills. The setting of this research is UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency, for the 2020/2021 academic year. The research subjects were teachers and students of class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency, with a total of 21 students. Data collection techniques used are observation, tests and documentation. The data analysis technique used is a quantitative and qualitative approach. The results showed that there was an increase in the activities of teachers and students as well as the results of students' musical arts skills in SBdP subjects. As for the achievements in the first cycle, the activities of teachers and students are in the sufficient category (C), while in the achievement of the second cycle, the activities of teachers and students are in the good category (B). The results of students' musical arts skills in the first cycle were in the sufficient category (C) while in the second cycle they were in the good category (B). From the results of the analysis, it can be concluded that through the application of the direct learning model (Direct Instruction) it can improve music art skills in SBdP subjects for class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency.

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INTRODUCTION

Education is an effort that is carried out in a planned manner and aims to change people from not knowing to knowing. Education will stimulate the growth of one's creativity in order to be able to face the development of an increasingly advanced era. According to Sriwilujeng (2017: 2), "Education is the learning of knowledge, skills and habits of a group of people passed down from generation to generation through teaching, training, or research".

Education has a very important role in all areas of human life and development. Likewise with formal education. Formal education in elementary schools is essentially to realize the functions and goals of national education. In the Law of the Republic of Indonesia Number 20 of 2003 Article 3 concerning the National Education System that:

National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. , and become a democratic and responsible citizen.

Based on the Law of the Republic of Indonesia Number 20 of 2003 Article 3 concerning the National Education System and along with the rapid development of science and technology, the new paradigm of education emphasizes more on students as human beings who have the potential to learn and develop.

Musfah (2015) stated that various government efforts to improve the quality of education have actually been and continue to be carried out, starting from various trainings to improve the quality of teachers, periodical improvement of the curriculum, improvement of educational facilities and infrastructure, to improving the quality of school management. Law No. 20 of 2003 article 1 paragraph 19 concerning the National Education System "curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals".

Irana (2016: 11) argues that, the main function of the curriculum system is in the development, application, evaluation, and refinement of it, both as a written document and its application and keeping the curriculum dynamic.

The new curriculum that has been implemented in schools today is the 2013 Curriculum. The development of the 2013 Curriculum is a further step from the development of the 2006 KTSP Curriculum which includes integrated attitudes, knowledge and skills competencies. The 2013 curriculum emphasizes all learning content in order to contribute to the formation of attitudes, skills, and knowledge. According to Komara (2016), the 2013 curriculum emphasizes the scientific pedagogic dimension, namely using an approach that includes digging up information through observation, questioning, trying and then processing data or information followed by analyzing, reasoning and then concluding.

Komara (2016: 84) the object of learning in the arrangement and improvement of the 2013 curriculum emphasizes natural, social, artistic and cultural phenomena. Through this approach, students are expected to have much better attitudes, skills and knowledge competencies.

Teachers or educators play an important role in improving the quality of education which is focused on the formation of attitudes, skills and knowledge of students. This is because the teacher is the main actor (it is said to be the main actor because the teacher is the one who makes the lesson plans and at the same time implements the learning) and students as the participant actors who interact with each other in learning. Because they interact with each other, there must be good cooperation between the two to improve the quality of learning. According to the Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers, the teacher has a very important role, namely "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and middle education".

The implementation of the educational process in elementary schools consists of several subjects, one of which is the subject of Arts, Culture and Crafts (SBdP). Cultural arts and crafts are subjects that provide opportunities for students to express their talents and skills and develop them. Cultural arts and crafts subjects cover 4 aspects, namely music, fine arts, dance and drama arts.

Every human being has different musical potential, and can be developed through the learning process. If it is not developed, then that potential will slowly decrease and even disappear. According to Tanti, et al (2015: 1), "Music is taught to elementary school-aged children in addition to developing children's creativity, it can also instill the value of beauty, teach discipline and a place for children to express their expressions". This is the basis that music education needs to be taught in elementary schools. In the art of music education in elementary schools includes the ability to master vocal processing, playing musical instruments, and appreciation of musical works.

The low results of musical arts skills in the subjects of Cultural Arts and Crafts occurred in fifth grade students of UPT SDN 3 Selayar Islands. This is based on the results of observations and interviews with teachers and students in the learning process in class V which was held from 10 to 14 February 2020. Some data were found, namely the low results of musical arts skills in the subjects of Cultural Arts and Crafts (SBdP) as seen from the scores. The results of the SBdP skills of students are still low from the Minimum Completeness Criteria (KKM) which is 75. Based on the data on student skills results, only 5 students have achieved the KKM score or about 23.8% and 16 other students have not achieved the KKM score or about 76.2%.

Based on observations, researchers found several problems that caused the low results of music skills in students' SBdP subjects. This is caused by two factors, namely from teachers and students. The factors that come from the teacher are (1) the teacher is less able to control the breadth of the learning material so that the teacher does not create an interesting and fun learning atmosphere for students, here in the learning process the teacher does not involve students directly so that students feel bored; (2) the teacher does not emphasize

the difficulties faced by students, while the student factors include (1) during the learning process there are still many students who are cool to play alone, this is because the model used by the teacher is less attractive; (2) Students do not understand the material taught by the teacher; (3) lack of student learning motivation.

Based on the problems above, action or solutions are needed to find a way out so that the learning process will be more effective, interesting and fun in the future. Therefore, researchers are encouraged to apply one of the learning models, namely the direct instruction model. The reason for choosing the direct instruction model is because this learning model is effective for measuring students' understanding of concepts or skills by emphasizing points that are considered difficult by students and providing feedback on the material they have learned.

Direct learning model (Direct Instruction) is a learning approach that can help students learn basic skills and obtain information that can be taught step by step. This model can motivate students to learn actively in understanding and discovering concepts, so that students are able to connect theory and skills.

Arend (Shoimin, 2014: 63) suggests that:

a learning model specifically designed to support student learning processes related to well-structured declarative knowledge and procedural knowledge that can be taught with a gradual pattern of activities step by step.

Based on this, the researcher and the teacher intend to overcome this problem by conducting Classroom Action Research (CAR) with the title "Implementation of Direct Instruction Models to Improve Music Art Skills in SBdP Subjects for Class V Students UPT SDN 3 Selayar Islands District Bontoharu, Selayar Islands Regency".

METHOD

This research is a research that uses a descriptive qualitative approach. This research is called a qualitative approach because the data obtained through observation is used to see a picture of all teacher and student activities in learning by using the direct instruction model. If necessary, subheadings are allowed for explaining research participants/subjects, data collection method, data collection instrument, data analysis, and the like.

This type of research is Classroom Action Research (CAR). This is based on a problem that stems from the low skills of Arts, Culture and Crafts (SBdP) students of class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency. In this regard, researchers apply a direct learning model (Direct Instruction) to improve student skill outcomes, which are better than before. This classroom action research is a collaborative activity (cooperation) between researchers and teachers that involves students in the learning process.

This research was conducted at the UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency. The research is planned for the odd semester of the 2020/2021 academic year. The subjects of this study were teachers and students of class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency with a total of 21 students consisting of 12 girls and 9 boys. Data collection techniques in this classroom action research are in the form of observation, tests, and documentation.

Data analysis in this study was carried out by grouping data on teacher and student aspects. The technique used is qualitative and quantitative data analysis techniques. Qualitative analysis is used to explain the results of actions that lead to teacher and student activities during the teaching and learning process. Quantitative analysis is used to calculate the value of mathematics learning outcomes which include the average test results and the percentage score of achievement.

RESULTS AND DISCUSSION

The discussion of the research results consists of teacher teaching activities and student learning activities as well as the results of music art skills in SBdP subjects using the Direct Instruction Model in class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency. Before carrying out the learning action, based on the initial data of the fifth grade students of UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency, there were 21 students who were intended to determine the student's skill learning outcomes on SBdP subjects. on SBdP subjects. Subheadings may be used when necessary, depending on the nature of the results/findings of the research.

This research was carried out for two cycles. Before carrying out the research, the researcher first knows the extent to which the level of understanding and success of students in SBdP subjects. The results obtained from the data on student skills learning outcomes, it turns out that there are still students who have not reached the KKM value that has been set, namely 75. This shows the need for an action in learning so as to improve

the quality of the process and learning outcomes of students' SBdP skills in class V UPT SDN 3 Selayar Islands by applying the Direct Instruction Model.

Student skills learning outcomes obtained after the first cycle was implemented using the Direct Instruction Model. Descriptive analysis of student learning outcomes obtained the overall average value of students was 74.07 obtained from the total score of 1555.58 students divided by the number of class V students. Data analysis also showed that student learning outcomes of 21 students, only 15 students achieved KKM standard with a percentage of 71.43% is said to be complete. Meanwhile, 6 students who did not reach the KKM standard with a percentage of 28.57% were said to be incomplete.

In the learning process in the first cycle, it has shown changes but is still lacking. This is because of the shortcomings that occur at each stage of learning activities both in the teacher and student aspects. Weaknesses that occur in this teacher aspect can be seen from the observation sheet that has been described previously. Student learning outcomes in the first cycle are in the sufficient category (C), due to the implementation of the Direct Instruction learning model that has not been used properly. The presentation of the material is also not maximized so that the learning process is not achieved in accordance with what is expected. This resulted in the learning outcomes of students' skills in SBdP subjects were classified as low because students had not been able to perform the skills of playing the piano well and correctly. Seeing the learning outcomes of students' skills in the cycle, that is, they have not yet reached the KKM. So this is where there is a demand for a second cycle as a follow-up to cycle I.

The implementation of learning in cycle II is not much different from cycle I, the skills and activeness of students in learning have begun to be seen from the activeness of students in asking questions about activities or skills that are considered difficult (less understood). This shows that students' learning motivation increases.

What was obtained in cycle II was much better than cycle I. Therefore, it can be said that cycle II was a cycle in which the teacher succeeded in applying the direct instruction model to SBdP subjects in class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency. .8

This is evidenced by the acquisition of student skills learning outcomes that reach good category (B). Descriptive analysis of student learning outcomes obtained the overall average score of students was 85.18 obtained from the total score of 1.788.92 students divided by the number of class V students. Data analysis also showed that student learning outcomes of 21 students, namely 18 students who achieved KKM standard with a percentage of 85.71% is said to be complete. Meanwhile, 3 students who did not reach the KKM standard with a percentage of 14.29% were said to be incomplete. The Minimum Completeness Criteria (KKM) that must be achieved is 75. Student learning outcomes based on the acquisition of the skills test cycle II have increased, namely from the results of the skill test cycle I the average score of students is 74.07 to increase in cycle II with an average score The overall average of students is 85.18.

The results of the observation of the implementation of the second cycle prove that the teaching activities of teachers have increased from before, where in the first cycle the teacher's teaching activities are in the sufficient category and in the second cycle are in the good category. Likewise, student learning activities have also increased, where student activities in the first cycle are still in the sufficient category and the second cycle has increased student learning activities for the better and are in the good category.

Based on the final test score data for cycle I and cycle II, it can be concluded that learning has been successful by applying Direct Instruction in SBdP subjects for class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency. This can be seen from the increase in the number of students who achieved the KKM score from cycle I to cycle II. In the first cycle, the mastery learning outcomes of students' skills have not reached 80%, because the number of students who achieve mastery is only 15 students with a percentage of 71.43%. While in the second cycle there was an increase in the mastery of student learning outcomes that had reached 80% seen from the number of students who achieved completeness as many as 18 students with a percentage of 85.71%. This shows that the application of the direct learning model (Direct Instruction) can improve music art skills in SBdP subjects for class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency.

CONCLUSION

Based on the results of the research above, it can be concluded that by applying the Direct Instruction Model, it can improve the learning outcomes of music skills in SBdP subjects for class V UPT SDN 3 Selayar Islands, Bontoharu District, Selayar Islands Regency. This can be seen from the results of observations of teacher teaching activities and student learning activities, in cycle I (meetings I and II) were in the sufficient category (C) while in cycle II the percentage of teacher teaching activities increased where in (meetings I and

II) were at good category (B). While the results of observing student learning activities in the first cycle (meeting I) were in the less category (K) and (meeting II) were in the sufficient category (C). The percentage of students' complete learning outcomes of music art skills in the first cycle is in the sufficient category (C) and in the second cycle is in the good category (B). In cycle II the percentage of student learning activities increased in (meetings I and II) categorized as good (B). Furthermore, your conclusion should add emphasis to your manuscript, pull the different parts of the manuscript together, emphasize important points, and demonstrate the possibilities for future exploration of the topic under research. Finally, provide some possible implications of your research for the field of study and education in general.

Based on the results obtained from the results of the research and its application to efforts to improve the quality of education, several things are suggested, among others, as follows:

1. The principal, should always provide guidance and supervision of the implementation of the teacher's teaching duties, including the use of learning models.
2. For teachers, the Direct Instruction Model can be used as a reference material for learning models to develop student skills.
3. Teachers are expected to need to master several learning models and learning media so that the learning process can be more interesting for students and make students not feel bored.
4. For the next researchers who want to do research using the Direct Instruction Model, they should be able to further develop for the better.

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