

Development of Social Attitude Instruments through Angklung Practice in a Low-Grade Elementary School

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ABSTRACT

The attitude adopted by many people is called social attitude, social attitude is not only expressed by a person but is noticed by the people in his group. The object is social (the object is many people in the group) and is stated repeatedly. The purpose of this study was to determine the effect of angklung practice to improve the social attitudes of low-grade elementary school students in the Subang Regency. The object of this research is the student's social attitude. The method used in this study is an experimental method with a one-group pre-test post-test design. The data collection technique used is a written test and the data analysis used is the Wilcoxon test. The results of this study indicate that angklung practice has a positive effect on improving the social attitudes of low-grade elementary school students in the Subang Regency. This research can be used as a reference in developing the social attitudes of students in elementary schools through angklung because previous studies focused on regional dances.

Keywords: Elementary school students, Social Attitudes, Instruments, Angklung Practice.

INTRODUCTION

In social life, humans depend on each other. Therefore, a human being in the context of an individual is required to be able to cooperate with other individuals, to create a harmonious life.

By nature, humans act as individual beings but are also essentially social beings. Since he was born, he needs association with other people to fulfill his biological needs, namely food, drink, and others (Geungan 2004).

As social beings, humans need to interact with their environment. Social interaction takes place from birth and develops according to the pattern or stages of development (Pebriana 2017; Umarji et al. 2021). At the age of two months, the mother-daughter relationship has begun to take place psychologically, not only biologically. The child has begun to be able to answer his mother's smile by smiling too. If the child has started to dive in and play with peers, he no longer only acts as a recipient of social contact, but also as a giver or responds to social contact towards himself.

When a child understands that in the playing environment there are certain rules, then he will obey them willingly to be able to continue good relations with the environment, he learns to adapt to all existing rules and applicable rules and learns to turn his back on individual desires for the sake of the needs of the group, especially in the school environment (Depdiknas 2007; Samio 2018; Sobirin 2014; Yusuf and Nurihsan 2019). The obligations of the child when in the school environment are the child must obey the rules and regulations that exist in the school, must respect the differences among friends, must love each other, maintain cohesiveness between classes, help friends who are in trouble, or empathize with others, including class students. low in elementary school, because they are still adjusting to their previous environment.

The intended social attitude is not to interfere in other people's affairs, but rather to help solve problems faced by other people with the aim of kindness and peace, and empathy for those around them (Jufri et al. 2018; Nasrullah et al. 2018; Syam et al. 2018). This does not mean that they do not at all can form social relationships with everyone, do not care at all for others, but the behavior disorders experienced by mentally retarded children hurt themselves and their social environment. These interactions can provide opportunities for children to learn to share, help, love each other, respect, trust each other and understand each other's feelings. In addition, through the process of social interaction, children learn about what they like and don't like, what is allowed and not allowed, so that from the experience it is hoped that in the end, it will produce social awareness, namely behavior that is by the rules and norms that must be obeyed. A person's immediate environment will have a major influence in determining the level of children's social attitudes to others. The environment in question is family, friends, and the environment where we grew up that provide social values that are embedded in our lives (Dahlan and Darwis 2017; Fatimah 2012; Jennah 2009; Kamaluddin 2020; Saleh 2016, 2017). Those values that are embedded will then motivate us to always help and take care of others. So the author tries to take advantage of the angklung training process so that it is hoped that it can foster cooperation and cohesiveness of the students and then bring back their social attitudes.

This is based on the fact that here there is an interdependence between one tone and another to play the song you want to achieve/play. We can see here that there is other wisdom contained in the form of educational content, including 1) Upholding the truth, 2) Discipline, 3) Democracy, 4) Cooperation, 5) Solidarity, 6) Tolerance, and 7) Aesthetics. The birth of angklung into this world is to unite humans and also we can take a lesson that "the difference is not to be matched, but to be compared" (Wiramihardja 2010). So in living the life of the nation and state, it will be more harmonious by the duties and obligations entrusted and carried out to achieve positive common goals, especially for low-grade elementary school students.

METHOD

This study uses an experimental method with a quantitative approach. The method used in this research is the Pre experimental Design research method without a comparison group or single group design. Because the number of subjects in the school that will be studied is only a few, the suitable research is to use experimental research with Pre experimental Design.

The type of research that will be used in the Pre experimental Design research method is to use a One-group pre-test-post-test design. (Sugiyono 2013) stated that the One-group pre-test-post-test design is "One group of experiments whose dependent variable is measured (pre-test), then a stimulus is given, and the dependent variable is measured again (post-test), without any comparison group". This study began with students being given a pretest (O1) this was done before being given treatment. Measurement of social attitude pre-test using social attitude instrument. After measuring before the experiment according to the student's ability, a treatment (X) will be given, namely the development of social attitudes using the angklung training method according to the needs and initial abilities of the child for a certain period of about 4-5 meetings. After that, a second measurement will be carried out, namely the post-ttest (O2) according to the instrument designed regarding social attitudes.

From such research activities, the results and the data obtained can be compared so that they can be tested for validity and reliability. The design of this research can be described as

follows:

| | | |
|----|---|----|
| O1 | X | O2 |
|----|---|----|

(Sugiyono 2013)

Description :

O1 = pretest score (before intervention)

O2 = posttest score (after intervention)

X = Intervention/Treatment

RESULTS AND DISCUSSION

The results of the research on the social attitudes of mentally retarded students in low-grade elementary schools were based on pre-test and post-test data when the research process was carried out. The results of the pre-test and post-test were obtained from 30 statement items in the form of an inventory list (non-test) about social attitudes. This research was conducted on a sample of ten people from low-grade elementary schools. The pre-test score data for the social attitudes of low-grade elementary school students before being given treatment can be seen in the following table:

Table 1.
Pre-test Score Social Attitude

| No | Research Sample | Score | | | Total |
|----|-----------------|-------------|------------|-----------|-------|
| | | Cooperation | Solidarity | Tolerance | |
| 1 | mobile phone | 15 | 19 | 25 | 59 |
| 2 | MR | 20 | 28 | 32 | 80 |
| 3 | N | 21 | 27 | 31 | 79 |
| 4 | ND | 25 | 25 | 31 | 81 |
| 5 | RM | 22 | 30 | 42 | 94 |
| 6 | RT | 22 | 26 | 35 | 83 |
| 7 | RD | 14 | 20 | 25 | 59 |
| 8 | SN | 26 | 34 | 34 | 94 |
| 9 | SF | 18 | 20 | 26 | 64 |
| 10 | TW | 21 | 25 | 35 | 81 |

After being given treatment through angklung training, the next step was given a post-test. The post-test scores obtained by low-grade elementary school students can be seen in the table below:

Table 2.
Social Attitude Post-test Score

| No | Research Sample | Score | | | Total |
|----|-----------------|-------------|------------|-----------|-------|
| | | Cooperation | Solidarity | Tolerance | |
| 1 | mobile phone | 30 | 38 | 32 | 100 |
| 2 | MR | 24 | 38 | 40 | 102 |
| 3 | N | 24 | 30 | 34 | 88 |
| 4 | ND | 34 | 34 | 35 | 103 |
| 5 | RM | 34 | 40 | 58 | 132 |
| 6 | RT | 24 | 34 | 36 | 94 |
| 7 | RD | 28 | 36 | 47 | 111 |
| 8 | SN | 31 | 42 | 51 | 124 |
| 9 | SF | 32 | 30 | 49 | 111 |
| 10 | TW | 25 | 34 | 40 | 99 |

After getting the pre-test and post-test data about the social attitudes of low-grade elementary school students, it was seen that the score obtained by the students increased. The following is an increase in the pretest and posttest scores obtained by mentally retarded students in the form of the table below:

Table 3.
Improved Pre-test and Post-test Scores of Social Attitudes of Lower Grade Elementary School Students

| No | Research Sample | Score | | Increased Total Score | Percentage Increase |
|----|-----------------|-----------------|------------------|-----------------------|---------------------|
| | | <i>Pre-test</i> | <i>Post-test</i> | | |
| 1 | mobile phone | 59 | 100 | 41 | 69.50% |
| 2 | MR | 80 | 103 | 23 | 28.75 % |
| 3 | N | 79 | 88 | 9 | 11.40 % |
| 4 | ND | 81 | 103 | 22 | 27.16% |
| 5 | RM | 94 | 132 | 38 | 40.43% |
| 6 | RT | 83 | 94 | 11 | 13.25% |
| 7 | RD | 59 | 111 | 52 | 88.14% |
| 8 | SN | 94 | 124 | 30 | 31.91% |
| 9 | SF | 64 | 111 | 47 | 73.43% |
| 10 | TW | 81 | 99 | 18 | 22.22% |

Based on the table above, it can be seen that there was an increase in the subject's score after being given treatment through angklung exercises in improving the social attitudes of low-grade elementary school students. The lowest score on the pre-test was 59 and the highest score

was 94. After being given treatment through angklung practice, the lowest score on the post-test was 88 and the highest score was 132 from the highest score of 150. So there was an increase in scores between 9 to 52 on social attitudes. child.

After seeing the difference in scores from the results of the pre-test and post-test social attitudes of students in the lower grade elementary school class, there was an increase in the score after being given treatment. The following is a descriptive explanation of student data based on the results obtained: 1) HP students obtained a pre-test score of 59 and post-test 100, experienced an increase in score of 41 with a percentage of 69.50% which means that there is an increase in the results of the pre-test, 2) MR students obtained pre-test scores of 80 and post-tests of 103, experienced an increase in score of 23 with a percentage of 28.75% which means there was an increase in the pre-test results, 3) N students obtained pre-test scores of 79 and post-test 88, experienced an increase in score of 9 with a percentage of 11.40% which means there was an increase in the results of the pre-test, 4) ND students obtained a score of 81 pre-tests and 103 post-test,

Tables 4.4, 4.5, and 4.6 are the results of the overall pre-test and post-test on all social attitude indicators in tabular form, increasing scores and diagrammatic forms according to each of the social attitude indicators, as follows:

Table 4.
Increasing Social Attitude Score on Cooperation Indicators

| No | Research Sample | Score | | Increased Total Score | Percentage Increase |
|----|-----------------|-----------------|------------------|-----------------------|---------------------|
| | | <i>Pre-test</i> | <i>Post-test</i> | | |
| 1 | mobile phone | 15 | 30 | 15 | 100% |
| 2 | MR | 20 | 24 | 4 | 20% |
| 3 | N | 21 | 24 | 3 | 14.29% |
| 4 | ND | 25 | 34 | 9 | 36% |
| 5 | RM | 22 | 34 | 12 | 54.54% |
| 6 | RT | 22 | 24 | 2 | 9.09% |
| 7 | RD | 14 | 28 | 14 | 100% |
| 8 | SN | 26 | 31 | 5 | 19.23% |
| 9 | SF | 18 | 32 | 14 | 77.78% |
| 10 | TW | 21 | 25 | 4 | 19.04 % |

Based on the table above, it can be seen that each research student experienced an increase in score. The lowest score on the pre-test was 14 and the highest score was 26. After being given treatment through angklung practice, the lowest score on the post-test was 24 and the highest score was 34 out of the highest score of 40. So on the cooperation indicator, there was an increase in scores between 3 to 15. This could mean that there was a significant difference between the pre-test scores and post-test on the indicators of cooperation.

Table 5.
Increased Social Attitude Score on the Solidarity indicator

| No | Research Sample | Score | | Increased Total Score | Percentage Increase |
|----|-----------------|-----------------|------------------|-----------------------|---------------------|
| | | <i>Pre-test</i> | <i>Post-test</i> | | |
| 1 | mobile phone | 19 | 38 | 19 | 100% |
| 2 | MR | 28 | 38 | 10 | 35.71% |
| 3 | N | 27 | 30 | 3 | 11.11% |
| 4 | ND | 25 | 34 | 9 | 36% |
| 5 | RM | 30 | 40 | 10 | 33.33% |
| 6 | RT | 26 | 34 | 8 | 30.77% |
| 7 | RD | 20 | 36 | 16 | 80% |
| 8 | SN | 34 | 42 | 8 | 23.53% |
| 9 | SF | 20 | 30 | 10 | 50% |
| 10 | TW | 25 | 34 | 9 | 36% |

Based on the explanation of the table, it can be seen that each research student experienced an increase in score. The lowest score in the pre-test was 19 and the highest score was 34. After being given treatment through angklung exercises, the lowest score was in the post-test 30 and the highest score was 42 from a maximum score of 50. So on the solidarity indicator, there was an increase in scores between 3 to 19. This is it can be interpreted that there is a significant difference between the pre-test and post-test scores on the solidarity indicator.

Table 6.
Increased Social Attitude Score on the Tolerance indicator

| No | Research Sample | Score | | Increased Total Score | Percentage Increase |
|----|-----------------|-----------------|------------------|-----------------------|---------------------|
| | | <i>Pre-test</i> | <i>Post-test</i> | | |
| 1 | mobile phone | 25 | 32 | 7 | 28% |
| 2 | MR | 32 | 40 | 8 | 25% |
| 3 | N | 31 | 34 | 3 | 9.68% |
| 4 | ND | 31 | 35 | 4 | 12.90% |
| 5 | RM | 42 | 58 | 16 | 38.09% |
| 6 | RT | 35 | 36 | 1 | 2.86% |
| 7 | RD | 25 | 47 | 22 | 88% |
| 8 | SN | 34 | 51 | 17 | 50% |
| 9 | SF | 26 | 49 | 23 | 88.46% |
| 10 | TW | 35 | 40 | 5 | 14.28% |

Based on the explanation of the table, it can be seen that each research student experienced an increase in score. The lowest score in the pre-test was 25 and the highest score was 42. After being given treatment through angklung practice, the lowest score was in the post-test 32 and the highest score was 58 from a maximum score of 60. So on the tolerance indicator, there was an increase in scores between 1 to 23. This means that there is a significant difference between the pre-test and post-test scores on the Tolerance indicator.

In general, low-grade elementary school students after being given five times the treatment of angklung exercises, students experienced an increase in score. The scores on the social attitudes of these students generally increased, especially on the indicators of cooperation, solidarity, and tolerance. This shows that each mentally retarded student has a different score increase depending on the student's social condition.

Discussion

This study aims to determine whether angklung practice can improve the social attitudes of low-grade elementary school students. The thing to do to find out is to process and analyze the data from the pre-test and post-test results using the social attitude instrument.

Based on the results of data processing and data analysis as a whole, that angklung practice can have a positive effect on improving the social attitudes of low-grade elementary school students. This is aimed at increasing scores before and after children receive treatment in the form of angklung exercises carried out at school, angklung exercises given regularly to children can have a positive influence on improving the social attitudes of low-grade elementary school students as evidenced by the behavior of children getting better. So the hypothesis formulated in this study, namely "angklung practice has a positive effect on increasing social attitudes of low-grade elementary school students" can be accepted.

Based on the calculation results of the Wilcoxon test, the smallest number of rankings or $J_{count} = 0$, and the Wilcoxon test table, the critical value for the Wilcoxon test is at the error level /with sample / $n = 10$, obtained $J_{table} = 8$. Thus $J_{count} = 0 \leq J_{table} = 8$, then H_0 is rejected, this shows that angklung practice has a positive effect on increasing social attitudes among low-grade elementary school students. In addition, the results of the pre-test and post-test of each child increased after being given treatment through angklung exercises. This can strengthen the hypothesis that the researcher proposes is accepted.

The explanation shows that to improve social attitudes, it is very important to use angklung exercises by looking at the conditions and needs of children. this is by the statement (Djani, Warnandi, and Nurhaeni 2009) that "music has a great influence in everyday life. Music is not just entertainment, but functions as a developer or formation of mental, physical, emotional, and social aspects. In addition, the practice of playing angklung has benefits as stated by Wiramihardja, namely (1) First, in terms of price, angklung is considered "cheap"; (2) "easy" angklung musical instrument; (3) this music can be played "mass" ; (4) even this playing angklung contains "educating" elements, including discipline, responsibility, cooperation, cooperation, knowing duties and obligations, solidarity, democracy, concentration and work ethic; and (5) "interesting" because it turns out that this angklung music has succeeded in attracting the interest and admiration of not only children but also adults.

Music education through angklung practice is very suitable for low-grade elementary school students because it is one aspect of art education that can help students shape their personalities through planting and instilling a sense of beauty/sensitivity to form or find themselves so that they become human beings with a noble character who is creative. Aesthetics is one of the important aspects in the totality of fostering students and music is the right means for physical and spiritual well-being which is very much needed by all students of school age, especially children with mental retardation (Wiharsih 2015). Thus learning angklung music is oriented to the approach of the principles of ethical balance, aesthetic logic, and kinesthetic and this learning can improve

intellectual, emotional, spiritual potential, social attitudes, and life skills for the better (Koca and Ph 2016).

The use of angklung practice here takes into account that these low-grade elementary school students like music, the tools for practicing angklung are complete at school, it's just that there is no angklung trainer, so the one who becomes the trainer during the training process is the researcher and when the researcher provides training When playing angklung, children can adjust it even though there are many challenges. The five benefits of angklung practice can be felt by researchers and low-grade elementary school students, children show positive behavior when practicing and after angklung exercises are given.

Through this angklung practice, researchers feel that there are still advantages and disadvantages. The advantages of this angklung practice are when children at school are practicing, sometimes teachers and school principals follow the exercises with great enthusiasm and enthusiasm for angklung training, the condition of the children sometimes fighting, hitting each other but when the angklung practice starts the child does not show the condition where the child is fighting with friends and children easily understand what the coach is saying about how to play angklung well when to sound the angklung and obey the rules when practicing angklung,

CONCLUSION

Based on the results of data analysis and hypothesis testing, it was concluded that angklung practice had a positive effect on improving the social attitudes of low-grade elementary school students. The form of social attitude which includes three aspects, namely cooperation, solidarity, and tolerance, becomes more increased after being given treatment using angklung exercises at school. The effect of angklung practice to improve the social attitudes of low-grade elementary school students can be seen from the calculation results of the Wilcoxon test which aims to determine the effect of angklung training to improve social attitudes. The results of the Wilcoxon test calculations obtained the smallest number of rankings or $J_{count} = 0$ and in the Wilcoxon test table, the critical value for the Wilcoxon test at the error level /with sample / $n = 10$, we get $J_{table} = 8$. Thus $J_{count} = 0 \leq J_{table} = 8$, then H_0 is rejected, this shows that angklung practice has a positive effect on improving the social attitudes of low-grade elementary school students. In addition, the results of the pre-test and post-test of each child have increased after being given treatment through angklung exercises. This can strengthen the hypothesis that the researcher proposes is accepted.

Thus, it can be concluded that angklung practice has a positive effect on improving the social attitudes of low-grade elementary school students. This is because Angklung music learning is oriented towards the principles of ethical balance, aesthetic logic, and kinesthetic and this learning can improve intellectual, emotional, spiritual potential, social attitudes, and life skills for the better.

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