

## ENJOYABLE LEARNING USING SONG MEDIA WITH APIK TECHNIQUES

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### Abstract

*Learning arts and culture, especially music, is a learning that requires practice. But before doing practice, of course, there must be a theory that underlies it first, or it can be simultaneously when learning theory includes elements of practice too. The role of the teacher as a facilitator is very important, because it is from the teacher that knowledge that was initially only imagined by students, becomes a real reality. This is what underlies the researchers to develop a learning method that can stimulate student activity and make the classroom atmosphere come alive. This method is called Enjoyable Learning, which is a method that develops songs from basic musical knowledge and then teaches them through singing. The development method in this study uses the 4-D development method. This method consists of 4 stages of development, namely Define, Design, Develop, and Disseminate, namely defining, designing, developing, and distributing. However, due to the limited time of the study, the researcher only carried out research until the Develop stage, so that the development method in this study was modified by the researcher to be 3-D. Small-scale trials were conducted on two X graders at SMAN 1 Baureno. A large-scale trial was conducted on all X graders at SMAN 1 Baureno. Based on the results of data analysis, it can be concluded that the development of the Enjoyable Learning learning method using song media on basic music knowledge material uses the APIK technique to package material using interesting, easy to teach and make the class more lively. Suggestions for teachers, to make music learning easier in schools, teachers can use appropriate learning methods, one of which is the Enjoyable Learning method.*

**Keywords**– Learn Theory, Sing, APIK technique, Enjoyable Learning

## **1. Introduction**

Learning arts and culture, especially music, is a learning that requires practice. But before doing practice, of course, there must be a theory that underlies it first or it can be simultaneously when learning theory is included elements of practice too. The role of the teacher as a facilitator is very important. Because it is from the teacher that knowledge that was initially only imagined by students, becomes a real reality. In relation to art education, Trianto (2011: 9-11) states that the problem of low student creativity development is mostly caused by the inability of teachers to develop student creativity.

In the current era, many teachers of arts and culture, especially music, seek to make learning fun or commonly called enjoyable learning, so that the material presented is easy to remember and understand by students. Fun learning, of course, requires more creativity than just teaching for teachers. Teachers must think and make new breakthroughs so that the material presented is easily accepted by students and can be developed by itself. The learning process that is interesting and makes the class very valuable is influenced by the way of teaching or the method used by the teacher (Azis, 2007:26). This is what underlies researchers to develop a learning method so that learning feels active, effective and fun. Enjoyable Learning is developed from the usual lecture method which makes the learning atmosphere seem stiff become a fun learning with the activeness of teachers and students through the media of songs or songs.

Researchers developed and applied this method based on the problems of students from schools in Bojonegoro, namely SMAN 1 Baureno which is located at Jalan A. Yani, Baureno Village, Baureno District, Bojonegoro Regency. According to the information from the arts and culture teacher, the situation at the school was that the students were less enthusiastic when the material about music theory was explained. But when a musical instrument was brought and they were invited to practice, they were very enthusiastic to do it. Most students really like it when learning art and culture is used for practice. Indeed, practice is the main characteristic of learning arts and culture. But there must be theories that are understood before practice is carried out. Therefore, to overcome the problems at

SMAN 1 Baureno, researchers present music theories and examples in the form of songs that can be understood and indirectly have been applied by students in a fun way. With the enjoyable learning method, students and teachers will interact with each other to apply music theory into music practice simultaneously. The implementation of this method will be fully supported by direct and digital background music related to the material to be explained. Researchers will use digital music inserted into PowerPoint to explain the material so that the implementation of learning can run more optimally.

Researchers make songs along with background music that support the theoretical material being taught. Then the materials were delivered with singing and the students responded and responded with singing as well. The researcher chose to deliver the material by singing because everyone must have a musical basis, namely through God's grace in the form of sound frequencies that come out of the vibrations of the vocal cords. According to Zoltan in Rachmi, singing is the best basis for children learning music. According to him, children develop as a whole, namely developing physically, emotionally, aesthetically, and intellectually including children developing musically in the achievement of increasing complex abilities (Rachmi, 2008: 1.6). For this reason, a lot of materials at the school level are delivered by singing. In addition, according to Banoë (2013: 15), in singing lessons, the main requirement is the formation of speech and breathing sounds as well as the choice of the songs being taught. So singing also forms a clear pronunciation technique and enters into the meaning of the songs that will be taught. The effectiveness of singing in teaching and learning activities carried out by teachers in schools requires teachers to be more creative, innovative and develop themselves in singing and musical abilities. This learning is very identical to the learning that takes place in elementary schools (childhood and basic education). However, in this method, not only teachers are active and creative with the development and delivery of the material, but students are required to be more creative in developing singing through discussion by provoking notes from the background music. So students not only imitate the material sung by the teacher but also play an active role in developing

it. Teaching and learning activities using the enjoyable learning method are expected to inspire interest and creativity of students in receiving, understanding and applying the material in class.

## **2. Method**

In this study, Bandura's theory of social learning modeling is used as the main theory to refer to the syntax or stages of learning, so the technique used in the development of the Enjoyable Learning method in this study is APIK (Observe/Amati, Understand/Pahami, Follow/Ikuti and Develop/Kembangkan).

a. Attention Phase: Paying attention to a model. (Observe/ Amati); b. Retention Phase: Coding the behavior of the model and storing the codes in memory / long-term memory (Understand/ Pahami); c. Reproductive phase: codes in memory guide the appearance of the newly observed behavior. (Follow/ Imitasi); d. Motivation Phase: Reinforcement for behavior will motivate observers (learners) to perform actions. (Develop/ Kembangkan)

The development model in this study uses a 4-D development model. The Four-D Model set was suggested by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974). This model consists of 4 stages of development, namely Define, Design, Develop, and Disseminate or be adapted into a 4-D model, namely defining, designing, developing, and distributing. However, due to the limited time of the study, the researcher only carried out research until the Develop stage, so that the development model in this study was modified by the researcher to be 3-D.

The validation of the learning method is used to assess the quality of the learning method developed. Validation is carried out by experts based on the validation sheet. The validators who will test the validity of the research include: 1) material validators, namely Drs. Musafir Isfanhari as a music concentration lecturer majoring in Sendratasik, 2) a validator of teaching material design as well as a lecturer at the State University of Surabaya and UNIPA Surabaya majoring in Fine Arts, namely Dwi Prasetya, S.Sn, M.Pd. 3) a validator of

learning methods as well as a senior teacher of Cultural Arts at SMAN 1 Baureno Sulistiana, S.Pd.

The data analysis technique used in this development research was carried out qualitatively and quantitatively. Qualitative data is described in the form of descriptive data about suggestions, criticisms, and inputs made by the validator. Qualitative data is used for product improvement. While quantitative data is described in the form of numbers based on an assessment by the validator with the criteria for calculating the Likert scale and the percentage of feasibility scores based on the interpretation of the Likert scale calculation.

### **3. Result and Discussion**

- a. The process of developing the Enjoyable Learning Method using song media.

The process of developing the Enjoyable Learning Learning Method with song media uses a 4D approach modified by researchers into 3D as described in CHAPTER III. The steps in the development process are as follows:

- 1). Define

The define stage is the stage to determine and define the learning requirements. This define stage includes five main steps, namely front-end analysis, student analysis (learner analysis), concept analysis, task analysis and formulation of learning objectives (specifying instructional objectives).

- a). Front-end analysis

In this study, the main problem that arises is the ineffectiveness of the teaching and learning process when the teacher explains music theory to students. This was found by researchers at the beginning of teaching in class X at SMAN 1 Baureno on August 4, 2014. Most students had difficulty memorizing and understanding the basic theory of music used as the basis for practical material.

- b). Student analysis (learner analysis)

Students have difficulties in memorizing music theories, even though it is important to support the next process activities in the form of practice.

This problem was discovered by researchers when teaching practical learning in the form of a mixed music ensemble on August 11, 2014. Students are able to play music and songs that have been processed and presented in a mixed ensemble, but students do not understand or even know what the musical elements are the song being played.

c). Concept analysis

The concepts carried out in this study are interesting materials, media, and learning methods, which will make it easier for students to memorize and understand the basic theory of music. From the problem of student difficulties, researchers tried to develop material that was sung or processed into songs with music, powerpoint, and interesting delivery media.

d). Task analysis

The material that is packaged into songs and sung by the teacher will be responded to by the students and the main task after imitating the sung song is to develop the material into its definitions.

e). Formulation of learning objectives (specifying instructional objectives).

After analyzing the problems, students, concepts and tasks, the learning objectives are formulated as follows:

- (1). Students are able to remember the basic material of music theory
- (2). Students are able to understand the basic material of music theory
- (3). Students are able to develop into practical activities
- (4). Creating active, effective and fun learning

2). Design

The design stage aims to design learning devices. Four steps must be taken at this stage, namely: (a) preparation of test standards (criterion-test construction), (b) selection of media (media selection) in accordance with the characteristics of the material and learning objectives, (c) selection of formats (format selection). ), namely reviewing the formats of existing teaching materials and determining the format of teaching materials to be developed, (d) making an initial design according to the selected format.

a). Preparation of test standards (criterion-test construction)

In the early stages of product design, researchers examine problems regarding student difficulties in certain materials. Researchers set a standard test of basic knowledge about the definition and elements of music. The result is that more than 70% of class X students do not understand and there are also many incorrect answers on the initial test on the basis of music theory given by researchers to students.

The questions that the researcher made in the initial test were as follows: Of the five questions, the answers that are not quite right and many are reversed are questions number 3 to 5. As for questions number 1 and 2, some answers are correct even though some are incomplete.

b). Media selection (media selection)

At the next stage, the researcher chooses the right media so that learning runs optimally and is fun and can solve student problems easily. After observing and monitoring the students' hobbies, the researcher finally decided to choose the song media with the popular music genre as a reminder of the basic material of music. Researchers used midi audio without vocals, music notation on songs displayed in Power Point, and sound output in the learning process.

c). Format selection (format selection)

In the third design stage, the researcher sorts out the basic material that will be used as a song, then it is recorded and written with musical notation. Finally, the following basic materials were selected:

- (1). Definition of Music and its Elements
- (2). Types of music
- (3). Types of musical instruments
- (4). Human voice class

The materials were selected based on the continuation of practical learning activities that will be carried out by class X students. Further practice that will be carried out by students is playing music in ensembles,

singing songs in unison or chorus with notation and creating musical works in groups or individually. Therefore, this introductory material is expected to be useful when carrying out music practice activities.

d). Make an initial design (initial design)

At this stage the researcher makes an initial design (prototype) of the product which will be validated by experts. The initial design of this product was made by researchers on April 1, 2015. Researchers designed songs that were recorded and then written on block notation and guidebooks and then developed in more complex materials. Researchers compose songs with guitar media but not the whole material is presented (sung) clearly because it is hoped that students will be able to develop the material by themselves. Then the researchers recorded the songs using a keyboard musical instrument with a popular music style favored by today's students, such as pop, funk, dangdut, and so on. The following is a picture of the process of making learning music using a keyboard:



**Figure 1.** Making learning music with keyboard media The image above shows the process of making music for song accompaniment with keyboard instruments.

This accompaniment which contains music without vocals will later be used for media to sing the basic material of music in the teaching and learning process in the classroom. The following are the stages of making music for an enjoyable learning method.



- 1). The keyboard used is the Korg PA 3x Professional type, this type was chosen by researchers because it has qualified specifications to create a musical style that matches the sound of the original instrument.
- 2). Music is made in the form of style by determining the length of the bar in each part of the song (intro, song, interlude, chorus, ending)
- 3). Determine the musical instrument / track that will be used in each part of the song such as drums, percussion, bass, guitar, violin and others)
- 4). Start filling/recording instruments one by one from drums, percussion, bass and others until the song section is filled
- 5). After the style is finished, it is played and recorded in mp3 format
- 6). The learning music accompaniment is complete and ready to be played on mp3 players, laptops and mobile phones.

After completing the recording of the music accompanying the learning songs, the researchers then made a material book that could be used by teachers and students in the learning process with this song media so that learning remained focused and further strengthened students' understanding. The selection of the basic notes in the song is adjusted to be comfortable to be sung by both male and female teachers and students. The following is the song notation that was created and written by the researcher:

**DEFINISI MUSIK**

**Vivace** 4/4

3 3 3 3 3 2 1 2 5 5

Bu nyi yang be ru pa la gu dan kom

8 2 2 2 2 1 7 1 5 5 5 5 5 5

po si si yang me nya tu me ngung kap kan pi ki

12 5 4 3 4 1 1 1 1 2 2 1

ran dan pe ra sa an pen cip ta nya

15 4 3 2 7 1

i tu lah mu sik

19 8

Interlude

**Figure 2.** Song Notation Definition of Music

**UNSUR MUSIK**

**Moderato** 4/4

1 1 3 1 2 2 3 2

Me lo di har mo ni

7 3 3 3 4 1 3 1 3 4 3 3 3 3 2

bi ra ma i ra ma di na mi ka tem po

10 2 1 3 7 1 1 4

war na su a ra

**Figure 3.** Song Notation Musical Elements

## JENIS MUSIK

**Moderato** **4**

1 5 6 5 5 4 4 3

Pop Jazz Ke ron cong dan kla sik

9 6 1 7 7 1 5 1 7 1

rock dang dut vo kal dan ins tru men

14 1

tal

**Figure 4.** Song Notation Type of Music

## JENIS ALAT MUSIK

**Vivace** **7**

3 1 1 3 1 4 2 2 3 2

I di o fon mem bra no fon

11 3 3 3 3 2 2 3 2 5 5 3 1 3

kor do fon a e ro fon e lek tro fon ba

16 1 1 3 1 2 3 2 3 3 3

han da sar mem bran da wai

19 3 2 3 2 5 5 5 3 1 3

u da ra te na ga lis trik

**Figure 5.** Song Notation Types of Musical Instruments

**RAYUAN PULAU KELAPA**  
(Golongan Suara)

*Adagio*

SOPRANO  
ALTO  
TENOR  
BASS

5 5 5 5 3 4 5 6 5 1 1 1 1 1 7 6 7 5 4  
Ta nah a ir ku in do ne sia ne go ri e lok a mat ku cin ta

5 5 5 5 3 4 5 6 5 5 1 1 1 1 1 7 1 2 6 6  
Ta nah a ir ku a man dan mak mur pu lau ke la pa nan a mat su bur  
4 4 4 4 2 3 4 5 4 4 7 7 7 7 1 7 6 5  
ta nah tum pah da rah ku yang mu lia yang ku pu ja span jang ma na

3 5 4 5 7 4 5 3 5 1 3 5 4 5 2  
Me lam bai lam bai nyi ur di pan tai ber bi sik bi sik  
6 6 6 6 6 7 6 1 3 5 1 7 1 2 7 1  
pu lau me la ti pu ja an bong sa se jak du lu ka la

3 5 4 5 7 4 5 3 5 1 3 5 4 5 2 2 6 7 1  
Me mu ja pu lau nan in dah per mai ta nah a ir ku in do ne sia  
2 2 1 3  
ra ja kla na

**Figure 6.** Rayuan Pulau kelapa Song Notation in the form of a choir  
(to distinguish voice groups)

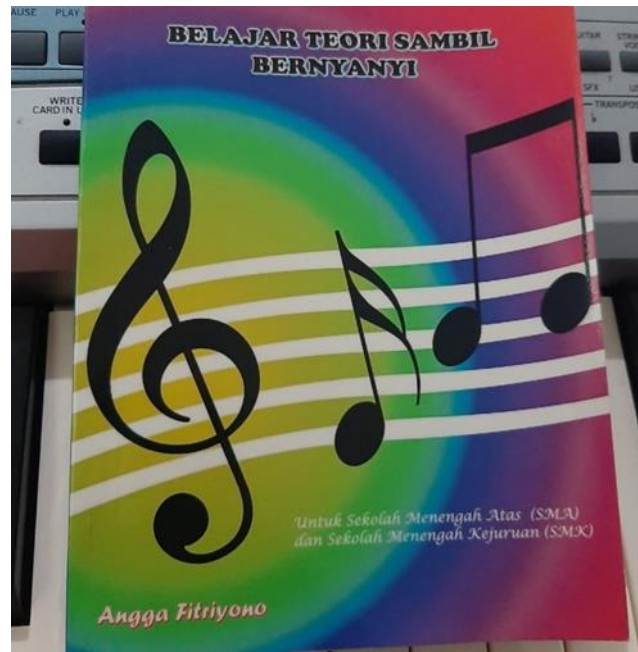
### 3) Develop

#### a) Validation

In the first stage of validation, the content of the material and music has been assessed with good grades but requires revision with suggestions on musical styles that must be more adapted to the age of high school children (Pop, Reggae, Dangdut and so on), the basic tone initially played in C major must be changed so that both male and female students are comfortable singing it, and the vocals on the original recording should be more clearly articulated in the pronunciation of the song's sentences. Researcher have score 98.4%. Then the researcher made a revision

In the second stage of validation, the design of teaching materials has been assessed with a very good value and does not require revision. However, seeing the suggestions from the validator, the researcher made a

slight revision to the book design by removing the underline in the footnote, adding sample images and smoothing the color contrast. Researcher have score 93,3%. After revising the book design, the product is ready to be tested.



**Figure 7.** Final Book “Belajar Teori Sambil Bernyanyi” (For Enjoyable Learning with APIK Techniques)

b) Trials

The product trial activity was carried out for 4 weeks and was followed by a class promotion test. The learning process used in the first two meetings was the same as the learning process on a small scale, but with the exception of class X IIS 1 and X MIA 1 which were further developed into practical activities, because they had already received theoretical material in small-scale trials.

After the first two meetings, the researcher continued learning activities by practicing similar or mixed ensemble music, and continued at the last meeting to make a written report on the analysis of music played in groups. The results of large-scale trials are measured from the results of the Class Advancement Exam. The following is an explanation of class X

data at SMA Negeri 1 Baureno along with the results of the even semester Class Advancement Examination.

In this large-scale trial, the percentage of success is not measured through a questionnaire but through the results of the Class Advancement Examination (UKK). The researcher made 35 questions with 30 multiple choices and 5 descriptions. In multiple choice questions, 2 points per 1 question are scored, while in the description, 8 points per 1 question are scored. And Minimum Completeness Criteria (KKM) for cultural arts lessons in class X Is 75 The following is an explanation of the results of learning completeness for class X on UKK in the Arts and Culture subject.

**Table 1.** UKK in the Arts and Culture subject

Class	Total Students	Complete learning	
		Complete	Not Complete
X MIA 1	29	29	0
X MIA 2	32	31	1
X MIA 3	32	32	0
X MIA 4	32	31	1
X IIS 1	32	31	1
X IIS 2	30	28	2
X IIS 3	31	31	0
X IIS 4	28	28	0
X IIS 5	30	29	1
<b>TOTAL</b>	<b>276</b>	<b>270</b>	<b>6</b>

$$\begin{aligned} \text{Classical Scoring} &= \frac{\text{Complete Student}}{\text{Total Student}} \times 100\% \\ &= \frac{270}{276} \times 100\% = 97.8\% \end{aligned}$$

Classical completeness was considered successful because it exceeded 97.8% (<75%), so the large-scale trial was declared successful with a very satisfactory score

#### **4. Conclusion**

Based on the description of the results of the research and discussion, it can be concluded that the process of developing the Enjoyable Learning learning method with song media uses a 3-D method approach, namely Define, Design, and Develop has very good quality. The validity of teaching materials and songs in the Enjoyable Learning method which was tested on two validators received an assessment of 100% on the validation of material experts and 99% on the validation of the design of teaching materials. Both of these assessments are included in the very good (valid) category.

The implementation of the Enjoyable Learning learning method using song media with 2 meetings on a small scale and followed by 4 meetings on a large scale was considered very good. All materials taught in the teaching materials have been completed with satisfactory results (97,8% of students completed). Progress of students who become easy to memorize theory, daring in expressing opinions, easy to read musical notes, building good cooperation, and enthusiastic in learning music theory, the student response can be said to be very good.

The level of achievement of researchers in carrying out the Enjoyable Learning method with song media cannot be separated from the role of people who help make products, validators, and students of SMAN 1 Baureno. The level of achievement as measured by the results of validation and student success with a percentage of 98.4% and an expert assessment of methods with a percentage of 93.3% indicates that the teacher (researcher) has succeeded in implementing the Enjoyable Learning learning method well.

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