The Use Of Synthesia Applications In Angklung Learning For Elementary School Students

J. Julia, Sindi Silvya Dwi Putri, Dede Tatang Sunarya

Abstract: Effective learning is needed in elementary school so the rudimentary capability of music can be realized well, and the scholar can obtain decent musical involvement. Nowadays, there is a variation of modernizations in the ground of computers that can be customized to provision several kinds of learning, containing angklung learning (music). This study purposes at examining the outcomes of angklung learning, growth aided by Synthesia app. The method used was action research concerning 11 elementary school scholars as the subjects. The results presented that the use of Synthesia was very obliging for educators in angklung schooling, and students' capability in playing angklung enhanced shortly. Synthesia was user-friendly, and made scholars remember the arrangement of angklung more effortlessly. Thus, it might be concluded that angklung learning in elementary school became more effective by using the aid of Synthesia.

Index Terms: Angklung Learning, Elementary Education, Music Learning, Synthesia Application.

1 INTRODUCTION
Cultural arts and skills subjects are one of the subjects given to elementary school students in Indonesia. This subject aims to make students have the ability to understand the concepts and importance of art and culture, and display an attitude of appreciation and creativity towards art and culture. Learning art fosters student personality, attitude, and character, and fosters students’ sensitivity to the meaning of art in their environment [1-4]. Learning art and culture in elementary schools has problems, especially in the art of music. Various obstacles experienced by elementary school teachers in the learning of music include the limitations of teachers in applying methods used in learning the art of music [5-7]. Meanwhile, teachers necessarily have sensitivity to the obstacles faced, especially seeking solutions and innovations to resolve these obstacles [8]. Weaknesses in using learning methods and media are factors that hinder the learning of music art. Learning methods are ways that teachers do so that learning activities became more meaningful for students. The method is an effort to implement plans that have been made in real activities so that the objectives are achieved optimally [9-11]. Meanwhile, learning media is a form of delivery of material that is made specifically by teachers for specific purposes. Learning media are an intermediary as the delivery of material from the sender to the recipient [11-13]. Therefore, so that learning can run optimally the teacher needs to prepare learning methods and media that accommodate all students learning activities in the classroom. The presence of technology is one solution to various problems. No exception in the field of education, technology is used as a tool that can make the learning process more effective. To prepare students for the challenges of the 21st century teachers is required to be able to improve learning in the classroom [14]. Learning technology is a relatively new applied field that initially arises by integrating theory and concepts into an attempt to solve problems in learning [15-17].

Another definition stated that learning technology is a new thing used to overcome educational problems, especially in learning [18, 19]. Thus, the presence of technology in education can provide a new color in the learning process, because learning activities will be attractive so that students are more active and involved in learning activities. This study aims to produce solutions in angklung learning through action research. The learning method used in angklung learning is Synthesia's application-based method. Researchers analyzed various teacher treatments needed to improve student learning outcomes in angklung music material.

2 METHOD
This study uses an action research design “in the form of analysis and finding solutions to a problem’ [20, 21]. This study was conducted on 11 fifth-grade students in one elementary school in Cirebon, Indonesia. Researchers collected data with interview techniques, questionnaires, and observations. Interviews are conducted to gather information and perceptions about learning from resource persons, namely principals, teachers, and students. The questionnaire is given to calculate the percentage of student answers regarding statements about related topics, and observations are made to record and assess student activities in angklung learning using Synthesia application-based methods. This research was carried out in the stages of pre-action, action, and post-action. The pre-action stage aims to find out the perceptions of students and teachers about learning the art of music. At the action stage the angklung learning process was carried out using the Synthesia application which was divided into two songs with one and two sound formations. In the post-action stage presented the results of evaluations and interviews regarding angklung learning using the Synthesia application.

3 RESULT AND DISCUSSION

3.1 Pre-action
In the pre-action stage, the researcher gave a questionnaire to students consisting of nine questions. Questions include students’ interest in musical art and students’ knowledge of angklung musical instruments. Questionnaire results can be seen in table 1 below.
Based on Table 1, it can be seen that the tendency of students' interest in music learning is quite good, as many as 81.8% of students like learning art and culture and 63.6% like music. This is caused by teachers who are used to teaching students to sing and play piano. In other words, the teacher at the school is a teacher who provides music activities so that students have musical experience [22, 23]. Basically, the musical experience of students can be done with three things, namely, singing, listening or doing music activities [24]. However, students requiring a new nuance in music learning. This can be seen in table 2 below.

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<th>Table 2. Students' perceptions of music learning</th>
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<td>Students' perceptions of music learning</td>
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<tr>
<td>Learning the art of music needs a new</td>
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<td>atmosphere.</td>
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<td>Learning the art of music needs to be done</td>
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<td>with the help of technology.</td>
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<td>Note: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree</td>
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Table 2 shows that 63.6% of students stated that music learning requires a new learning climate. The use of learning methods involving technology is a consideration in developing learning. More than 50% of students agree that music learning can be done with the help of technology. Basically, the role of technology is successful in encouraging music learning activities to be maximized [25]. Some advantages of using technology in learning, can streamline student and teacher performance, and attract students' attention through virtual display [26]. Therefore, technology design is very possible to be applied in the learning process [27].

3.2 Action

At this stage, we teach the Kicir-Kicir song with a one-sound formation, and Ibu Kita Kartini’s song with a two-sound formation. The song arrangements are made into song scores using the MuseScore 2 application, which is then exported into a midi format to be included in the Synthesia application. The stages in the learning process can be explained as follows.

3.2.1. Orientation. The orientation stage is carried out by giving an explanation of angklung musical instruments, playing techniques, scales, and tempo. We do apperception by exploring students' knowledge about angklung musical instruments, such as angklung materials, angklung forms, angklung numbers, angklung types, and how to play angklung. We demonstrated how to hold angklung, and the technique of playing centok and kurulung angklung. This stage aims to empower students to know how to play angklung instruments.

3.2.2. Introduction to the Synthesia application. At this stage, students observe the Synthesia application, and they are guided by researchers to operate the Synthesia application and how to play angklung based on impressions of the Synthesia application. Students are directed to find out how the Synthesia application works and how to play angklung using the Synthesia application. The technique of playing angklung consists of one and two sound formations (vertical sounds). In other words, if there is only one tone in the angklung melody, only one color will appear in the Synthesia application. After students observe, they are assigned to choose one tone, and they will sound when they appear in the Synthesia application. Before practicing with angklung, students try first to move their hands without angklung, with the aim that students are accustomed to following the plot and the way the Synthesia application works when playing a song. Figure 1 below a show's song composition in the Synthesia application.

3.2.3. Give song scores. This stage aims to provide students with an understanding of the structure and identity of the song to be played. Researchers provide scores of songs from Kicir-Kicir and Ibu Kita Kartini. For the Kicir-Kicir song, each student holds an angklung tone, and for Ibu Kita Kartini's song, there are students who hold one angklung and two angklung. For the test reading scores, we assign students to vibrate angklung with the technique of centok and kurulung together and alternately, including varying the tempo of the music. Score of song Kicir-Kicir can be seen in Figure 2.
works, knowing the distribution of tones and processing the tempo of music, students are trained to play angklung until memorized. The training process for one song until students memorized more or less is done four times. At first, students made several mistakes, still often students vibrate angklung faster or later than the specified time. In addition, other obstacles arise, such as students still hesitant to vibrate angklung, so that the tone that sounds is not heard. In the training process, researchers assign students who feel memorized to turn their backs on the screen or not see the Synthesia application. In addition to raising students' self-confidence, this aims to motivate them to memorize the angklung melody more quickly. Figure 3 below shows the process of angklung learning with the Synthesia application.

Fig. 3. Process of angklung learning with the Synthesia application

3.3 Post-action
In the post-action stage, we conduct evaluations and interviews. Evaluation is done to assess students' abilities after learning songs in angklung using the Synthesia application. Meanwhile, interview activities were conducted to find out the perceptions of principals and teachers about angklung learning using the Synthesia application. Assessment is done to see the students' ability in playing angklung techniques, which includes the ability to move angklung with centok and kurulung techniques, and the ability to play angklung by assessing the aspects of tone accuracy and harmonization. Evaluation results can be seen in Figure 4-6 below.

Fig. 4. Results of assessing students' skills (Technique)

Table 3 shows that almost all students have good skills in playing angklung in all songs. Only one student has a weakness in playing Kicir-Kicir songs, especially in the aspect of tone accuracy. This shows that angklung learning using the Synthesia application has succeeded in improving students' skills. Researchers conducted interviews with teachers and principals about the perception of angklung learning using the Synthesia application. The teacher admitted that they really appreciated the angklung learning method with the help of Synthesia application. However, the principal said that weaknesses in senior teachers sometimes did not poverty to improve their professionalism by learning or making technology-assisted learning innovations. This is in line with the results of other studies, which explain that teachers limit the use of technology in learning because of a lack of availability, and confidence in implementing a renewal [28, 29]. Another opinion states that teachers in primary schools feel less confident to teach art and prefer to present art experts in the learning process [30]. Angklung learning has an impact on students. The impact that arises on angklung learning activities using the Synthesia application, not only improves the students’ musical abilities, but also affects students’ attitudes, such as students can be responsible and cooperate.

4 CONCLUSION
Synthesia application is seen as an innovation in music learning activities in elementary schools. Teachers can improve the effectiveness of music learning on angklung musical instruments by considering using the Synthesia application. How it works Synthesia application that is easy to operate, makes this method suitable for use in the classroom as an effort to improve students’ skills in learning musical instruments.

5 REFERENCES
[1]. J. Julia, “The Role of Stakeholder in Fostering Traditional Art Awareness (a Case Study of Sundanese Local Song ‘Cianjuran’ Artist Training in


