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IMPROVING MUSIC ASSEMBLE LEARNING OUTCOMES THROUGH PREZI LEARNING MEDIA FOR CLASS VII-C STUDENTS OF SMP NEGERI 2 PANGURURAN

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ABSTRACT

The problems in this research include: Minimal use of learning media; teachers only use the lecture method, students are less interested in learning, teachers do not motivate students to learn, so learning outcomes are still low and do not meet the KKM value. Therefore, it is necessary to carry out research with the aim of: finding out the application of Prezi learning media to improve learning outcomes in music ensemble playing material and knowing student learning outcomes after implementing Prezi learning media. The method used in this research is Classroom Action Research (PTK) by collecting qualitative and quantitative data. The results of the research found that: The first cycle learning results of the 28 students who were subjects in the research, 12 students already had complete learning (42.85%), while 13 students had not yet completed the percentage (57.14%) and the average score. -the average obtained was 56.07. The results of the second cycle of learning, 23 students (82.14%) already had complete learning, while 5 students (17.86%) still did not have complete learning. The average value obtained reached 78.21. From the development of the pre-cycle, cycle I and cycle II, it can be seen that there was an increase in learning outcomes in the first learning outcomes test, there were 42.85% of students who achieved learning completeness. In the learning outcomes test II, there were 82.14% of students who achieved learning completeness and there was an increase so it can be concluded that the ensemble music material in Arts and Culture learning by applying the Prezi learning media which was implemented in the pre-cycle, cycles I and II experienced an increase in learning outcomes.

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PRELIMINARY

Education is closely related to learning and teaching itself, because it is part of learning. "Learning and education are two things that cannot be separated from each other, learning refers to what an individual as an illustrative subject (teacher) should do, while teaching refers to what a teacher should do to students," (Syahdan Lubis, 2021:100). The learning and teaching process in the classroom consists of student interactions, materials, methods, strategies and media used in learning.

Arts and Culture learning is learning that offers aesthetic education through creativity, expression and appreciation of art. Arts and Culture learning contains four arts studies including dance, fine arts, theater and music. Music learning in Cultural Arts lessons discusses ensemble music material, which starts from students' understanding of ensemble music so that they can play ensemble music and can increase musicality in expression, creativity and appreciation.

The success of the learning process can be seen from the achievement of educational goals, with the achievement of learning goals as a form of teacher success in teaching. "Learning outcomes are a guiding instrument that guides students to the ideal results from the material prepared." Teachers must mobilize the teaching team and students to convey learning objectives clearly and concisely (Mahajan and Manvinder, 2017:66). This provides an understanding that a child's potential (ability) depends on the stimulation provided around him, including in the school environment. "Learning outcomes are an indicator of educational success. "Stimulation provided by parents and a supportive environment indeed plays a role in the development of children's potential (abilities)," (Sukarni, Sitompul, 2021:59). Bloom can classify three types of learning outcomes, namely knowledge, attitudes and skills (Parwati, 2018:24).

Learning media is a type of intermediary tool or means for conveying ideas, thoughts and feelings to students in order to speed up the learning process. The aim of incorporating media into the learning process is to support and improve the teacher's ability to convey material or information, not to change the way teachers teach (Hasan, et al, 2021:41). Learning media is used to encourage increased student understanding of the material presented. "The learning media used in music learning should be adapted to the material being taught, so that students better understand the material understood by educators," (Widiastuti, et al, 2020: 86).

Prezi is a tool for conveying information in the form of a more interesting presentation. A feature called Zooming User Interface (ZUI) is a feature that differentiates Prezi from other

presentation tools. According to Embi in (Aruan, et al, 2020: 105) the advantages of Prezi media include being able to design learning media that is used online and offline, having varied slides, being able to collaborate images/sound/text/video in one display and having zoom facilities. in and zoom out, has one screen to move the slides by pressing the large canvas buttons on the display in order of sound. "Prezi is a useful tool for visual and kinesthetic learners because they can actually do exercises and see like a mind map not only their own results, but also those of others," (Virtanen, et al, 2013: 207).

Based on observations made during the Arts and Culture learning of music ensemble material in class VII-C of SMP Negeri 2 Pangururan, several problems were found, including: the use of learning media is still minimal, teachers still use conventional methods, students are less interested in learning and there is a lack of student motivation to learn. so that the learning outcomes do not match the KKM. Using Prezi is one way that teachers can improve ensemble music learning outcomes.

From the explanation of the above phenomenon, the research on the Application of Prezi Learning Media to Improve Learning Outcomes for Ensemble Music Material for Class VII-C Students at SMP Negeri 2 Pangururan aims: to determine the application of Prezi learning media to improve learning outcomes for ensemble music material for students in class VII-C at SMP Negeri 2 Pangururan and to determine student learning outcomes after implementing the Prezi learning media to improve learning outcomes for ensemble music material for class VII-C students at SMP Negeri 2 Pangururan.

RESEARCH METHODS

This research uses qualitative and quantitative research methods with the type of action research carried out in the classroom (PTK). "Action research (PTK) is research carried out by teachers in the classroom (where he teaches) and focuses on perfecting or improving learning procedures and practices," (Zainal and Amrullah, 2019:1). The research procedure uses four stages, namely planning, action, observation and reflection. Data collection is carried out by learning results tests, results of observations (observations) of students and teachers during the learning process. Learning outcomes data analysis techniques use:

Completion Presentation:

$$P = \frac{\Sigma \text{siswa yang tuntas belajar}}{\Sigma \text{siswa}} \times 100\%$$

Teacher and student observations using:

$$P = \frac{F}{\text{---}} \times 100$$

RESEARCH RESULTS AND DISCUSSION

A. Application of Prezi Learning Media to Improve Learning Outcomes for Ensemble Music Material for Class VII-C Students at SMP Negeri 2 Pangururan

This research was carried out in class VII-C of SMP Negeri 2 Pangururan, which was attended by 28 students and 1 teacher. PTK is carried out using 2 cycles, and each cycle consists of 4 stages, namely planning, action, observation and reflection. The prezi learning media that is applied is in accordance with the ongoing lesson material, namely there is ensemble music material which includes the meaning of ensemble music, types of ensemble music, presentation of ensemble music, ways and techniques for playing ensemble music and ends with the implementation of a learning outcomes test to see students' abilities after giving material is carried out.

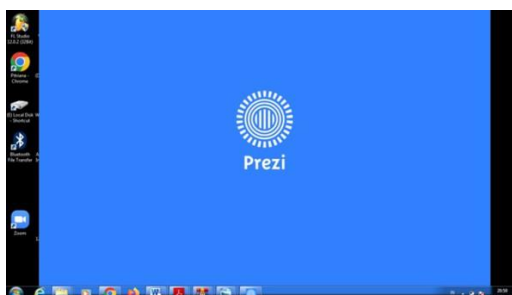
The process of implementing Prezi learning media to improve learning outcomes for ensemble music material for class VII-C students at SMP Negeri 2 Pangururan is as follows:

- 1) The first step, select Prezi Software on the Desktop.



Figure 1.Steps to open Prezi Software on the Desktop.

- 2) Next, double click on the Prezi software, then the Prezi logo will appear as the initial



display.

Figure 2.Prezi logo display after double clicking on Prezi.

- 3) Next, select the ensemble music playing material that has been provided and designed, followed by clicking present to improve the presentation display.

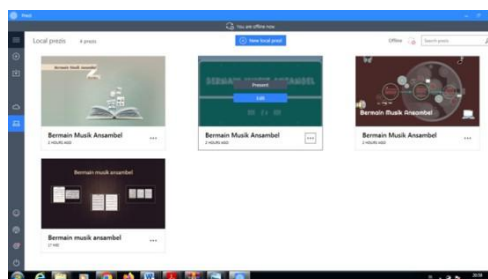


Figure 3.Present view on Prezi.

- 4) To change the next slide, click the right arrow on the laptop keyboard.

B. Learning Results of Application of Prezi Media for Class VII-C Students of SMP Negeri 2 Pangururan.

The results of the research found that from the pre-cycle activities to the two cycles of ensemble music learning that were carried out, it gave good indications, namely that there was an increase in student learning outcomes, and the learning process was increasing. The learning media that has been designed makes it easier for teachers to provide and explain material to students and can motivate students to learn in the learning process, both giving opinions and asking questions. The Prezi learning media applied to ensemble music learning has advantages, including features and a more attractive appearance when explaining the material to students. Learning activities are carried out more focused and enjoyable. Learning using Prezi media turns out to be able to improve ensemble music learning outcomes. This is demonstrated by the participation and active participation of students who in the past seemed less motivated to take part in learning.

From the results of the explanation above, researchers have made observations of the activities carried out by teachers and students in class. Increased teacher and student activities are listed in the following image:

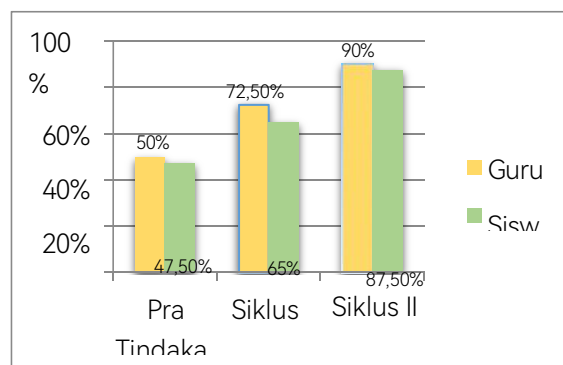


Figure 4.Teacher and student activity graph per action

The level of student learning outcomes also experienced a positive increase. The percentage of students who have completed their learning increases after carrying out 2 cycles. A comparison of the increase in student learning outcomes can be seen from the following table:

Table 1.Value of Music Ensemble Learning Outcomes

	Pre Action	Cycle I	Cycle II
Average value	39.5	56, 07	78.21
Complete ≥ 68	25%	42.85%	82.14%
Incomplete ≤ 68	75%	57.15%	17.86%

The average student learning outcomes can be depicted in the graph below:

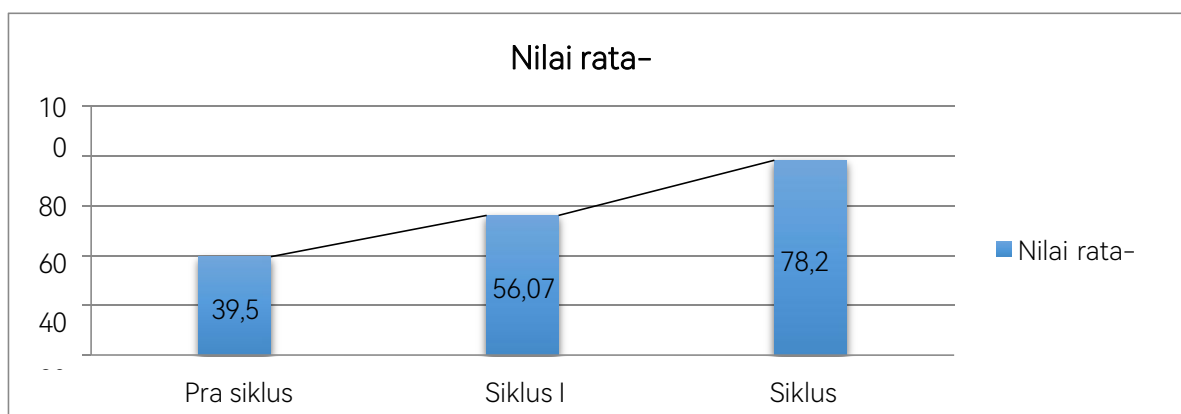


Figure 5.Action Average Value Graph.

From the picture above, we can find a comparison of the increase in student learning outcomes from pre-cycle, cycle I and cycle II. The graph above shows that student learning outcomes in pre-cycle activities are very low with an average student score of 39.5 and still below the KKM score, then in the implementation phase of cycle I, student learning outcomes

have increased with an average student score of 56.07 and not yet met the KKM value, but there was an increase from pre-cycle to action cycle I which increased by 16.57.

Based on the scores obtained after the first cycle of action, there is still a need to implement further actions (second cycle) to improve student learning outcomes because student learning outcomes do not yet meet the KKM. This happens because music ensemble learning has not been according to the planned plan. The implementation of actions in cycle II was carried out with student learning outcomes achieved according to plan with an average value of 78.21, when compared with the average value in cycle I with cycle II experiencing an increase of 22.14. The implementation of cycle II actions was successful in achieving student learning outcomes with average student scores above the KKM score.

The completeness of student learning outcomes in this research from pre-cycle activities then implementation of cycle I and cycle II actions has increased as in the following picture:

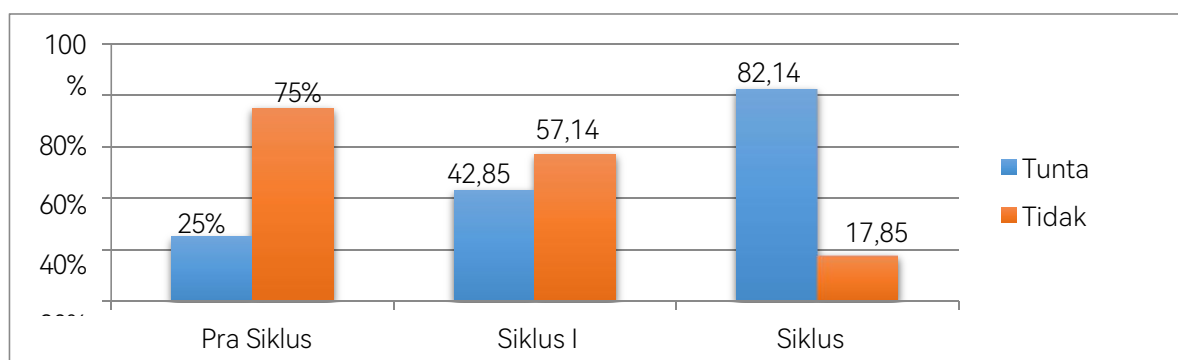


Figure 6.Graph of Student Completion for Each Action

Student completion per action in this study experienced an increase where in pre-cycle actions students completed with a percentage of 25% then cycle I actions increased with a percentage of 42.85%, the increase from pre-cycle actions then cycle I actions was 17.85%. Followed by action in cycle II, there was an increase according to plan, namely 82.14%, an increase from action cycle I to cycle II with a percentage of 39.29%.

The explanation above explains the increase in student learning outcomes per action, with this the researcher found that student incompleteness per action had decreased, where in the pre-cycle actions students were incomplete with a percentage of 75%, then the first cycle actions decreased with a percentage of 57.14%. , the decrease in student non-completion from pre-action to action in cycle I was 17.86%. Continuing with the action in cycle II, there was a decrease according to plan with a percentage of 17.85%, the decrease from action cycle I to cycle II amounted to 39.29%.

The implementation of actions by carrying out 2 cycles in the application of the Prezi learning media to improve learning outcomes for playing ensemble music for class VII-C

students at SMP Negeri 2 Pangururan was successful with students completing 82.14% and the average student score was 78.21.

CONCLUSION

The conclusion from the results of this research is that ensemble music material by applying Prezi learning media to class VII-C students can improve learning outcomes for ensemble music material. The application of Prezi learning media to ensemble music material is carried out in 4 stages on the page www.prezi.com. Slides can be replaced with a more attractive appearance by changing the theme in Customize. The results of learning ensemble music in the pre-cycle were very low with an average student score of 39.5 with a percentage of 25% complete and 75% incomplete. Then in cycle I, student learning outcomes increased with an average student score of 56.07, where the average pre-cycle score with the action value of cycle I increased by 16.57, the percentage of completion in cycle I was 42.85% and incompleteness was 57.15%. . Next, the implementation of cycle II actions resulted in student learning outcomes with an average score of 78.21. If we compare the average value in cycle I with cycle II, we can see an increase of 22.14, and the percentage of completion in cycle I is 82.14% and incomplete is 17.86%. The implementation of cycle II actions was successful in achieving student learning outcomes with average student scores above the KKM. It can be concluded that the musical ensemble learning process can be improved by using Prezi learning media.

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