

# THE IMPLEMENTATION OF DISCOVERY LEARNING ON THE MUSIC ARTS SUBJECT

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**Abstract** : The challenge addressed by this research is how to integrate the Discovery Learning framework for teaching music arts into conventional classroom settings. This study used a descriptive qualitative research strategy and SMA Katolik Karitas Tomohon is the research location. Lucky Mongi S.Pd., a music art teacher at SMA Katolik Karitas Tomohon for the last decade, and the students of his Music arts class were the subject of this research. After analyzing information gathered via observation, interviews, and written records, the usefulness of the learning model Discovery Learning is clear. The music instructor at SMA Katolik Karitas Tomohon, grade XA, has adopted the appropriate stages from the Discovery Learning curriculum to pique the pupils' curiosity about the topic at hand: the form and value of musical notes. In order to make the learning process more meaningful and to make students comfortable and not bored during the teaching and learning process, researchers found that most students are actively involved in asking questions about the material delivered by music teachers in the process of teaching and learning activities in class. The result is that the learning strategy used at SMA Katolik Karitas Tomohon to facilitate the study of music is appropriate.

**Keywords** : *Discovery Learning, Music Arts, SMA Katolik Karitas Tomohon*

## INTRODUCTION

Education is fundamental to all aspects of human life in any country (Cortese, 2003). One of the factors that influence the progress of a country is the education of its people, for example education is a means to form quality human resources and has the potential to master science and technology (Dewi & Primayana, 2019). The government's efforts in terms of equalizing education, the government established schools in various isolated areas. This is done so that all Indonesian people can get the right to learn and develop their potential and creativity in their respective fields.

According to the Indonesian Dictionary (*Kamus Besar Bahasa Indonesia – KBBI*), the word education comes from the word 'didik' and gets the affix 'pe' and the suffix 'an', so this word

means the process or method or act of educating. In language, the definition of education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training (Hasanah & Deiniatur, 2020). So, to get the intended goals, schools really have an important role in terms of "educating the nation's life" (UUD 1945 fourth paragraph). Therefore, education in Indonesia is carried out in two ways, namely formal and non-formal. Formal education is often called school education, in the form of a series of standardized levels of education such as elementary, junior high, high school, and PT (college).

Formal education is more focused on providing skills to enter the community (Sharla, *et al.*, 2009). Meanwhile, non-formal education is education that is

organized outside of school (Melnic & Botez). As in tutoring institutions, art studios, and private lessons. Therefore, the teacher not only acts as a teacher who distributes knowledge to students, but is also able to encourage the development of the potential that exists in students, both academic potential and skills.

Quality education will emerge from schools that have good quality (Capraro & Slough, 2013). Therefore, to improve the quality and good learning outcomes, the school is the central point for advanced and quality education. Thus, efforts to improve the quality of education in schools are things that must be pursued tirelessly, anytime, anywhere and under any conditions (Zhao, 2016). Schools as an integral part of the community need to be developed as a center for civilizing and empowering lifelong learners, who are able to set an example, build willingness, and develop the creativity of students in the learning process (Tyas, Sunarto, & Naibaho, 2020). Thus, gradually the school will become a community that has a culture that is based on recognition and respect for rights and obligations and harmony in living an orderly, fair and civilized social life (Agus, *et al.*, 2021). Within the framework of all this, learning cultural arts (music) must function as a curricular vehicle for the development of interests and talents by students at school.

Cultural arts (music) lessons are unique and have certain characteristics that are not possessed by other subjects, because in music lessons students are taught to develop themselves in the form of cognitive, effective, and psychomotor learning (Rovai, *et al.*, 2009). For example, with music lessons students can develop attitudes and abilities to be creative and appreciate the taste of art. As for students' activities in developing creativity, namely by expressing and developing their love for art, including

music. Therefore, music in schools, especially high schools, should be taught in a fun way so that it is more interesting and easy to understand according to existing musical rules.

Cultural arts education (music) has its own characteristics. This characteristic is what makes cultural arts education (music) has a special purpose in achieving general educational goals (Reimer, 2022). There are three characteristics of cultural arts education (music): multilingual, multidimensional, and multicultural. Multilingual means that its development can be done in various ways and media such as visual arts, sound, movement, and a combination of these media (Duncum, 2004). Multidimensional means the development of conception, appreciation and creation by harmoniously combining aesthetic elements (Astuti, 2021). And, multicultural means that the development of competence can be through activities that generate appreciation for the cultural diversity of the archipelago and abroad (Subiyakto, *et al.*, 2017).

In the standard educational process, the teacher is a very important component, because the success of learning implementation depends on the teacher (Meiedirk, 2016). One of the abilities that teachers have is how to design learning models that are in accordance with the objectives or competencies to be achieved (Sudargini & Purwanto, 2020). This is very important because based on experience so far regarding technological advances that affect the development of educational psychology at this time makes the perception of meaning, from just delivering subject matter, at this time it turns into an activity of organizing the environment so that students want to learn.

Karitas Tomohon Catholic High School is an educational unit with a high school level, in Paslaten Dua, East

Tomohon sub-district, Tomohon City, North Sulawesi. There are various facilities and infrastructure provided by Karitas Tomohon Catholic High School to support every process of teaching and learning activities. Adequate facilities and infrastructure will be very meaningful and greatly support the success of the learning that is carried out.

After conducting an interview with the cultural arts teacher at SMA Katolik Karitas Tomohon, Mr. Lucky Mongi S. Pd, he said that in learning cultural arts (music) he used the Discovery Learning model because students are trained and required to play an active role in every process of learning activities. In addition, he also said that the evidence of this Discovery Learning learning model, especially in cultural arts (music) subjects, students are trained to perform and are not ashamed to show their respective skills and skills. Therefore, SMA Katolik Karitas Tomohon often conducts activities that can train students to perform and show their skills in the arts. For example, participating in art performances organized at school or outside school.

Based on observations that have been made at SMA Katolik Karitas, learning continues to run smoothly even though in each class there are several students who are less interested and pay less attention to music lessons. However, the teacher at SMA Katolik Karitas has high dedication in carrying out his duties as a music teacher, he is able to create a learning atmosphere to be more interesting and fun. In addition, the achievements obtained in the competition were the first winner in the vocal group competition in the province of North Sulawesi organized by Manado State University (UNIMA). This is proof that the teacher has succeeded in delivering music lessons.

Based on these preliminary observations, the researchers are interested

in how the Discovery Learning model is used by music teachers at Karitas Tomohon Catholic High School. With some students who tend to pay less attention to the teacher when the learning process takes place and the interest of students who tend to lack in music lessons, but the learning process can turn into enthusiasm and can understand the lessons given by the music teacher.

## **RESEARCH METHOD**

This research uses descriptive qualitative methods. Qualitative research is a research approach that produces narrative data or observations about human experience. The purpose of this research is to provide an explanation of the things that happen as a result of the research conducted. This research focuses on the application of the Discovery Learning Model in the topic of cultural arts (music) at Karitas Tomohon Catholic High School. Data was collected through direct observations made during the research, and information was refined after the researcher obtained more data. Qualitative research investigates social problems in their natural context, as they occur in the real world.

The music teacher, Lucky Mongi S.Pd., at Karitas Tomohon Catholic High School, and the students of AP Music Theory class were the focus of this study. The purpose of the study was to determine the effectiveness of the application of the Discovery Learning Model in the Cultural Arts (music) program at the high school. The researchers used participant observation techniques to understand the teaching and learning process in music lessons as well as the interaction between students and teachers. In addition, they also conducted interviews with faculty members and students at SMA Katolik Karitas Tomohon to gain further information. In this study, documentation was also used to fill in the gaps left by

direct interviews and observations. Lesson plans, music learning materials, and picture attachments will be used as documents in this study.

The researchers will use themselves as instruments to collect data at the research site in accordance with the methodology. Qualitative data analysis begins at the beginning of the research process and continues until the end. The analysis process involves data reduction, i.e. organizing emphasizing the most important aspects of the data obtained. The discovery learning model was used to convey the data that had been collected from the research on the philosophy of learning music. The purpose of analysis is to guide, standardize and coordinate the research findings. The conclusion reached by the researcher as a result of the data analysis became the final result of this research process.

## **FINDINGS AND DISCUSSION**

As established in the previous chapters, the purpose of this study was to gain a broad understanding of the learning context and conditions in which Discovery Learning is used to address the research problem at hand: how to integrate the Discovery Learning learning model into the process of teaching music as an art form in a traditional classroom setting. The researchers at SMA Katolik Karitas Tomohon conducted interviews with cultural arts teachers to gather background information on the Discovery Learning model used in the classroom, and they also participated in the problem-solving process by observing the cultural arts teacher's teaching and learning activities in class XA and documenting their findings. Karitas Tomohon Catholic High School students engage in pedagogical and pedagogically relevant activities in the context of a traditional classroom setting. This was done so that current and future scholars with an interest in education have

the resources to understand and comprehend the implementation of the Discovery Learning learning model by the cultural arts (music) instructor at SMA Katolik Karitas Tomohon.

The following describes the findings from observations and interviews with educators in cultural arts related to the problem formulation obtained through this method of inquiry.

The cultural arts teacher of Karitas Tomohon Catholic High School, Lucky Mongi S. Pd, considers it very suitable for her students to learn cultural arts (music) using the Discovery Learning learning paradigm because of their positive attitude and desire to participate in class. Another reason is that students can be trained to be active and creative in their reception of learning materials through any and all learning processes. Teachers must be well versed in the subject matter and the Discovery Learning approach before they can effectively guide their students' learning.

She goes on to say that the Discovery Learning approach is appropriate for use in the classroom because students can understand the content being taught and because they are expected to actively participate in their own education. Active learning allows students to contribute their own ideas and arguments based on concepts they already know and understand.

After interviewing a teacher at Tomohon's Karitas Catholic High School on how they approach teaching cultural arts, the researcher observed a classroom session to gain insight into how instructors in the subject area engage their students in the learning process. The teacher in class XA utilized the Discovery Learning model at several levels to guide students' education in the right direction; the researcher then detailed the classroom

observations in relation to the various phases of this Discovery Learning.

### **Preparation Stage**

At SMA Katolik Karitas Tomohon, the cultural arts teacher opens the teaching and learning activities with a prayer before proceeding to the core activities, which is the implementation of learning. After leading the students in prayer, the class leader instructs the other students to greet the cultural arts teacher. After the students introduce themselves to the instructor, the teacher returns the favor by taking a scroll. Stationery should be prepared, and the instructor should explain the intended use of the materials to the students before starting the teaching and learning process.

To ensure students can play the rhythm patterns given by the teacher, the teacher will first prepare learning materials on basic music theory, including note shapes and values, recognition of rhythm marks on the stave line, determination of silence marks on the paratone line, and the basics of counting on full notes, half notes, quarter notes, and eighth notes. The following is information about the resources available for students of cultural arts (music) teachers of SMA Karitas Tomohon to learn about the structure and significance of music notation.

The cultural arts (music) teachers at SMA Katolik Karitas Tomohon, as part of this step in preparing for learning, do not forget to motivate students both directly and indirectly so that students remain focused on following the process of teaching and learning activities that will be carried out in the lessons that will take place. The instructor does this so that students' interest in the material remains high throughout the lesson.

At the learning implementation stage, after the instructor has prepared the content and motivated the students, the

teacher will direct the students to the center activity. The cultural arts (music) teacher at SMA Katolik Karitas Tomohon will provide stimuli about the subject matter of the content to be learned about the form and value of notes that will be presented to students in class XA during this stage of the learning implementation process. The cultural arts (music arts) teacher at Karitas Tomohon Catholic High School has briefed students in advance regarding the minimum completion criteria (KKM) that must be achieved by students, and emphasized the importance of paying attention to manners or behavior during the teaching period, because everything will be used as a minimum assessment of KKM. It is the intention of the music arts teacher at SMA Katolik Karitas Tomohon to train students to remain active in the learning process, and the teacher has made it clear that all students must be actively involved in the classroom when participating in music arts learning activities. What the instructor meant by "active learning" should be applied to all subject areas, not just performing arts. The instructor will lead the students through the following phases of learning after he/she communicates the topics related to the process of teaching and learning activities in the classroom, namely from the process of preparing materials to motivate and the evaluation process.

### **Implementation Stage**

Class XA students can be introduced to the different types of banknotes by displaying learning images created by instructors in the cultural arts (music arts) subject area. The images, shapes, and values of notes are examples of classroom topics that their instructors question. When there are too many possible responses to a set of questions, teachers usually direct students to the prepared note shapes on the board, where further

explanations of the material to be learned can be made to eliminate confusion and ensure that instruction is focused where it should be. The cultural arts instructor at Karitas Tomohon Catholic High School first had the students examine these sample notes before reading them the instructional material on the form, value, time signature, and position of the silent marker on the note line (music).

The cultural arts teacher directed the students to look at the pictures of note shapes and values, where to place the rhythm mark on the note line, and finally where to place the silent mark on the note line, so that they could observe and easily understand the material provided. In addition, the cultural arts teacher of Karitas Tomohon Catholic High School asked the class XA students about the note shapes and values that they observed through the pictures that had been prepared on the board, before guiding them to the next stage of learning, which was the statement/identification of problems in their learning. The students then offered their answers to the instructor's questions about the denominations and shapes of banknotes. The cultural arts instructor of Karitas Tomohon Catholic High School encouraged critical thinking by asking students to identify full note shapes and half note shapes associated with various musical terms. Then, everyone gave responses that had to do with the note shapes.

The calmness created by the teacher aided students' understanding and retention of the material presented in class. The instructor's attention was maintained on the lesson plan even as she relaxed. The cultural arts teacher of SMA Karitas Tomohon provided material for students to record in the form of a full tone beat on a paratone line, followed by 1/2 note, 1/4 note, 1/8 note, and the

placement of a silent mark on the note. This is done so that students can use the information as a reference when engaging in school teaching and learning activities.

## CONCLUSION

The majority of students at SMA Katolik Karitas Tomohon, where the Discovery Learning model was applied, were actively involved in the process of teaching and learning activities in the classroom and actively asked questions about the material presented by the music teacher during teaching and learning activities, so that the learning process became more meaningful to them. It was determined by the authors of the study that the Discovery Learning pedagogical framework is well suited for music and art subject instruction. Teachers used the Discovery Learning "steps" or "stages" to interest their students in the subject matter and encourage them to seek answers on their own. Students' cognitive abilities, as indicated by the results of teaching and learning activities, and their psychomotor skills, which relate to the knowledge and capacity for action one acquires through training, provide evidence of this.

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