THE IMPLEMENTATION OF PROJECT-BASED LEARNING ON KOLINTANG MUSIC LEARNING

Yubal Johan Sebastian Banua[1], Glenie Latuni[2], Meyny Kaunang[3]
Music Arts Education, Faculty of Language and Arts
Universitas Negeri Manado, Tondano, Indonesia
Email: luccylletakalumang@unima.ac.id

Abstract : This study aims to describe the use of Project Based Learning (PjBL) in teaching Kolintang music at the junior high school level, with a focus on SMP Negeri 4 Tondano. Qualitative approach and musicological study were used by the researcher in this study, with data collection techniques through observations, interviews, and written notes. The results showed that cultural arts teachers at SMP Negeri 4 consistently apply learning models to improve students' academic achievement. Learning is conducted in three stages: preparation, core activities, and closing. In teaching Kolintang music, teachers use a project-based learning model with the following steps: 1) setting important questions; 2) planning project action steps; 3) making plans; 4) conducting evaluations; and 5) reflecting on past events. Students are guided towards higher order thinking through the Project Based Learning approach, and they are able to create 21st century learning products with positive results.

Keywords : *Kolintang Music, Project-based learning, SMP Negeri 4 Tondano*

INTRODUCTION

Education is one of the activities that help students achieve their full potential in all areas of their lives, including their religious and spiritual development, self-discipline, personality and character, intellectual prowess, and ethics (Aloni, 2013). Education and training are necessary for the rapid production of qualified human resources. Because of their status as official educational institutions, schools hold the responsibility of preparing students to meet the challenges of the modern world of work (National Research Council, 2012). Those with high-quality education will continue to teach successfully and model positive leadership and work ethics in their professional and personal lives. "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality,

intelligence, noble character, and skills needed by themselves, society, nation, and state," as stated in Law Number 20 of 2003, concerning the National Education System.

At the center of any educational endeavor is the interaction between teachers and students. Here, schools are seen as places where children can acquire the talents, intelligence and skills necessary for success in life through the study of arts and cultural disciplines. Aesthetic, artistic and creative works based on national cultural norms, values, behaviors and art goods are the focus of cultural arts and skills education (Majid, 2014). Music has been shown to enhance a variety of mental and emotional abilities, and this has been supported by research from various academic fields. A person's soul can be touched or moved by music in general. Music is a human invention experienced through the channel of sound. Rhythm, melody, harmony, form, style and

emotion all come together to produce music. Instruments are only a part of music; the voice is also an integral part. The art of music consists of songs or musical works that use rhythm, melody, harmony, form, and expressiveness to convey the author's ideas and emotions. Although there is a wide variety of how emotions are communicated, music provides a universal medium to do so.

Students' music education is tailored to their respective growth phases in the classroom. When it comes to the formal education levels of elementary school, junior high school, and high school, it is imperative for a teacher to have a solid understanding of what to be prepared for in carrying out his/her responsibilities and profession to fulfill the learning delivered in cultural arts courses. Teaching students to accept, understand, and eventually master scientific and technological concepts should be the top priority of teachers (Rien 1999). Teachers need to find strategies to keep their children interested in learning throughout the year.

Teachers not only disseminate information, but also serve as role models and coaches for their students, as well as facilitators for the classroom environment (Monaco & Martin, 2007). Both facilitating and inhibiting variables can affect the quality of teaching and student outcomes. According to Hood *et al* (2021), there are two types of influences on students' ability to learn and grow: those from within the students themselves (internal factors), such as their biology and psychology, and those from outside (external factors), such as their social and non-social environment (external influences). Environments such as home, school and the wider community are examples of social influences. And then there are things that have nothing to do with other people, such as the quality of your home, your study space, your access to learning resources, your library books, and so on (Abidah, *et al.,* 2020). As a result, educators must use teaching

methods that encourage communication and collaboration among themselves, their students, and the wider world. Therefore, unless there is an educational mutual interaction between the instructor and the students, learning can be said to move from teacher-oriented to student-oriented. Here, the goal is not only to impart knowledge, but to establish a certain set of values and attitudes in the learners' minds as well.

All instructional activities should be in line with the course outline (curriculum), lesson plans, and instructional materials. The impact of learning technology on classroom teaching cannot be overstated. In addition, to guide the teaching and learning process, instructors need to decide on the models and approaches to be used in producing lesson plans. Many classroom learning activities, such as strategies, various methods, techniques, and tactics at the same time, come from various perspectives and conceptions, teaching and learning processes that are implemented in various models (Reksiana, 2019). One of them is the project-based learning paradigm, which emphasizes hands-on experience.

Each step of problem-based learning requires a different learning approach, and this approach must be consistent with the course content, classroom setting, and student needs (Maru, *et al.,* 2021). The 2013 Learning Curriculum for elementary, middle, and high schools uses the scientific method if implemented according to its phases, which include observation, inquiry, data collection, association, and communication (Novitra, 2021). Research in this area will focus on the results of using project-based learning strategies in the classroom.

Teachers play an important role in students' development as musicians, so it is imperative that they are well-versed in the many learning models and approaches used across the different phases of the teaching and learning process (Martinsone,

2016). Content mastery and effective communication skills will also play a role in helping students achieve their goals (Alismail & McGuire, 2015). But what is often observed is that despite the instructor's mastery of various music learning theories, problems persist in the classroom teaching and learning process, such as students getting bored quickly, lacking enthusiasm, and getting bored while learning (Macklem, 2015). Teachers need to use the right models and approaches to attract students who are passionate about learning, as each student has unique interests, skills, and abilities (Prasetyo, *et al.,* 2021).

Learning music on Mondays through a project-based learning style is the focus of this discussion on education at SMP Negeri 4 Tondano. Among the schools that teach the 2013 curriculum with an emphasis on character development is SMP Negeri 4 Tondano. SMP Negeri 4 Tondano offers extracurricular activity programs including sports and arts programs to better the school for its students. Extracurriculars like these help students hone their skills and discover new interests. To help children with potential through structured academic programs.

SMP Negeri 4 Tondano also implements learning with different learning model methods to improve the quality of education so that it meets the requirements of national education standards, which in turn helps schools and countries achieve their own educational goals. The cultural arts teacher of SMP Negeri 4 Tondano argues that students' achievements in various areas of assessment are closely related to the application of learning models adopted by teachers in line with the 2013 curriculum now used worldwide.

Every music educator has their own strategies for making the subject fun while still meeting curricular requirements. This is because students' motivation to learn varies according to their unique blend of interests, skills and abilities. If you want to succeed as a teacher, you need to be able to nurture, strengthen and sustain your students' desire to learn so that they can move quickly through the learning process and produce high-quality results from their efforts. Teachers often use project-based learning models, which include a wide variety of tools including lectures, group projects, demonstrations, and so on to help students understand the core ideas of the subject. In what is known as the Project Based Learning Model, the instructor is seen as the means by which students can be instructed, either alone or in small groups, in the process of problem solving and product creation.

A cultural arts instructor, students have practiced comparative ensembles with recorded instruments and mixed ensembles would have been introduced to the pianica in earlier lessons, particularly in Grade 8. Today, however, the traditional music group Kolintang is taught as part of the curriculum for music arts students. (Regina Sumarauw, 2013). Teacher and driving educator Regina Sumarauw S.Pd, MAP argues that 21st century learning practices should be used at SMP Negeri 4 Tondano to keep up with the current state of education. Kolintang learning instruments using the PjBL Project Based Learning model, by modifying the learning process (syntax), is an example of 21st century learning that leads students to higher order thinking skills and productive learning. (Regina Sumarauw, 2020).

Pendekatan ini juga banyak menimbulkan kegiatan belajar siswa menjadi optimal, dalam pendekatan yang menhasilkan produk peserta didik didorong menghubungkan pengalaman yang dimiliki dengan pengalaman baru yang dihadapi, sehingga siswa menemukan prinsip-prinsip baru. Siswa dimotivasi untuk menyelesaikan pekerjaannya sampai menemukan jawaban atas masalah yang dihadapi. Berdasarkan uraian diatas, maka tertarik untuk mengkaji lebih lanjut dan melakukan penelitian dengan judul

"Pembelajaran musik kolintangdi SMP Negeri 4 Tondano.

Learning is a process of change through activities or training procedures, both training in the laboratory and in a natural environment. This means that a person can be said to learn if he experiences a change, either in attitude or behavior and the change is through an activity or training process, either in a learning environment or natural environment. (Hilgard, 2013). Learning is a process, an activity and not a result or goal. In other words, learning is a process to achieve goals. A person is said to have learned if there is a change in behavior in that person. With these changes, of course, it can help the perpetrator in solving life problems and adjusting to his environment. (Hamalik, 2020).

RESEARCH METHOD

This research uses qualitative research techniques with a focus on first-hand accounts and in-depth interviews to collect descriptive data about individuals and their actions. This research method is based on the philosophy of phenomena that give importance to emotions. The researcher acts as the main instrument in this qualitative study, and the data is continuously evaluated for various purposes. The main purpose of this study is to provide the researchers' personal evaluation of the importance of human behavioral interactions in a particular context. Descriptive research is an approach to understanding phenomena in an unbiased way, and the main purpose of this research is to describe a condition or phenomenon in detail. This research uses the problem-based learning (PBL) paradigm in teaching Vocal Material in Class VIII SMP Negeri 4 Tondano to gain an understanding of how students learn music.

Qualitative research uses words and actions as data sources. Data and information are collected through interviews with instructors or students as

desired by the researcher. This research uses two types of data: human data and non-human data. Human data comes from the individuals interviewed as they have reliable knowledge and insight into the issue under study. Meanwhile, non-human data relates to materials related to the problem under study. In this investigation, primary data was obtained directly from the people studied, such as music and art teachers and two students in grade eight, and accompanying documents. While non-primary data or secondary data provided information about the faculty and students of SMP Negeri 4 Tondano, as well as other relevant materials.

Observation is keeping detailed records of a subject's symptoms by careful observation and documentation. In observation, certain things are noted as they occur or are within our view. This observation technique allows us to draw conclusions about human behavior, work processes, and natural events, especially if the observed reactions are not too large. Observation is used as a research technique to track information about the symptoms under study.

In this study, observation is used to collect data on the state of the facilities, learning-related preparation, learning implementation, and learning assessment. This technique was also used to understand how people respond in the setting where the research was conducted. In addition, interviews with cultural arts instructors at SMP Negeri 4 Tondano were used to collect data on music learning activities, the implementation of the Project Based Learning approach, and the challenges of music education at level eight. Documentation was also used to access information from relevant written sources available at the time of the research. This research relied on documentation in the form of pictures of eighth grade music activities at SMP Negeri 4 Tondano that implemented the Project Based Learning model approach.

In this study, researchers used qualitative descriptive analysis as a method to analyze the data. This method allowed us to use words to describe and explain the observed events or facts. Data was collected through observations, interviews, and written notes, and then reduced to narrow down relevant information and extract important details. The simplified data is presented in a way that is easily understood by the reader, either through narratives, tables, graphs, or other manifestations. Conclusions are drawn after data reduction and presentation, and this research seeks to understand and interpret the meaning of the interaction of human behavior in a particular situation based on the researcher's own judgment. (Husaini, 2013).

FINDINGS AND DISCUSSIONS

Learning Kolintang Music using Project Based Learning (PjBL) Model by Regina Sumarauw in Class VIII SMP Negeri 4 Tondano.

This study uses research analysis with a qualitative descriptive research approach and, in its presentation, will describe how Ms. Regina Sumaraw, S.Pd., MAP, empowers the application of project-based learning models in the music learning process. Using observation, interview, and written documentation as data collection methods, the author examines the description of music learning activities at SMP Negeri 4 Tondano through the lens of the project-based learning paradigm.

The first step in preparing learning tools that will be used in the implementation of music learning activities at SMP Negeri 4 Tondano is to collect various learning resources in the form of semester programs, syllabus, lesson plans, learning media, and teaching materials. In addition, educators in cultural arts (music) profile their students based on their interests, needs, and skills to decide how to best personalize their students' educational experience. Regina Sumaraw, a cultural arts (music) teacher, has noted that in order to carry out learning activities, a teacher must first master the teaching materials, as teachers are an important factor in student success and the achievement of learning objectives. Teachers, for their part, have the responsibility to choose the most effective learning model to use in the classroom to facilitate their students' mastery of the subject matter at hand.Rencana pelaksanaan pembelajaran menyerukan penyediaan konten dengan topik permainan instrumen tradisional Kolintang. Ketika orang bekerja sama untuk memperoleh keterampilan yang paling mendasar sekalipun, 4.4 Indikator Kompetensi dan Kinerja Kelompok pada Alat Musik Tradisional Pertunjukan kelompok pada instrumen tradisional Kolintang. Pertunjukan kelompok musik kolintang menggunakan instrumen tradisional. Indikator Pencapaian Kompetensi

As a cultural arts educator, Regina Sumarauw asserts that the project-based learning approach is used to ensure that students acquire the information and abilities necessary to pursue their own passions and realize their full potential. Regina Sumaraw always uses the five learning phases of the Project-based learning model made in the lesson plan, namely the Project-Based Learning Model (PJBL), when carrying out teaching and learning activities in the classroom.

Instructional Effectiveness Teachers in art and music often use a project-based learning paradigm to help students achieve their goals. For this reason, we use a scientific method that breaks down learning into five distinct phases: observation, inquiry, association, experimentation, and discourse. Similar to its use in music education, specifically the initial phase, examines how students view and focus on Kolintang Music videos with links to https://youtu.be/257w1mxmnms and https://youtu.be/HnSZnzX6rls, presented by the instructor The second step involves students trying to ask questions

about the Kolintaang music material presented to the instructor. The third step is to make connections and draw conclusions about the information learned from the video and the reading provided by the teacher. The fourth step is to try it out by practicing and practicing according to the learning outcomes offered. The final step is to share or perform one's findings in the field of voice training. To master kolintang music, one must go through a series of steps.

Kolintang Music Lesson Preparation

The first thing music and arts instructors do when planning a lesson is to create a lesson plan using a project-based learning approach. In the first activity, "Introduction," the instructor shows gratitude to the students by asking them about the content covered in the previous class. This is done so that when students reach more complex topics, they will have a stronger understanding of previously learned information. The instructor then moves on to the central action of the lesson, where she explains to the students what they will be doing with the kolintang music and why.

Next, the instructor conducts some sort of assessment to see how well the students have understood the concepts behind the kolintang music instruction. The aim is for the instructor to measure the extent to which students understand the kolintang music content being taught. The presentation of the kolintang music learning material is the next step after the lesson plan is finalized, and follows the same structure as the stages of the project-based learning (PJBL) paradigm.

Preparatory materials for learning Kolintang music at SMP Negeri 4 Tondano are also developed in accordance with the school's active curriculum. The learning tools of traditional musical instrument ensembles, in particular, are adapted to the curriculum, but in general, they emphasize more on students' talents and interests. This is done by the instructor

for the benefit of the students and as a reference for assembling learning materials to play the traditional musical instrument kolintang in order to provide effective learning activities tailored to the needs of eighth grade students at SMP Negeri 4 Tondano. Activities to learn traditional Kolintang music include playing the instrument. Stick-holding techniques, chord-practice, instrument-specific techniques, and kolintang-specific postures all play a role in mastering the instrument. Presentation with how to play the kolintang instrument.

Kolintang Traditional Music Learning Process

The activities to be realized or implemented according to the learning references, especially the lesson plan and syllabus, are the core of the kolintang traditional music learning process. Before students practice alone and in groups, a high-quality performance of kolintang music is shown on YouTube as part of the project-based learning model's succession of learning stages leading to the learning process itself. This is done so that the professor can more easily initiate questions that lead to higher-order thinking, and so that students can more easily examine those questions through indirect means. Motivating students to learn Kolintang traditional music requires high-level critical thinking skills. Every Friday from 8:35 am to 11:05 am, eighth grade students attend WITA to learn music as an art form.

Learning Materials

Playing Traditional Musical Instruments in Groups with Basic Competencies will be the focus of music instruction in grade eight of SMP Negeri 4 Tondano in the 2022/2023 school year. 4.4 Form an ensemble and perform on traditional instruments. with evidence of mastery of skills Traditional kolintang music involves both (a) playing a song in 4/4 time signature and (b) playing traditional musical instrument skills in an ensemble setting. Three) Put on a concert

using kolintang, a traditional music ensemble from the Philippines.

Teachers' Efforts to Foster Students' Interest and Willingness in Learning Kolintang Music Through the Project Based Learning (PjBL) Model Approach

After researchers conducted research at SMP Negeri 4 Tondano through observation, interviews and documentation methods, it can be presented how the teacher's efforts to foster students' interest in learning. As it is known that interest is an interest, attention or desire for something more. The interest and ability in the learning process that everyone has is very diverse and can be developed through support from within himself (individual) in the form of experience gained through practice and learning.

In addition, interest in learning also comes from outside itself such as encouragement from parents, teachers and the environment. In terms of participating in activities and the learning process in class, the interest in learning of SMP Negeri 4 Tondano students is quite good. As explained by Mrs. Regina Sumarauw as a cultural arts teacher "various efforts are made such as always providing motivation before teaching and learning activities begin, as a teacher must also know the true abilities of each student so that in teaching the teacher can guide students in accordance with the nature of nature and the nature of the times. Not only the teacher's will but also the teacher must serve the students". Based on this interview, it can be seen that the needs of each student are diverse. Therefore, it is necessary for a teacher to guide students according to their interests and abilities.

Supporting Factors in Fostering Student Learning Interest in Learning with a Project Based Learning (PjBL) Model Approach

In an effort to foster student interest in learning, of course there are factors that act as support for the process and the success of the teacher's efforts in fostering student interest in learning. Here are some factors that influence student interest in learning, namely.

Support and Motivation from Students' Parents

In an effort to foster the interest in learning of SMP Negeri 4 Tondano students, of course, it requires the role of parents as well in terms of providing motivation to children. Parents must be wise in providing guidance and direction for children in order to form a good person and provide encouragement so that children can develop the potential that exists in themselves. Because when the child returns home after school, the responsibility will be entrusted to the parents. Vice versa, when a child is in a school environment, the teacher has the right to be responsible for providing good motivation and encouragement for the growth of students' interest in learning. As said by 2 students in class VIII through interview actions that their parents always give direction and remind them that to get achievements they must study harder.

In addition, their parents also always remind them to do their assignments when there are homework assignments given by the teacher. Similarly, at school, the role of a teacher is needed to create a pleasant learning atmosphere and strive to use learning methods that involve students can play an active role during learning activities. The creation of a good relationship between teachers and students.

Maintaining a good relationship between teachers and students is very important. There are several things that teachers can do as educators to build relationships with their students such as having discipline and enthusiasm in teaching, having patience, being able to appreciate every student achievement, involving many students in the learning process in class by utilizing learning media that makes it easier for students to

understand learning objectives. And also as a student, of course, there will be good treatment of the teacher, trying to make the teacher happy with the enthusiasm of students to receive lessons from the teacher. Be polite, respect the teacher and try to understand every explanation of the material explained by the teacher. Before the teacher provides vocal material, the first thing to do is to make a mapping of student interests. The mapping is done so that the teacher can find out the various interests and abilities that his students have.

Creating a fun classroom atmosphere

Creating a pleasant atmosphere is one of the important steps in fostering student interest in learning. Students can only learn well if they are in a pleasant atmosphere, feel safe, free from fear, so that students can learn optimally. In this case, teachers try to apply learning models that make students play an active role such as the use of the world cafe method. In addition, teachers make innovations such as learning while playing (following the teacher's direction) using musical instruments, and also giving quizzes to students. The goal is not only to attract students, but the use of the media will further clarify the material to be learned and the lesson will feel fun and not boring.

Obstacles in Fostering Student Learning Interest in Kolintang Music Learning with a Project Based Learning (PjBL) Model Approach

In terms of fostering student interest in learning, besides having supporting factors, it also has factors that can hinder the growth of interest in learning. some of these factors can come from within students as well as through the influence of the learning environment. the following are the inhibiting factors to foster student interest in learning, namely:

1. Facilities and Infrastructure

In teaching and learning activities in the classroom, of course, the provision of facilities and infrastructure to support learning is very necessary, especially in terms of learning vocal material if there is no provision of supporting facilities, it will be very difficult for the teacher to explain the material.In addition, it causes less student absorption of the material being taught.Especially in the era of current developments, students are more likely to like learning that is not only referring to the lecture method but with fun learning, for example singing in groups using musical instruments so that learning is not only teacher-centered but involves students as well.

CONCLUSION

Kolintang music learning with a project-based learning model approach with syntax directing students to have the ability to make techniques for playing kolintang musical instruments to produce products,. From the research results obtained, namely learning on Kolintang music, carried out according to project-based learning steps and making creative, innovative students by directing students to be able to think actively, creatively and express opinions based on experience in relation to the material studied.

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