



Introduction and Preservation of Culture through Multimedia-Based Folk Songs Learning in Elementary Schools

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Abstract

The purpose of this research; (1) to describe the process of learning folk songs through the use of multimedia media. (2) the effectiveness of using learning videos in learning folk songs. The subjects of this study were class 2A students at SDIT Ar-Raihan. The current generation of the nation's successors must not forget their national identity through love and pride in culture as a form of representation of nationalism. It is necessary to develop a sense of belonging, love and pride in culture, one of which is folk songs, especially in elementary schools, where currently the subject matter of folk songs has been included in the learning of Cultural Arts and Crafts (SBdP). But in fact, there are very few SBdP learning hours. For this matter, a special strategy is needed so that the learning objectives are achieved. The strategy is to utilize multimedia learning media in the form of videos to learn folk songs. Data collection techniques using observation, interviews, and documentation. Data analysis technique using triangulation. The results of this study indicate that; (1) Utilization of learning videos can make it easier for students to learn folk songs entitled 'Ampar-Ampar Pisang' and 'Apuse'. (2) The use of videos can be very effective in changing the pattern of interest and eventually love folk songs. So that students can get to know, grow a sense of belonging, foster a sense of love, and contribute to preserving regional culture.

Keywords: Multimedia.; Learning Media; SBdP; Folk songs.

INTRODUCTION

National education should be able to rely on national cultural values and various values that live and are maintained in society, so that educational orientation can be prioritized on the cultivation of noble values as a shaper of the character of future generations who are superior. As our current law explains that education must be based on the cultivation of national and cultural character values and must be integrated with the development of technology and science. (Nurdyansyah & Riananda, 2016). Education today is adjusting to technological developments and the needs of society. Today's education must innovate continuously and clearly. (Nurdyansyah, et al., 2017). So that education must be considered by everyone, not only limited to

the school environment but also must involve the family and community environment. However, usually learning is closely related to a teacher who conveys learning. Therefore, a teacher must prepare several things that support the success of the learning process, including learning media that must suit their students without eliminating their cultural elements.

Learning media for cultural arts education in elementary schools needs to be carried out (1) identifying local wisdom in its form as a creative response of the community to the potential of superior cultural arts according to the potential of the natural environment, socio-culture, and its changes, (2) obtaining a comprehensive picture of various forms of cultural arts and skills that can be

implemented in elementary schools through integrated art education with a potential base of environmental resources. (Rohidi, 2014). From the opinions above, it can be understood that art learning in elementary schools can use the surrounding environment, for example: regional culture, regional diversity, and a cultural-based natural environment.

Indonesia is an archipelagic country. From Sabang to Merauke there are 17,508 islands spread throughout the territory in Indonesian. The number of islands makes Indonesia have a wealth in the form of diverse cultures. Starting from regional languages, traditional clothes, traditional houses, and folk songs. It is the duty of Indonesians to maintain this wealth. However, the fact is that in the era of changing times so rapidly making culture endangered. The younger generation does not know and know the various cultural diversity found in Indonesian.

Portraits of today's younger generation are more interested in foreign fashion. One of the reasons is that the mindset of using clothes imitating outsiders is considered more slang and contemporary. Young people know K-POP songs better than folk songs. This is certainly the influence of technological changes that are so fast. Today's children are very easy to access songs that come from abroad without any parental control. The songs accessed are also uncertain whether they are safe to listen to among children. Indonesia has a lot of regional culture and arts, for example folk songs that gradually began to be abandoned even the majority of children, teenagers and adults rarely know the culture of traditional folk songs and some do not know the traditional culture at all. From the above opinions it can be understood that the condition of the current generation does not know the typical wealth of the nation such as folk songs.

The learning of music arts given in schools has different characteristics from other subjects. This is because knowledge of the art of music requires special skills and expertise (Rahmawati et al., 2019). Especially at the elementary school level, music arts education is included in thematic learning of the content of Cultural Arts and Crafts (SBdP). From the

number of hours of learning, it is actually less if compared to other content such as mathematics, Indonesian and PPKn. In addition, when learning the content of SBdP is still divided into four basic competencies. Each competency has scientific specifications. For example, competency one discusses fine arts, competency two learns about the art of music, competency three learns about dance, and competency four learns about creating an art product. Learning music arts in elementary school can be said to have few learning hours, of course, the right strategy is needed so that learning objectives are achieved.

Based on observations at SDIT Ar-Raihan, children often sing songs that are going viral on social media. Recently, what is often sung by children is a song entitled "*Ojo Dibanding-bandingke*". The loud and spirit of the song has become a daily chant in accompanying children's activities. One child started singing, the other friend immediately continued smoothly and eloquently. This is inversely proportional to the incident when studying the thematic content of SBdP. In the theme book 3 (Tugasku Sehari-hari) there are lyrics to a folk song entitled "Ampar-Ampar Pisang", students ask, "Pak Guru itu lagu apa? Bagaimana cara menyanyikannya?"

From the results of the above observations, it can be understood that children nowadays are not familiar with folk songs. Then it is necessary to introduce folk songs intensely integrated in learning in schools. Especially at the elementary school level, the introduction of regional culture is contained in thematic learning. In the content of PPKn, a lot of discussion is discussed about the cultural diversity of the Indonesian nation. In Indonesian content, various cultural treasures of the nation have been presented through integrated reading texts to learn to find the main idea in a reading. Meanwhile, what is more specific in studying folk songs is the content of Cultural Arts and Crafts (SBdP)

Children of primary school age will be interested if the learning is fun. It takes a strategy so that the material about this folk song can be conveyed properly. Not only limited to getting to know, but the ultimate goal is that students can sing folk songs. The

solution that can be done to overcome the above problems is to use learning media. In the learning process, media is needed as an intermediary so that the message can be conveyed to students properly. With the existence of learning media, students can be motivated and show requests for the material presented by the teacher (Dewi, 2021). One of the learning media that can be used is in the form of videos. Video is one of the media that contains audio and visual unsul. Through learning videos, it will help students understand material that is abstract in nature because the nature of the video can support messages (Andriyani & Suniasih 2021).

According to Novita et al. (2019) the use of learning media in the form of videos can increase positive and significant learning outcomes. From the opinions above, it can be understood that learning videos can help students in understanding the material so that student learning outcomes show a significant improvement.

Based on the results of the problem statement above, this study aims to describe the process of learning folk songs through the use of multimedia media and the effectiveness of using learning videos in learning folk songs.

RESEARCH METHODS

The approach used in this study is qualitative. According to Fadli (2021), qualitative research is a research method based on the philosophy of postpositivism or enterpretative used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined observation, documentation interviews) the data obtained tends to be qualitative, data analysis is inductive / qualitative and the research results are to understand meaning, understand uniqueness, constructing phenomena, and finding hypotheses.

This research activity was carried out in October 2022. The research was conducted in class 2A of SDIT Ar-Raihan Bantul, Yogyakarta. The source of data in this study is the result of the researcher's observations and the collection of information related to

the title. The data collection methods used in this study were observation, interview and documentation. Observation is the systematic observation and recording of visible symptoms. The observations made are passive participatory observations. The researcher acts as an observer and is involved in activities, but does not take part in activities. An interview is conducted with the class teacher. The documentation in this study is in the form of a learning plan on the SBdP material.

The type of research used is descriptive. arch. Intended to describe or describe existing phenomena, either phenomena of a natural nature or human engineering.

RESULTS AND DISCUSSION

Results and Discussion This research discusses the learning process of SBdP in class 2A SDIT Ar-Raihan Bantul Yogyakarta. Currently, the school that is the object of research applies two curricula. Classes I and IV implement the Independent Curriculum, while grades II, III, V and VI still implement the 2013 curriculum. In grade II music arts learning includes in thematic learning the content of SBdP. In the content of SBdP, the learning of music arts is specifically discussed in Core Competencies (KI) numbers one to four. In KI one contains religious education which sounds to the beauty of God's creation swt through song verses. In KI two, it teaches children about behavior, the sound is to show confidence to practice expressing themselves in processing works of art. In KI, three learnings focus on the realm of knowledge, namely recognizing simple rhythm patterns through children's songs. And in the fourth KI, art learning focuses on the skill aspect, the sound displays simple song patterns through nursery rhymes.

Rahmawati et al. (2019) explained that art learning is intended for anyone and especially for children who are essentially learning while playing and are closely related to art. In addition, art learning can also increase children's creativity. From the above opinions it can be understood that the learning of art is indispensable for the process of child development. Where since childhood children

have been introduced to art. In fact, the child's fitrah can be said to be a world of playing, clapping, moving and singing. When teaching singing in the second grade, there is material on learning folk songs. A folk song is a type of song whose creation is based on the customs of a region and the language used, namely the regional language.

Based on data collection through observation techniques, interviews and documentation, data from the research was obtained, namely the learning process of regional songs using learning videos to introduce and preserve regional culture. The results of the study will be described in detail as follows.

Opening

Based on the observation results, the indicator of initial learning activities received a score of 17 with a percentage of 85%. Belongs to the good category. The following is a detailed table of the results of observations of opening activities (see **Table 1**).

Table 1. Opening

Indicator	Score	Persentase	Criterion
Indicator 1	4		
Indicator 2	4		
Indicator 3	3		
Indicator 4	3		
Indicator 5	3		
Total score	17	85%	Good

In indicator 1, the teacher performs greetings and prayers. The activity of giving greetings began with singing a song entitled "Yen Esuk". The lyrics of the song are as follows:

*Yen esuk sugeng enjing
Yen awan sugeng siang
Yen sore sugeng sonten
Yen bengi sugeng ndalu
Diparingi matur nuwun
Ditimbali matur dalem
Yen liwat ndherek langkung
Yen lepat nyuwun pangapunten*

After the song is over, then the teacher greets the students who are ready to learn by saying hello, "Assalamu'alaikum warahmatullahi wabarakatuh." Then the students replied in unison. One of the students was asked to lead the prayer with his trademark, "The attitude of praying, hands raised, head bowed, heart prepared begins. A'udzubillahiminasyaithonirrojim..."

On indicator 2, the teacher conducts a review. The technique that the teacher does is to check on the friend next door. Teacher said, "Tengok kanan (siswa mempraktekkan tengok sebelah kanan), tengok kiri (siswa mempraktekkan tengok sebelah kiri), tengok belakang (siswa mempraktekkan tengok sebelah belakang), siapa teman kita hari ini yang tidak berangkat?"

On indicator 3 the teacher conditions the student by means of a single pat, a double clasp. However, two students were still engrossed in playing with their next-door friends. In indicator 4, the teacher conveyed the apperception by recalling yesterday's material and linking it to the learning that will be carried out today. In indicator 5, the teacher conveys the learning objectives well and clearly. However, the language used is poorly understood by students.

Of the five indicators, if crosschecked with the Learning Implementation Plan document, data is obtained that all indicators are listed in the RPP. Thus the data obtained from documents and observations are the same.

Core Activities

Based on the observation results, the indicators of core learning activities received a score of 19 with a percentage of 95%. Included in the criteria is excellent. The following is a detailed table of the results of observations of core activities (see **Table 2**).

Table 2 Core Activities

Indicator	Score	Persentase	Criterion
Indicator 1	4		
Indicator 2	4		
Indicator 3	4		
Indicator 4	4		
Indicator 5	3		
Total score	19	95%	Very good

On indicator 1, the teacher masters the material on folk songs. During the observation, the folk songs taught were "Ampar-Ampar Pisang" and "Apuse". The two songs are listed in the shiva thematic book. The teacher has memorized in advance the lyrics of the song to be taught to the students. In addition, the teacher also conveyed to the students a song entitled "Ampar-Ampar Pisang" from the South Kalimantan area. While the song "Apuse" comes from Papua. The teacher also explained the meaning contained in the verse of the folk song. In indicator 2, the teacher reminds students who are not right. In this case, there are students whose tone is not right, so the teacher provides personal guidance. This can be seen when one of the students sings a song loudly and excitedly but the lyrics are wrong. So the teacher approached the students to provide guidance individually

In indicator 3, the teacher uses learning media. From the observation results, teachers use multimedia learning media. Purwono et al. (2014) stated that multimedia learning media is a combination of audio and visual media combined with audio tapes that have elements of sound and images that can be seen, for example video recordings, sound slides and so on. At the beginning, the teacher played an animated video of the cartoon played on the tv screen in front of the classroom. Video of the Ampar-Ampar Pisang folk song taken from youtube with the address link

<https://www.youtube.com/watch?v=BnBTFaHvI6I>. While the video of the Apuse folk song is taken from the link <https://www.youtube.com/watch?v=VlyDN-QMuk> (see **Picture 1**).

**Picture 1.** Students watching learning video.

First, the teacher played the video three times. Then the fourth video playback was accompanied by singing together. Students are very quick to memorize lyrics and imitate the notes of folk songs. This opinion is in line with Pamungkas & Koeswanti (2021) which explains that learning using learning videos in the form of videos on student learning outcomes shows positive results. Learning using videos can also increase students' motivation and interest in learning.

In indicator 4, students are interested in learning videos. From the results of observations during observation, students seemed very enthusiastic. This is evident from the students' remarks when the video has been played twice. Student said, "Lagi Pak, diputarkan lagi." From the results of interviews with students, the following results were obtained:

Researchers : "Apakah yang kamu rasakan saat melihat video tadi?"

Student AR: "senang, pengen nonton lagi."

Researchers : "Apakah setelah melihat video tadi, kalian jadi bisa nyanyi lagu "Ampar-Ampar Pisang dan "Apuse"?"

Student AR: "Iya sekarang jadi hafal."

Here's a document where students enthusiastically listen to videos while dancing in front of their friends (see **Picture 2**).



Picture 2. Students enthusiastically listening to the video.

In indicator 5, students carry out evaluations. The type of evaluation applied by the teacher is that students in groups come forward to sing the songs "Ampar-Ampar Pisang" and "Apuse". However, due to time constraints, there is one group that has not performed. Here's the documentation as students progress to sing folk songs. Students enthusiastically and excitedly came forward to prepare to sing folk songs. At the same time, teachers always provide motivation and support for students as a reinforcement of the attitudes of students who are still doubtful or still lack confidence (see **Picture 3**).



Picture 3. Students practice singing.

Of the steps implemented on the core activities, everything is written in the RPP. So that the data between observations and RPP documents are synchronized.

Concluding Activities

Based on the observation results, the indicator of learning closing activities received a score of 12 with a percentage of 100%. Included in the criteria is excellent. The following is a detailed table of the results of the observation of the closing activity (see **Table 3**).

Table 3. Concluding Activities

Indicator	Score	Persentase	Criterion
Indicator 1	4		
Indicator 2	4		
Indicator 3	4		
Total score	12	100%	Very good

In indicator 1, the teacher concludes the learning. During observation, the teacher seems to conclude the learning by means of question and answer with students. Master says:," Hari ini kita belajar apa?". Then the student answers," nyanyi." There are also students who answer," Ampar-Ampar Pisang, Apuse." Then the teacher gives a conclusion.

In indicator 2, the teacher gives advice. This can be seen during observation, namely the teacher gives advice," Anak-anak kita harus bangga terhadap bangsa kita. kita memiliki kekayaan yang banyak. Salah satunya lagu daerah. Oleh karena itu, mari kita semangat belajar lagu daerah." In indicator 3, the activity ends with prayer. At the time of observation, it seemed that the activity ended with prayer. Before praying, the teacher leads the prayer with a variation of the song. the lyrics are as follows.

*Bila aku berdoa, ku angkat tanganku
 prok..prok..
 Dengan suara lembut tidak berteriak
 prok..prok..
 Berdoa sungguh-sungguh agar dikabulkan.
 Segala permohonan hamba yang beriman.
 Angkat tanganmu, kepala tundukkan
 Sikap berdoa setelah pelajaran.*

(pray together," Allahumma arinal haqqa....")

CONCLUSION

Based on the results and discussion, it shows that teaching children to use learning videos can make it easier for students to learn folk songs. The use of video can turn something that was originally difficult into easy. The folk songs "Ampar-Ampar Pisang" and "Apuse" were originally unfamiliar to students, but after listening to the video several times, students knew them and even memorized. The hope is that the nation's

generation will not forget the regional culture which is a cultural heritage in the form of objects.

The use of learning videos can make it easier for students to learn folk songs entitled 'Ampar-Ampar Pisang' and 'Apuse' to stimulate a sense of self-esteem, love, and pride in folk songs. The use of multimedia-based learning tools with video can be very effective in changing conventional learning patterns through the application of multimedia increasing interest and eventually loving folk songs. So that students can get to know, cultivate a sense of belonging, foster a sense of love, and take part in preserving regional culture as the responsibility of the younger generation who represent the profile of Pancasila students.

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