



The Use of Audio-Visual Learning Media and The Application of the Jigsaw Model in Teaching Arts and Culture at the Junior High School Level in Rural Areas

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Abstract

Low educational quality is one of the challenges faced by schools in the rural areas. Factors hindering the success of art education include students' low interest, inadequate facilities and infrastructure in the school environment, educators' qualifications and quality not matching the field they teach, resulting in less competent educators in the arts. Furthermore, the education curriculum may not be relevant to the needs of the rural areas. Additionally, some students lack knowledge of national anthems, are unfamiliar with the lyrics, and cannot sing them with the correct melody. The importance of educators in rural areas is evident in addressing these issues. Educators must be professional, innovative, and creative in devising appropriate teaching strategies and models. This research was conducted at SMP Negeri 5 Satu Atap Tanah Pinoh, with seventh-grade students as the subjects of the study. The research results demonstrate that students show an improvement in the quality of their learning when using audio-visual media and implementing the Jigsaw model in teaching arts and culture at junior high schools in rural areas. The study indicates that students can utilize this learning approach to enhance their skills both within and outside the school environment.

Keywords: *Audio-Visual, Jigsaw, Arts and Culture Education*

Introduction

Undeveloped, frontier, and outermost regions are areas that have not yet reached an equal level of economic, cultural, social, and geographic development compared to other regions. According to national standards, rural areas refer to areas with lower levels of development than others. Presidential Regulation Number 131 of 2015 explains that the assessment of the status of underdeveloped regions must consider aspects such as accessibility, regional characteristics, human resources, infrastructure, and the local community's economy, as well as the financial capacity of the region (Situmorang, 2019).

The government designates the rural areas based on several criteria. These criteria include economic factors, demographics and human resources, facilities and infrastructure, and the financial capacity of the region. There are numerous challenges hindering development and the well-being of the communities in the rural areas, one of which is low-quality education. Compared to other regions, the

rural areas still face high levels of educational problems such as illiteracy, school dropouts, and non-attendance. This is due to inadequate educational facilities, low community interest in learning, poor quality of educators, and an education curriculum that does not align with the potential of the rural areas.

Education serves as the place where desired human resources are shaped by continuously improving their quality along with the learning process. Learning activities are related to materials and processes aimed at achieving the best results. This can be realized when students actively participate in learning, both physically and mentally. Therefore, educators must play a role as facilitators providing guidance and guidance to students. On the other hand, educators must also strive to create a dynamic, efficient, and enjoyable classroom atmosphere by applying appropriate innovative teaching methods, strategies, and media, making the learning stages more interesting.

The role of education includes shaping the character of students so that they can become better individuals in understanding and developing their interests and talents. Education also aims to promote competitive moral intelligence growth (Peraturan Pemerintah Republik No. 19 Tahun 2005, 2005). To achieve this goal, it is important to preserve the culture of the community and create a love for the homeland through arts and culture education, which is an integral part of education in fostering the patriotism of students by focusing on culture. The cultural aspect is integrated with art through the creation of aesthetic experiences through expressive and creative activities, thereby supporting students' interest in learning at school. Educators must present various learning media, including introducing singing materials in unison with the theme of learning several national mandatory songs.

The issues in schools in the rural areas, especially at SMP Negeri 5 Satu Atap Tanah Pinoh, stem from students who are not familiar with national mandatory songs. Students not only lack knowledge of these songs but also fail to memorize the lyrics and often sing them incorrectly. Therefore, as an educator, it is essential to be innovative and creative when choosing the right and engaging learning models. This is crucial as it can stimulate students to develop their intelligence and experiences. The success of art education is influenced by various interconnected factors, such as the role of educators, teaching strategies, learning models, teaching techniques, curriculum design, and the role of students as model users.

According to data provided by the Ministry of Education and Culture (Kemendikbud), the results of the National Examination for junior high schools in 2019 in Melawi Regency were used as a measure of achieving the National Education Standards to ensure and improve the quality of education, especially in Melawi Regency, where some schools are categorized as the best junior high schools. This implies that there are schools that are still far behind in both the learning process and the development of students' intelligence. This is evident in schools located in the rural areas. This issue can be examined based on the learning outcomes influenced by educators as teachers and students as the main actors in the teaching and learning process, supported by addressing the achievement of success in learning.

In this case, the issue is raised based on the results of observation, consultation with the school principal, and interviews with fellow teachers and some students in the environment of SMP Negeri 5 Satu Atap Tanah Pinoh, specifically the school located in rural areas. Thus, the issues that have become polemical in SMP Negeri 5 Satap Tanah Pinoh are identified. Some of the current issues include the suboptimal condition of school facilities in rural areas, the limited ability of students to memorize national anthem songs in schools in rural areas and the low motivation and discipline of students in implementing school rules in the rural areas.

Based on the initial survey conducted by the author among several educators teaching in rural areas, especially in Malawi Regency at the Junior High School level, the results indicate that the curriculum content of arts and culture learning, especially in the aspect of music, is almost not

implemented in schools in the rural areas. Factors supporting the ineffectiveness of learning in the field of arts and culture include a lack of educators in the arts, inadequate facilities and infrastructure for arts learning, and educators teaching outside their field of expertise, leading to a lack of competence and qualifications in the subject matter being taught.

Given the issues occurring in schools, the problem formulation is as follows: (1) how is the use of audio-visual learning media in arts and culture education in Junior High Schools in rural areas; (2) how is the implementation of the *jigsaw* model in arts and culture education in Junior High Schools in the rural areas; (3) what are the results of using audio-visual learning media and implementing the *jigsaw* model in arts and culture education in Junior High Schools in the rural areas.

This learning strategy is born out of the creativity and innovation of the author as an educator, taking into account the previous case of how students faced limitations in facilities, media, and ineffective teaching materials at school. The research begins with the author using audio-visual media to address student problems through the *Jigsaw* learning model. The author then observes how students complete tasks, such as pre-tests and post-tests, and examines various teaching materials provided by educators on mandatory national songs. The communication of learning outcomes is tailored to students with diverse levels of ability. The author also conducts evaluations and reflections for each student to measure the effectiveness of the learning strategy, media, and model used by the educator. This is implemented to ensure that all students can actively participate in the learning process.

Discussion

The educational challenges in Indonesia, especially in schools located in rural areas (disadvantaged, frontier, and outermost) are a major cause for concern. There appears to be a lack of focus on improving the quality of education at all levels, both formal and informal. This issue poses a significant obstacle to the development of human resources in Indonesia. The use of media in learning can help optimize education resources and disseminate knowledge and information directly through the learning of arts and culture, contributing to the creation of high-quality Indonesian students as part of Indonesia's aspirations.

In Law No. 20 of 2003 Article 1 paragraph 10, which relates to the National Education System, it is mentioned that formal education is a type of education that takes place in schools with clear structures and levels (Sisdiknas, 2003). This formal education is obtained regularly, systematically, and in stages according to predetermined conditions. Schools, as formal educational institutions, have a crucial responsibility in providing educational services to the younger generation to educate citizens effectively and efficiently.

As mentioned by Haliza in her writing, the role of schools as formal educational institutions extends to assisting families in educating and guiding their children. This involves teaching tasks, and correcting, and refining the behavior of students acquired from their family environment (Haliza, 2020). In the context of students' personality development, schools also play a crucial role in the curriculum. Schools help students learn to interact with their peers, communicate with educators, and adapt to school rules. Additionally, schools prepare students to play a role as responsible members of society who contribute positively to their religion, nation, and state. This demonstrates that almost all factors shaping students' intelligence, attitudes, and interests, which are integral parts of personality formation, occur through the educational process in schools. In general, according to Oemar Hamalik, the functions of schools are: (1) educating individuals to become mature citizens; (2) preparing individuals to contribute to society; (3) assisting in the development of professions or careers; (4) preparing individuals to form new families; and (5) encouraging personal development (Ulum, 2022).

This research employs audio-visual media to support the learning process. The researcher chose the *jigsaw* learning model because educators deemed it suitable for the abilities of seventh-grade students. The seventh-grade class consists of only seven students. The *jigsaw* learning model was implemented during the pre-test phase. This model involves a teaching technique where one group of experts is responsible for different aspects of the material. Due to the limited number of students, only one group was formed, and one expert, considered by the educator to have a better overall understanding of the material, taught the others.

During the pre-test activity, educators provided students with the freedom to solve problems and answer pre-test questions. The results of the pre-test indicated that the students' assessments were below the standard. After implementing the teaching and learning activities during the post-test phase, it was found that the use of the *jigsaw* learning model, supported by audio-visual media, contributed to improved learning outcomes for the students.

According to Elliot Aronson in 1978, along with his colleagues at the University of Texas and Johns Hopkins University, the *Jigsaw* method has undergone development, testing, and experimentation. As a result, *Jigsaw* has been established as a cooperative learning model for students studying in small groups consisting of 4 to 6 individuals in a heterogeneous manner (Sholihah, 2016). Researchers have chosen to use this model because the *Jigsaw* method provides participants with the opportunity to gain insights on their own, which serve as their tasks, while simultaneously working with other students to discover knowledge and solve group problems. Insights obtained through the *Jigsaw* model are likely to be retained in students' minds for a long time. In the final stage, students can utilize the acquired learning outcomes to reinforce their education, supporting the quality of learning in schools located in these rural areas. Thus, this can be referred to as the formation and development of potential, improvement, strengthening, and refining (Santoso, 2018).

Table 1. Identification of the problem behind the writing

Factor	Identification of Problems
Human Resources	Students' limited knowledge of the national obligatory song in the rural areas schools and the low quality and qualifications of educators in the fields taught in the rural areas schools
Method	Music learning is not implemented in the rural areas schools
Infrastructure	Lack of use of school infrastructure available in rural areas schools
Environment	The low motivation of students to memorize national mandatory songs at rural areas schools

The resolution of issues in the table can be addressed through various teaching strategies when educators are motivated to find solutions to the learning problems in schools located in rural areas. In this role, educators are required to be professional, creative, and innovative (Mahnun, 2020). Responding to various aspects of the problems in the field, it is important to remember that the most crucial element in the stages of education is the instructor. Instructors play a highly significant role in the development of students.

1. Learning Arts and Culture in Junior High School

Ki Hajar Dewantara stated that art education is a crucial component in shaping a child's personality and can be used as the foundation for building a noble character. Plato also mentioned that art

education can be used as fundamental education to build the right character because art education is an essential component in forming the character of each individual (Utomo, 2006).

Art education has characteristics that encompass many languages, dimensions, and cultures. Multilingual art education aims to develop expressive skills through various elements such as drawing, sound, and movement, and how they are combined. Multidimensional art education aims to enhance various basic skills of students, including perception, knowledge, understanding, analysis, evaluation, appreciation, and the ability to integrate logical, ethical, and aesthetic aspects to achieve balance in thinking. Meanwhile, multicultural art education aims to develop awareness and skills in appreciating cultural diversity, both locally and globally. This is intended to shape attitudes that are more tolerant, democratic, cultured, and harmonious in a society with diverse cultures (Depdiknas, 2002). The following are the stages of activities carried out in SMP Negeri 5 Satu Atap Tanah Pinoh, as described by the researcher.

Table 2. Stages of Activities for Using Audio Visual Learning Media and Implementing the *Jigsaw* Model in Middle School Arts and Culture Learning in rural areas.

Activity	Activity Stages
Develop a Learning Implementation Plan for Arts and Culture Subjects, Music Arts Sub-Material	Determine Competency Standards, Basic Competencies, and Indicators to be created. Determine the learning model, learning objectives, and learning media according to the teaching material. Arrange opening, main, and closing activities. I was typing the learning implementation plan. Read and re-examine the learning implementation plan that has been prepared. Print the learning implementation plan, coordinate with the principal and teachers, and submit the learning implementation plan to the principal for approval.
Create teaching materials and instruments for evaluating learning outcomes on the subject of singing the national obligatory song	Determine the material to be tested (pretest and post-test questions on the material on singing the national obligatory song). Develop assessment instruments that are appropriate to learning objectives. Create assessment guidelines
Preparing learning media (Audio Visual)	Look for videos of several national mandatory songs and determine the right media for students to use to memorize. Create learning media in the form of national song lyrics. The process of making learning media according to the targeted time. Check again the learning media that has been created. Print learning media that needs to be printed.
Conduct a pretest on students regarding the national mandatory song material	Greet students and invite students to pray before starting learning activities. They are checking student attendance and readiness as well as class readiness. Give directions to students to independently name several national songs that they know. Provide an understanding of the national mandatory song material

	<p>Conduct a pretest on students by referring to the Learning Implementation Plan.</p> <p>Provide assessments according to each individual's abilities.</p> <p>Recap the results of the pretest that has been carried out and end with a closing activity filled with reflection and assignments</p> <p>Give greetings when the learning activity ends.</p>
Carrying out learning using audio-visual media	<p>Prepare students and learning media</p> <p>Give students a brief explanation of the learning objectives</p> <p>General introduction of several national mandatory songs through audio-visual media.</p> <p>Try singing the national anthem together using the demonstration method as a group or individually.</p> <p>Analyze the notes contained in the national anthem.</p>
Conduct a post-test on students regarding the material on singing the national anthem	<p>Distribute group assignments and individual assignments to students to sing the national anthem.</p> <p>Direct students to choose the national anthem to sing.</p> <p>Provide direction to students before the post-test takes place</p> <p>Direct students to complete the post-test on time.</p> <p>Giving scores based on student's work in singing the national anthem.</p>
Carry out learning/improvement and enrichment by utilizing the results of assessments and evaluations of music arts subjects on the material of singing the national obligatory song	<p>Create a format for assessing the results of the pretest and posttest.</p> <p>Re-learning the national mandatory song material at the same time.</p> <p>Record students who have completed and not yet completed in the program table.</p> <p>Retest.</p> <p>Evaluate learning outcomes</p>

Planning, implementation, and assessment are essential stages in the learning process. Therefore, the first step in cultural arts education, especially music, at SMP Negeri 5 Satu Atap Tanah Pinoh is the planning of Teaching and Learning Activities. This planning includes the creation of various teaching tools, annual programs, semester programs, syllabi, and Lesson Implementation Plans. The next step is to implement lessons according to the planned program. During this learning process, assessment is conducted both in groups and individually to evaluate students' attitudes, insights, and skills. The recommendations and guidelines set by the school serve as the basis for this assessment. Art and culture education are activities in which individuals use various sources to learn new things. Students act as learners, and educators act as facilitators in this learning process. The learning process, essentially a communication stage intended to convey messages or information to enhance students' thinking, feelings, interests, and attention, is the most crucial component of the learning activity. Optimizing media for communication in learning is part of the process of developing materials or teaching resources (Yanti, 2019).

Students are expected to be physically, intellectually, and emotionally active during the learning process. As educators, it is crucial to pay attention to the level of engagement students have in the learning process. Ensuring that students have a positive and active attitude is essential for the smooth progression of the teaching-learning stages and achieving optimal results. To determine the success of

learning, each student has a unique perspective. Ultimately, their learning outcomes are the result of the learning stages they experience Art and culture education in schools encompasses various aspects, including visual arts, music, dance, and drama. All these art learning activities fall under the subject known as Arts and Culture in the curriculum of Junior High School. In areas with a lagging development level, there are various challenges, one of which is the use of books as the primary source in art and culture education, which still leans towards the school-based curriculum. The objectives of art learning include understanding the concepts and values of cultural arts, developing an appreciation and creative expression through cultural arts, enhancing local, regional, and global participation in cultural arts, and developing humanistic values (Sinaga, 2009).

2. The Use of Audio-Visual Learning Media

Learning media are tools used by students to enhance their thinking, emotions, and attention, as well as to improve communication effectiveness. These media serve as communication and connecting tools that stimulate students' minds, feelings, and desires, triggering the teaching and learning process. Thus, media make learning more varied and meaningful, allowing students to relax. Media that can only be heard, such as audio recordings, are referred to as audio media. The purpose of audio media is to convey audio messages from the source to the message recipient, enhance a more communicative learning environment, and stimulate students' thinking about what is being conveyed. Audio-visual media that can be both seen and heard, such as films, image recordings, and sound used to deliver messages more directly and realistically, and overcome space and time limitations. Visual media enhances student motivation and helps them understand events that cannot be directly seen in the classroom (Oktira, 2015). Hamalik explains that learning media refers to instruments, approaches, and strategies used to enhance communication and interaction between teachers and students in the teaching and learning stages within the school environment (Kusumadewi, 2010). The use of audio-visual learning media has been proven to increase student engagement in the learning process. This media can display images and sounds, enabling students to better understand information by involving two important senses: sight and hearing. This activity can be called Visual Activities, which include activities such as seeing, observing, paying attention, and reading. Meanwhile, Listening Activities are related to students' potential to focus on listening to lesson material and conversations (Febrianto, 2020). One type of media used in learning is audio-visual media. Considered as a demonstration tool that can be both heard and observed, audio-visual media can support students in the learning process by helping to explain or facilitate the understanding of the language being studied (Nurrita, 2018). From the initial observation, the author conducted a pre-test to show the results of art and culture learning on the material of singing the national anthem in unison and the scores obtained by students were still very low below the passing standard for art and culture learning at school. If a teacher provides knowledge, introduces, implements the applicable curriculum, and enhances existing material through the use of audio-visual learning media, the learning achievements obtained by students will reach a maximum level.



Figure 1. Preparing teaching materials/materials that will be used in the learning process in the form of pretest and posttest

Source: personal documentation, 2019

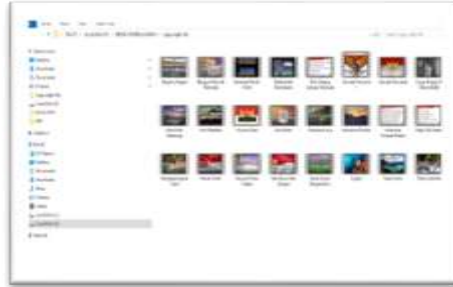


Figure 2. Researchers carefully selected videos which will be used as audio-visual media
Source: personal documentation, 2019

This was proven during the post-test conducted with students after implementing the art and culture learning process in class using the *jigsaw* learning model and the material of singing the national anthem in unison. The assessment results were above the standard. This was further evidenced by conducting an evaluation activity with reflection in the form of a quiz to stimulate the students' participation, allowing them to recognize, memorize, and know several national anthem songs. The author considers this research successful in using audio-visual learning media and implementing the *jigsaw* model in junior high school art and culture learning in rural areas, specifically with the seventh-grade students at SMP Negeri 5 Satu Atap Tanah Pinoh. Considering that this learning experience is their first due to limitations in media, advice, and infrastructure in this remote, frontier, and outermost area. If an educator expects their students to better understand and remember the learning material, it should be remembered that it is not always possible to provide direct experiences for them in all stages of learning (Sari, 2019).

The learning strategy in music for the material of singing the national anthem in unison using audio-visual media aims to enhance concentration, motivation, and students' access to national anthem video songs. The main goal is to ensure that students can be more engaged with the audio-visual media provided by educators without relying on live streaming platforms such as YouTube, given the limited internet access infrastructure in the rural areas of schools. By accessing various video content, students can deepen their understanding of music, especially in singing with one voice.



Figure 3. Pretest activities for students
Source: personal documentation, 2019

The utilization of various video content also plays a crucial role in the final assessment of learning, conducted by educators. In this process, educators not only evaluate the technical abilities of students in singing but also inject a sense of love for the homeland, which is currently an integral aspect of the Pancasila profile. The implementation of singing national anthem songs serves as an evaluation tool and a reflection on the progress of students in understanding cultural arts, especially music. Thus, this strategy helps students delve deeper into understanding music, enhance the quality of their learning, and promote a sense of patriotism through national musical artworks.

During art and culture learning, especially in music, for seventh-grade students at SMP Negeri 5 Satu Atap Tanah Pinoh, the use of audio-visual media is beneficial. In the *jigsaw* learning model, students actively work in groups to discuss and create discussion results (pre-test), which will be presented orally or in writing to the teacher in the classroom. Subsequently, students can focus their attention better as they need to observe audio-visual media, such as video presentations of national anthem songs along with their lyrics. This supports students in understanding the learning material deeply and enjoying the learning process more effectively.



Figure 4. Preparing audio-visual facilities and providing teaching materials to students
Source: personal documentation, 2019)



Figure 5. Introducing several national mandatory songs through audio-visual media
Source: personal documentation, 2019

After watching a video with the lyrics of national songs, students can be well-conditioned in the classroom. They are inspired to sing with the right lyrics, melody, and rhythm. After practicing singing together using the national song video in karaoke form, only with lyrics and melody, with the help of educators, students can sing national songs in unison in front of the class. This is done because the assessment of arts and culture, especially music, depends on the assessment of attitudes, knowledge, and individual skills.

Assessment of music skills indicators is carried out by presenting 2 national songs sung in unison, with the category of choosing national songs that students know and national songs that were previously unknown so that the results show that students can sing national songs with the right lyrics, melody, and rhythm. The impact becomes more apparent when students are given a quiz in the form of an introduction to the notes, lyrics, and titles of national songs. Students appear active, and learning becomes more interesting during question-and-answer sessions accompanied by rewards from educators.



Figure 6. Practicing singing the national anthem in unison
Source: personal documentation, 2019



Figure 7. Identification of student problems (write national anthems that they know and don't know at all)
Source: personal documentation, 2019

3. Implementation of the *Jigsaw Learning Model*

When the material to be learned can be divided into several parts and does not have to be taught in a specific order, the *Jigsaw* learning model is an interesting approach to teaching because it can involve all students in the learning process and allows them to teach each other (L Walisa, 2017). If the material to be learned can be divided into several parts and does not have to be taught in a specific order, the *Jigsaw* learning model is an interesting approach to teaching because it can involve all students in the learning process and allows them to teach each other (Haliza, 2020). The *Jigsaw* learning model is an engaging method used by educators to deliver learning material, and the advantage of this tactic is that it can involve all students in active learning and provide guidance among peers (Zaini, 2008).

In cooperative learning models like *Jigsaw*, there are two groups: the initial group and the expert group. The initial group consists of all members and is selected based on diversity and background. The expert group is made up of students from the initial group, who are assigned to learn a specific topic and then provide explanations to the members of their initial group (Hasjmy, 2015). In this case, the research conducted by the author involves various mechanisms of activities designed by the researcher in selecting students who are considered capable and knowledgeable in the material for learning activities using the *Jigsaw* model.



Figure 8. *Jigsaw* learning model
Source: personal documentation, 2019



Figure 9. Post-test in progress
Source: personal documentation, 2019

In his book, Sutomo explains that assessment is the action or stage to determine quality. Educators are responsible for assessing their students on attitudes, skills, learning abilities, character, talents, interests, and personality. Tests and non-tests are two methods that can be used to conduct assessments (Yunia Rahmawati, 2020).

The learning process takes place in the classroom environment, with students as the main subjects. This learning process has an impact on changes in the cognitive, psychomotor, and affective values of students. Educators, as learning facilitators, need to plan ways for students to achieve good development in all three aspects. To achieve this, learning resources such as data, individuals, and learning materials must be provided to facilitate the teaching and learning process, to achieve development in all three aspects (Wijaya & Hasan, 2016).

The next activity to determine the results of the learning process, which has previously taken place in the singing unison national song music lesson, is to conduct a posttest. The pre-test and post-test design test a group of similar subjects before and after specific procedures or experiments, according to Tobias. This method allows for measuring changes after treatment, but the results cannot be compared with a control group (Tobias, 2023).

After completing the post-test, the educator or instructor will proceed with a demonstration activity. With a demonstrative approach, students can delve deeper into understanding the learning material. The demonstration method is very effective in providing a clearer understanding of various aspects, including how to organize, create, and use something, as well as the components that make up a concept. This method also allows for a comparison between various ways of investigating or understanding the truth of a concept (Deswarni dan Budiwirman, 2019). In music learning, it

demonstrates the student's ability to absorb the learning material so that during the demonstration activity, students can sing the national song in unison.

The demonstration activity is carried out to investigate how well students can master the material of singing in unison that has been presented. Demonstration activities in cultural arts learning in the field of music include the use of audio-visual media and assignments that demonstrate the skills possessed by students (Silalahi, 2016). This is evident from how students demonstrate good abilities in demonstrations, especially in music learning.



Figure 10. Demonstration Activities
(Source: personal documentation, 2019)



Figure 11. Enrichment with reflection (Quiz with rewards)
Source: personal documentation, 2019 (Sumber: dokumentasi pribadi, 2019)

In this process, the educator presents a problem and guides students to find alternative solutions through the *Jigsaw* learning model. After that, the educator evaluates the results by giving a quiz that makes the learning experience more unique. Students can remember the material previously learned, especially related to national songs, and they make a concerted effort to answer quiz questions in a relaxed, free-thinking, and enjoyable atmosphere. Students no longer see the subject of music as something boring. On the contrary, they can develop a sense of patriotism and love for their homeland through the national songs taught by the educator.

The learning strategy that utilizes audio-visual media in music education aims to enhance participants' understanding. The learning model is a concept used to apply approaches, methods, and techniques to learning. In cultural arts education that takes place in the classroom with the material of singing in unison, the *Jigsaw* method is used concurrently with audio-visual media such as a video of national songs accompanied by lyrics to support students in understanding the material better, making learning more engaging, and facilitating students in participating in music education (Suryati, 2016).

The figure contains three tables of student assessment results. Each table has columns for 'No.', 'Nama', 'Nilai', 'Kategori', 'Kelas', and 'Tahun'. The tables list scores for students like 'A. Azzahra', 'B. Nur Hafidha', 'C. Nur Hafidha', 'D. Nur Hafidha', 'E. Nur Hafidha', 'F. Nur Hafidha', 'G. Nur Hafidha', 'H. Nur Hafidha', 'I. Nur Hafidha', 'J. Nur Hafidha', 'K. Nur Hafidha', 'L. Nur Hafidha', 'M. Nur Hafidha', 'N. Nur Hafidha', 'O. Nur Hafidha', 'P. Nur Hafidha', 'Q. Nur Hafidha', 'R. Nur Hafidha', 'S. Nur Hafidha', 'T. Nur Hafidha', 'U. Nur Hafidha', 'V. Nur Hafidha', 'W. Nur Hafidha', 'X. Nur Hafidha', 'Y. Nur Hafidha', 'Z. Nur Hafidha'. Below each table is a legend for 'Kategori' (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z) and a list of 'Kelas' (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) and 'Tahun' (2019, 2020, 2021, 2022, 2023, 2024).

Figure 12. Student assessment results
Source: personal documentation, 2019

Conclusion

The use of instructional strategies in cultural arts, particularly in music, and the implementation of the *Jigsaw* learning model, specifically focusing on singing in unison, in a Junior High School in a rural area. The teaching technique employed by the author is fundamentally built on utilizing facilities, media, and the educator's teaching resources. Based on the research results, it can be concluded that, firstly, the use of audio-visual learning media in cultural arts education at SMP Negeri 5 Satu Atap Tanah Pinoh, especially for 7th-grade students in rural areas, is effective and optimal.

Secondly, the implementation of the *Jigsaw* model in cultural arts education at SMP Negeri 5 Satu Atap Tanah Pinoh was carried out well, and there was interaction within the *Jigsaw* learning model, including group discussions and class discussions. Music learning through the use of audio-visual media, successfully enhanced the cultural arts learning outcomes of students, as evidenced by the differences between pretests and post-tests.

Thirdly, based on the above description, to achieve optimal learning outcomes, especially in schools located in rural areas, educators are expected to be innovative and creative. The initial step is to identify the existing issues in the school, such as understanding the characteristics of students and designing suitable teaching strategies. This should be closely related to cultural arts education and the use of learning media so that the learning outcomes of cultural arts can be optimized. Through the implementation of appropriate learning models in cultural arts education, it is expected that the learning outcomes in cultural arts will significantly impact the achievements of students in this field. Thus, the use of audio-visual media and the application of the *Jigsaw* model in cultural arts education in junior high schools in rural areas have a positive influence on improving students' understanding of cultural arts, especially in singing national songs in unison.

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