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Teaching Module for Creating Songs with STAD Cooperative Learning Strategy in Music Art Learning at High School in Yogyakarta

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Abstract

This research aims to: (1) produce a teaching module for creating songs with a cooperative learning strategy of the STAD type as a teacher's guide in learning music at high schools in Yogyakarta and (2) determine the feasibility of teaching modules for creating simple songs with a cooperative learning strategy of the STAD type in learning music at high schools in Yogyakarta. This research is a type of research and development with the ADDIE development model developed by Dick and Carry. The subjects in this study consisted of expert validators, teachers and students. The trial design in this study consisted of two stages, namely: (1) the preliminary test stage addressed to expert validators and (2) the trial stage addressed to teachers and students. Data collection techniques used validity instruments, interviews and questionnaires. The data analysis technique consists of analyzing product feasibility data, analyzing teacher and learner response data. The results of this study are: (1) a simple songwriting teaching module product has been developed, this module is equipped with a Cooperative Learning learning strategy and a guide to the use of Adobe Audition video tutorials, (2) this module reviewed by two experts, learning experts with a final score of 78% with the category "Feasible" and material experts with a final score of 83% with the category "Very Feasible".

Keywords: *Teaching Module; Creating Songs; Cooperative Learning; Music Education; Adobe Audition*

Introduction

Music education in schools is one of the media of expression that can be used in everyday life. Basically, music learning is an expression expressed in sounds, then arranged or composed according to the creator's creation. Music is a form of artistic expression that involves organizing sounds in a time sequence. It includes various elements such as melody, harmony, rhythm, dynamics, and texture. According to MENC (National Association for Music Education) art education is beneficial for learners because it can develop learners' intuition, reasoning, and imagination gradually and can help learners to think in various perceptions, Kokkidou (2013: 7).

Some common functions of learning music include emotional expression, narration, expression of cultural identity, religious rituals, and as a form of communication. According to Schellenberg in Eerola (2014: 89) the transfer effects of music education emphasize cognitive and academic outcomes. Music

plays an important role for students because it can encourage students' imagination, so it is important for teachers to explain and guide the learning process well so that the richness of imagination that exists in students can develop properly. This is proven in Falma's journal (2024: 429) that learning music can improve cognitive, affective, and psychomotor abilities in children.

Learning art, especially music in Senior High School, cannot be seen as an easy thing, considering that the ability of students to absorb learning material varies from one student to another. Music learning contains theoretical and practical learning activities. The purpose of music education given to students at the Senior High School level is to foster appreciative willingness and develop musical creativity and in practice to improve students' musical skills. Learning art, especially music in Senior High School, cannot be seen as an easy thing, considering that the ability of students to absorb learning material varies from one student to another. Music learning contains theoretical and practical learning activities. The purpose of music education given to students at the Senior High School level is to foster appreciative willingness and develop musical creativity and in practice to improve students' musical skills.

In order to instill learners' practical experience, it can be achieved through a creative process in responding to the stimulus provided by the teacher as an educator. Through the learning material of creating simple songs in music subjects, students can increase musical creativity, develop knowledge, and build creative skills in music. Learning activities to create simple songs can be used as an effort to find inspiration, ideas and a foundation for the creation of works. Learners can be encouraged to grow and develop musical competence through a creative exploration process and it is hoped that students can create simple songs.

Music learning is an effective learning if it is taught by applying the right strategy. Active learning model can play an important role in realizing the music learning process. Active learning is defined as an educational process where learners assume responsibility for the learning process, learners are given the opportunity to make decisions and self-organize about various aspects of learning to utilize skills during learning activities.

In relation to learning to create songs that have an important position in music education in schools with the perception of active learning that emphasizes the development of students' creativity, the learning model that suits these learning activities is cooperative learning. Cooperative learning is one of the lessons developed from the theory of constructivism and emphasizes learner activity. Cooperative learning has an important role in active learning (Demirci, 2018: 290). Optimizing the learning process of music art is carried out in activities that are directly in real observation so that the fundamental concepts of learning are internalized in order to achieve learning objectives.

The rapid development of technology has increasingly affected the aspects that form the basis of the importance of learning in the curriculum of senior high school education in music competency. Technological developments affect learning elements, one of which is the teaching module. The role of the teacher as an educator is to maximize learning in order to help students achieve learning objectives. Learning modules for creating simple songs with cooperative learning strategies can be used to achieve learning objectives because they use group learning techniques. This teaching module can accommodate the achievement of learning objectives as stated in the independent curriculum established by the Ministry of Education, Culture, Research and Technology Number 12 of 2024 for Senior High Schools which refers to expertise and skill development.

Music learning in schools is not always in line with what is expected as stated in the learning outcomes of music in Senior High School. The implementation of music learning in general is still dominated by the use of teacher-centered lecture and drill methods. Although these methods are recognized as successful in memorizing a number of musical skills, they have not been able to fully prepare students in developing critical, appreciative, creative and innovative abilities (Utomo, 2013: 111).

If examined more deeply through the lens of music, the creation of a song until it can be heard and enjoyed by listeners is the result of a long process. Activities such as recording and mixing music in such a way that it can be enjoyed by listeners require special knowledge, skills and expertise related to the process of creating songs.

Learning music art material for creating simple songs in Senior High School allows the integration of technology in the music education approach. Not only does it make learning more interesting and relevant to students, but it also allows the development of students' creativity and innovation in creating musical works. The challenge of developing technology needs to be responded to by all sectors of education, including at the Senior High School education level. Music production through learning material to create simple songs is required to embed learning using Digital Audio Workstation (DAW) software equipped with a recording activity guide.

The software commonly used in recording music is a Digital Audio Workstation (DAW). The development of DAWs began to gain momentum in the early 2000s, and has become the focus of commercially published music creation (Marrington, 2017: 77). Some DAWs that are commonly used today are Cubase, Logic Pro, Garage Band, Studio One and Adobe Audition. These DAWs can be accessed anddownloaded by anyone, including students, for a fee or even for free. In terms of recording and producing song works, it needs to be introduced to students, especially at the Senior High School education level. The introduction of the use of DAW through learning to create simple songs is an effort to answer the problem of learning objectives that have not been maximized. The DAW-based application that will be used in learning activities for this simple song creation material is the Adobe Audition application. It has the same function as other DAW applications. This application is specifically used to help users process and create audio compositions quickly. Adobe Audition is a multitrack digital audio recording, editor and mixer that is easy to use and has audio processing features and facilities (Adobe Audition, 2012: 2).

The purpose of this research focuses on: 1) developing a teaching module for creating simple songs with the STAD type cooperative learning strategy as a guide for teaching materials by teachers in learning music at Senior High Schools in Yogyakarta, 2) knowing the feasibility of teaching modules for creating simple songs with the STAD type cooperative learning strategy in learning music at Senior High Schools in Yogyakarta.

Method

This research is a type of R&D research with the ADDIE development model according to Dick and Carey (1996) including Analysis, Design, Development, Implementation, Evaluation. This development model was developed based on the use of a systems approach to the basic components of development design which includes analysis, design, development, implementation and evaluation activities (Mudrikah: 2021: 40). The research method is a scientific way to obtain data with specific purposes and uses (Sugiyono, 2022: 2). This module is validated by learning expert validators and material expert validators. The teaching module will be tested on teachers and students with a total of 28 people. Data collection in this study used validity instruments for expert validators, and questionnaires for teacher and learner responses. Data analysis in this study uses qualitative descriptive analysis techniques that describe the results of the development of learning models.

Result And Discussion

This research develops a Cooperative Learning teaching module in the form of teaching materials equipped with a guide to creating simple songs using Adobe Audition in learning Music at Senior High Schools in Yogyakarta through the stages of the ADDIE development model. Then find out the feasibility of teaching modules to create songs with the Cooperative Learning STAD strategy in learning Music in Senior High Schools in Yogyakarta.

Analysis

The analysis stage is a process of analyzing needs, identifying problems and analyzing needs at this stage begins with the collection of information as a basis for development, to find out this, researchers need a needs analysis.

Design

From the results of collecting initial observations conducted through interviews, the next step is for researchers to plan related products to be developed, namely the learning model for making simple songs using guitar chords for phase E class X at SMK Diponegoro Depok.

Development

This process realizes the teaching module from the preparation of the plan into reality. The development of this module starts from determining the material, namely the material for making simple songs using guitar chords . The module will contain a learning approach that is packaged with specific activity units using the Adobe Audition application, the learning process is assisted by the Adobe Audition application so that it supports the clarity of the learning process to achieve learning objectives, song recording techniques, determining song themes, composing music part by part using simple chords , editing tracks so that they become a complete song, and assessment instruments.

Implementation

Real steps to implement the learning system, meaning that the results of the development are applied in learning to determine its effect on the quality of learning which includes effectiveness, attractive teaching modules, and learning efficiency. Development products in the form of teaching modules need to be tested in the field to obtain an overview of the usefulness, convenience, and efficiency of learning material for creating simple songs.

Evaluation

The last stage is to conduct an evaluation which includes an evaluation in determining the feasibility of teaching module products. The evaluation is carried out to assess the quality of teaching module products for creating songs with the Cooperative Learning STAD strategy in learning music at SMK Diponegoro Depok. Evaluation of this teaching module product is carried out based on the assessment and input at each stage of analysis, design, development and implementation to be strengthened by the results of the assessment of expert validators, music teachers and students.

Product Trial Results

The teaching module for creating songs with the Cooperative Learning STAD strategy in music learning that has been developed is assessed by learning expert validators and material expert validators to determine the feasibility of the module. The following is a description of the results of the teaching module development:

1. Developing Teaching Modules

This development stage is carried out to compile a complete development process that refers to the development process. After identifying research needs until the stage of producing teaching module products to create simple songs with the STAD Cooperative Learning strategy in music learning at Diponegoro Depok Vocational School. The process of developing this teaching module includes several stages including; 1) preparation of the module framework, 2) teaching module development process, 3) testing the feasibility of teaching module products.

The teaching module product for creating simple songs with the STAD Cooperative Learning strategy in music learning is designed in accordance with the teaching module stematics that have been designed at the design stage. The preparation of the teaching module framework or systematics aims to clarify the sequence of product development. Product development of teaching modules based on the order of the teaching module systematics starting from giving the identity of the teaching module. Furthermore, determining the Flow of Learning Objectives (ATP), designing the use of teaching modules as a comprehensive guide for teachers and students related to the use of modules in learning, containing learning activities divided into three parts, including: (1) opening activities, (2) core activities and (3) closing activities. Furthermore, compiling the teaching materials contained in this teaching module has been ensured with structured learning content and in accordance with the learning objectives set.

The development of a teaching module for creating simple songs is equipped with a technical guide using the DAW (Digital Audio Workstation) Adobe Audition application. The purpose of this guide or steps is to teach learners the practical process of how to create simple songs from creating melodies to editing suras and adding effects. This guide covers every important step in the music production process. The guide material using the Adobe Audition application step by step includes: (1) introduction, (2) introduction to the Adobe Auditon application, (3) sequence of the process of creating a simple song, (4) guide to recording a simple song.

The cover contains module information about learning materials, subjects, class or education phase information, type of education level unit, and the name of the teaching module compiler as well as illustrations relevant to the teaching module material. The fonts chosen are Be Vietnam and Nunito Sans Condensed.

Figure 1. Cover of Teaching Module

The preface in this teaching module explains the background of the preparation of the module which departs from the needs of teachers in developing effective learning using cooperative learning strategies, an overview of the teaching module content and the use of teaching modules (Figure 2). The teaching module identity is part of the teaching module systematics that serves to provide information about the module. Information includes a brief description of the context of using the teaching module (Figure 3).

Figure 2. Preface Page

Figure 3. Identity of teaching modules

The development of a teaching module for creating simple songs is equipped with a technical guide using the DAW (Digital Audio Workstation) Adobe Audition application. The purpose of this guide or steps is to teach learners the practical process of how to create simple songs from creating melodies to editing suras and adding effects. This guide covers every important step in the music production process. The guide material using the Adobe Audition application step by step includes: (1) introduction (Figure 4), (2) introduction to the Adobe Auditon application, (3) sequence of the process of creating a simple song (Figure 5), (4) guide to recording a simple song.

Figure 4. Introduction to Adobe Auditon

Figure 5. Creating New Track

2.Learning Expert Validator Assessment

The quality of the teaching module for creating simple songs with the STAD cooperative learning strategy was assessed by learning expert validators consisting of 27 statement instruments. The data from the feasibility assessment of teaching modules for creating simple songs with the STAD cooperative learning strategy that has been developed, shows the results of the validation test by learning experts with an overall percentage of 78%. Based on the assessment data, it can be concluded that the teaching module for creating simple songs with the STAD cooperative learning strategy is considered suitable for use with revisions according to the input of learning expert validators.

3.Material Expert Validator Assessment

The quality of teaching material in the teaching module for creating simple songs with the STAD cooperative learning strategy was assessed by material expert validators consisting of 20 statement instruments which were reviewed from several aspects of assessing the suitability of the material with KD or Basic Competencies, aspects of assessing the accuracy of the material and aspects of assessing contextual nature. The data from the feasibility assessment of the teaching module for creating simple songs with the STAD cooperative learning strategy that has been developed, shows the results of the validation test by material experts with an overall percentage of 83%. Based on the assessment data, it can

be concluded that the teaching module for creating simple songs with the STAD cooperative learning strategy is considered suitable for use with revisions according to the input of the material expert validator.

4. Learning Activities Using Teaching Modules

At the implementation development stage, the teaching module for creating simple songs with the STAD cooperative learning strategy is applied in trials on learning music art material for creating simple songs after meeting the criteria for feasible assessment by expert validators and has been revised or improved to be refined. The implementation of learning using the teaching module to create simple songs with the STAD cooperative learning strategy was carried out in four meetings in class X DKV at SMK Diponegoro Depok. Learning activities are carried out in accordance with the learning objectives.

In the first meeting, learners were given the subject matter of creating simple songs. In the second meeting learners are divided into groups, then learners are asked to determine the theme for the creation of a simple song. In the third meeting learning activities using cooperative learning strategies with teacher guidance, learners create simple songs using the Adobe Audition application. Then on the fourth meeting, learners are asked to perform a simple song based on their respective groups in front of the class.

5. Teacher Response Assessment Data Analysis

The teacher's assessment as an educator of the teaching module product for creating simple songs with the STAD cooperative learning strategy is based on three aspects of assessment, including: module size aspects, module cover design aspects and module design aspects. Teacher assessment was obtained from two teachers who teach music at SMK Diponegoro Depok. The assessment of the teacher's response as an educator is based on three main assessment aspects, namely the module size aspect, the module cover design aspect and the module design aspect. The teaching module assessment from the first teacher response obtained a final percentage value of 89% with very practical criteria. While the teaching module assessment from the second teacher response obtained a final percentage value of 95% with very practical criteria.

6. Data Analysis of Learner Response Assessment

The trial was conducted in class X DKV at SMK Diponegoro Depok with a total of 29 students. The teaching module product that has been refined is then used as a learning guide used by the teacher. In this trial activity, the researcher acted directly as a teacher (Figure 6) who used the teaching module to create simple songs with the STAD cooperative learning strategy. The trial activities were carried out in four meetings with an allocation of 2x45 minutes of teaching time for one meeting.

Figure 6. Presentation of Material Documentation

The trial on students was carried out with the aim of obtaining the response of students who were taught using the teaching module which was equipped with a technical guide for using the Adobe Audition application to create simple songs. This trial used a student response questionnaire containing 15

statement instruments about the learning experience and opinions of students while being taught using the teaching module to create simple songs with the STAD cooperative learning strategy. The acquisition of the value of each statement item gets a high percentage value with an average final percentage of 83%. The value obtained from the students' responses ranged from 79 to 85 which was categorized in the very practical assessment criteria. The final percentage value of 83%, which is included in the very practical criteria, shows that the teaching module for creating simple songs with the STAD cooperative learning strategy is overall practical for use in music learning activities, especially the material for creating simple songs.

Revisi Modul Ajar

The teaching module product for creating simple songs with the STAD cooperative learning strategy has been improved based on revisions and improvement input by learning expert validators and material expert validators. Researchers make revisions to improve teaching module products.

1. Revision by Learning Expert Validator

Improvements from learning expert validators include the appearance of the teaching module. The following is the appearance of the module that has been improved based on revisions and expert validator input:

Figure 7. Module Cover Before Revision

Figure 8. Module Cover After Revision

2. Revision by Material Expert Validator

Material expert validators provided additional barcode input for the videos presented in the learning material of creating simple songs.

Figure 9. Module View after Ornaments

Figure 10. Barcode Presentation Display on Teaching Module

Final Product Review

The development of teaching module products produced is based on the adaptation of the ADDIE research and development stages starting from the Analysis, Design, Development, Implementation, and Evaluation stages. At the analysis stage, researchers conducted a development needs analysis, learner analysis, learning objectives analysis.

At the design stage, the researcher designs a teaching module systematics that is equipped with a cooperative learning strategy and a guide to using the Adobe Audition application DAW. The design of this teaching module refers to the guidelines for preparing teaching modules in accordance with the needs of the Merdeka Belajar Curriculum.

The development stage is the making of teaching modules after the teaching modules are designed at the previous stage. The development of this teaching module begins with compiling the module structure, collecting material, making videos for learning guides to create simple songs to testing the feasibility of teaching module products to create simple songs with STAD cooperative learning strategies. Based on the product feasibility assessment received from the learning expert validator, the value is obtained with a percentage of 78% with the criteria “Feasible” with revisions and improvements, while the product feasibility assessment received from the material expert validator is obtained with a percentage of 83% “Very Feasible” criteria with revisions and improvements.

At the implementation stage, the teaching module product was tested in music learning activities on the material of creating simple songs in phase E of class X DKV at SMK Diponegoro Depok. The trial aims to determine the responses of teachers and students about whether or not the module is practical to use during learning. Overall, the assessment results from the responses of teachers and students obtained high scores in the “Very Practical” category. This assessment identifies that the teaching module product for creating simple songs with the STAD cooperative learning strategy can be used as a more cooperative and practical learning option to use.

The last development stage, namely evaluation , is a stage that reassesses whether there are shortcomings in teaching module products that must be refined for use in learning music. The final quality of the teaching module that has been refined proves that development in the discipline of art education, especially music, can offer better teaching tool updates in order to achieve the learning objectives that have been set.

Conclusion

Based on the results of research and development of teaching modules for creating simple songs with STAD cooperative learning strategies as teaching tools that can be used as a teacher's guide in carrying out the learning process, it has been successfully developed in accordance with the adaptation of the ADDIE development stages. Based on the description that has been presented, the products produced in the form of teaching modules for creating simple songs with STAD cooperative learning strategies in learning music at SMK Diponegoro Depok can be given the following conclusions:

1. The product of teaching module for creating simple songs with STAD cooperative learning strategy in music learning at SMK Diponegoro Depok was successfully developed.
2. The feasibility of the products produced from the development stage has been assessed by expert validators. This teaching module product was assessed by two expert validators, namely learning experts with a final percentage of 78% in the “Appropriate” category and material experts with a final percentage of 83% in the “Very Appropriate” category. It can be concluded that from the aspect of product feasibility, this teaching module is considered suitable for use.

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