

Efforts in Improving Students 'Understanding Towards Students' Choir Material Through Cooperative Learning Type Make A Match MIS (Manado Independent School) in Manado City

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ABSTRACT

Research has been carried out with the application of the make a match type of cooperative learning model to increase student understanding in the Manado International School (MIS). The problem in this study is the low understanding of students in choir material at the beginning of school, and besides that it is also due to different cultures and countries. For this reason, this study aims to determine students' understanding of choir material by applying cooperative learning type make a match to MIS students in Manado. The research setting is all students both adolescent and adult level in the first batch 2018/2019. This research uses Classroom Action Research. The instruments used were observation of teacher or coach learning activities, observation of student activities, and practical tests. Analysis of the data used is interpretation based on the calculation of the frequency distribution with discussion based on the percentage scale and indicators of learning completeness determined by the curriculum. The results of this study can be said that learning on choir material through cooperative learning of make a match type MIS in the city of Manado was declared successful. The activities of students in the first cycle carried out 80% with quite good criteria and the second cycle carried out 100% with good criteria. From this data it is known that from the stages of learning and student activity gradually increased.

Keywords: Choir, Manado International School, Make A Match

INTRODUCTION

Education is a media that is very instrumental in creating quality humans and potential in the widest possible self. Through education there will be a process of self-maturity so that in the decision-making process of a problem faced is always accompanied by a great sense of responsibility (Maru and Pantas, 2019). Considering the role of education, this aspect should be of concern to the government in the context of increasing the quality of Indonesian society's quality resources. (Nasrul.2010: 3)

Choir or *kor* (from Dutch, *koor*) is a term that refers to a musical ensemble consisting of singers and music performed by the ensemble. Choir is the presentation of vocal music consisting of 15 or more people who combine various colors of sound into one unified whole and can reveal the soul of the song that is sung. The sound that is possessed by humans is a different level that distinguishes one another. These types of sounds can later be used as a basis for music. For example, when we know that our type of voice is a tenor (male high voice), then we can have a basic tone that is within the range of

the tenor or can be used as a basis for choosing songs that are suitable for tenor sound types, and so on. (kinibisa.com/articles/detail/music)

Based on the observations of the choir writer in Manado international school not meeting expectations, the indications can be seen from the low learning achievement of MIS students as well as the weak awareness of MIS students towards the correct choir learning techniques seen especially in MIS students who have just joined, besides the students have various kinds different cultures and countries. One of the advantages of MIS (Manado International School) is the choir of children, adolescents and adults who are well known throughout Manado. The low learning achievement of MIS students is caused by several factors including teacher learning strategies that are not varied less attractive and low motivation to learn MIS students who have just joined. This if not addressed immediately will result in the low achievement of students.

This encourages the writer to conduct a class action research to improve the understanding of MIS students towards the choir material in MIS students who have just joined in Manado by applying an interesting learning model and containing elements of the game so that it is expected to increase the motivation to learn MIS students. Learning that has elements of the game, interesting is a type of cooperative model make a match.

Formulation of The Problem

Based on the above background, the problem can be formulated as follows: how to increase the understanding of students of MIS (Manado International School) towards the choir through cooperative learning type make a match?

Solution Plan

Classroom Action Research by implementing the make a match cooperative learning model is planned for 2 cycles with 4 meetings. The learning activities carried out are the application of the make a match strategy in the learning of choirs. Learning procedures or steps to apply make a match include: random card distribution, each MIS student thinks of the answer from the card he is holding, MIS students look for a suitable pair (between questions and answers), joint discussion continues with conclusions.

Research Objectives

This Classroom Action Research aims to describe and find out the teacher's efforts to apply the Make a Match Learning strategy to improve students' understanding of choir material.

RESEARCH METHOD

This research uses the Classroom Action Research (CAR) approach. According to Kemmis and Mc. Togart (Arikunto, 2006: 3) says that in classroom action research it is carried out through a dynamic process consisting of the following stages:

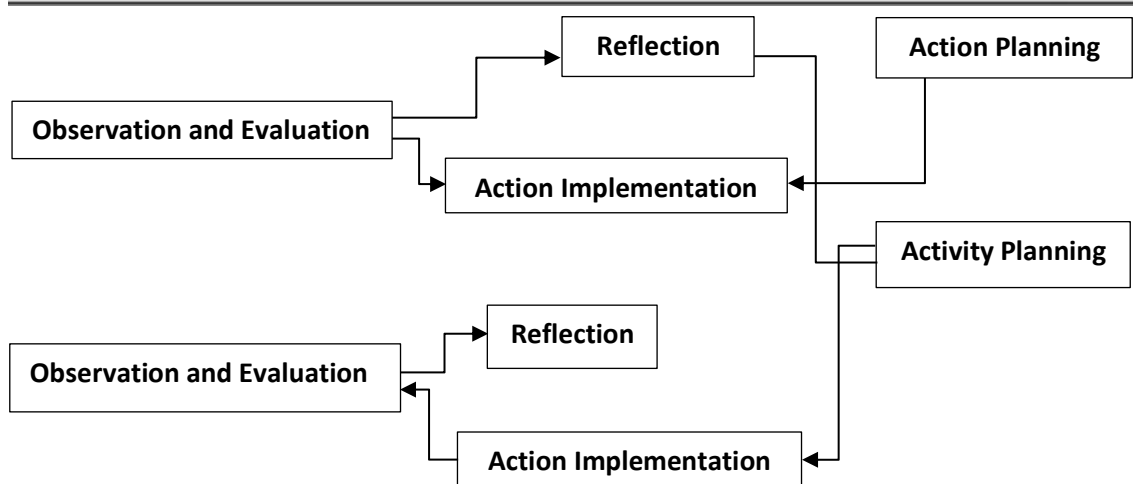


Figure 1: Chart of Classroom Action Implementation (Arikunto, 2006).

According to Wardani (2004: 4) the stages of classroom action research begin with planning activities, carrying out actions, making observations and reflexes after the activity ends. The four stages above are one cycle or cycle, therefore each stage will repeat itself.

At the stage of planning and carrying out actions carried out through four main steps, namely:

1. Identify the problem.
2. Analyze and formulate the problem.
3. Planning the CAR, as well
4. Carry out PTK.

These four steps are sequential steps, meaning that the first step must be done first before the second step is carried out, and so on. The first and second steps are the initial part of planning improvements, while the third step is a prerequisite for the fourth step.

According to Kemmis and Mc. Toggart (Wardani, 2004: 42) if in the first repair effort still found things that are not quite right (after the reflection process) then the second improvement is still possible.

RESULTS AND DISCUSSION

Description of Research Setting / Location

The populations in this study were all students of the 2018/2019 MIS city of Manado with a total of 10 people consisting of 6 men and 4 women. This school is located in the City of Manado Province, in the middle of the city. MIS students' learning achievement at the beginning of getting to know the Choir level of introduction, is still below the specified KKM number of 65. Problems that become obstacles in learning in class include the way teachers manage learning fewer motivating students, this can be seen from the selection of outdated methods and learning strategies that are not varied, so student achievement is low.

Implementation of Cycle Actions I

a. Planning

This class action research will be carried out at MIS (Manado International School) by applying make a match type cooperative learning with Choir material. Cycle I was carried out in 2 actions / meetings. At this planning stage the researcher draws up a lesson plan, makes an observation sheet to observe the activities of teachers and students, prepares teaching aids, and the teacher as a model as well as students practice directly and design an evaluation instrument with overall performance.

b. Action Implementation

Implementation of the First Actions

The first action was carried out on Tuesday July 26, 2018.

- Pre activity

The teacher starts the lesson with apperception, namely repeating the previous lesson about the respiratory process. The teacher conveys the learning objectives.

- Main activities

The teacher distributes cards to all MIS students with the notes to say and some to say high and low notes. Students look for the right pair between the contents of the card he is holding and his friend's card. The fastest pair is given points / reward. After all MIS students have gotten a pair, cards are collected and shuffled and then divided again. Activity is repeated as before. The teacher gives an explanation of the subject matter. Students are given the task of memorizing and trying to learn for themselves the high and low notes taught.

- Post activity

The teacher guides students to conclude the subject matter, followed by students working on evaluations with forward performance.

c. Implementation of the second action

The fourth action was carried out on Thursday 29 July 2018.

- Pre activity

The teacher starts the lesson with apperception, namely repeating the last lesson about the process of breathing and high and low notes. The teacher conveys the learning objectives.

- Main Activity

The teacher distributes cards to all students with notes on the notes and sounds high and low. (the cards that are divided are different from the cards in the previous study). Students look for the right pair between the card he is holding and his friend's card. The fastest pair is given points / reward. After all MIS students have gotten a pair, cards are collected and shuffled and then divided again. Activity is repeated as before. The teacher gives an explanation of the subject matter. MIS students are given the task of working on individual notes that have been determined.

Results of Class Actions in cycle I

a. Observation of teacher activities in learning Cycle I.

This observation is done by the teacher appointed to make observations using the observation sheet. Observed aspects consist of 10. Based on observational data towards the implementation of learning that manages learning in broad outline as planned and it shown from the table below:

No.	Aspect observed	Yes	No	Meeting 1 (score: 1 2 3 4 5)	Meeting 2 (score: 1 2 3 4 5)
1.	Pre activity - Hold apperception - Conveying objectives - Conveying learning procedures	√ √ √	- - -	Getting a score of 3 Getting a score of 4 Getting a score of 4	Getting a score of 4 Getting a score of 4 Getting a score of 4
2.	Main activity - Explain the subject matter - Giving Cards - Assign students to find a partner - Give a chance to ask - Doing concept formation	√ √ √ √ √	- - - - -	Getting a score of 3 Getting a score of 5 Getting a score of 4 Getting a score of 4 Getting a score of 3	Getting a score of 4 Getting a score of 5 Getting a score of 4 Getting a score of 4 Getting a score of 4
3.	Post activity - Guiding conclusions - Carry out evaluation	√ √	- -	Getting a score of 4 Getting a score of 5	Getting a score of 4 Getting a score of 4
Total of scores		10	0	39	42
Criteria		Good			Very good

Based on the table above, the observational data on the activities of teachers in managing learning in broad accordance with planned. At meeting 1 a score of 39 was obtained with good criteria. At meeting 2 a score of 42 was obtained with very good criteria.

b. Observation of the activities of MIS cycle I students

The observed aspect is the classical MIS student activity in learning which consists of 10 points / aspects. The results of observations can be seen from the table.

Table 2. Results of observations of MIS student activities in Cycle I

No.	Aspect observed	Meeting 1		Meeting 2	
		Yes	No	Yes	No
1.	Do activities with enthusiasm	√	-	√	-
2.	Understand the procedure	√	-	√	-
3.	Doing practice questions	√	-	√	-
4.	Asking question	-	√	-	√
5.	Summing up the subject matter	-	√	√	-
6.	Working on evaluation questions	√	-	√	-
7.	Pay attention to the teacher's	√	-	√	-

	explanation				
8.	Answering teacher questions	√	-	√	-
9.	Work with friends	-	√	√	√
10.	Conduct concept formation	√	-	√	-
Total of scores		7	3	8	2
Criteria		Quite good		Quite good	

The number of the activity is obtained by looking at the MIS student activity score with the YES / NO criteria, towards the implementation of the above observation aspects taken by the observer teacher when the learning activities take place.

Based on observations on the activities of MIS students at the first meeting, a score of 7 (70%) was obtained. This is not done by asking questions, concluding the subject matter and working with friends. At meeting 2 a score of 8 (80%) was obtained. This is not done by students asking questions and cooperating with friends. All aspects carried out have quite good criteria. A description of the activities of MIS students in cycle I can be seen in Figure 2.

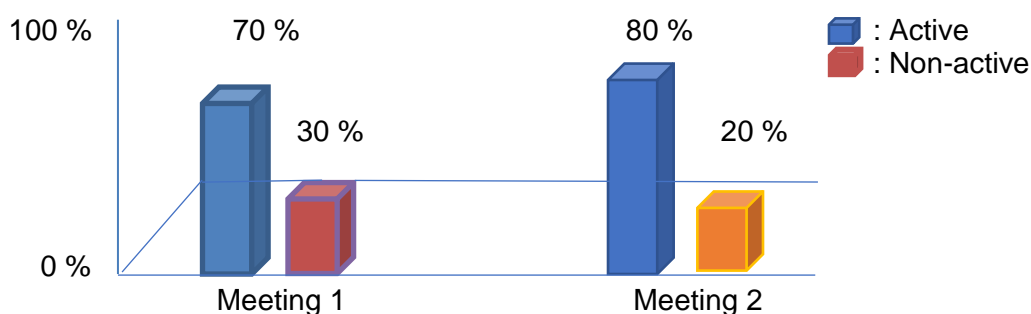


Figure 2. Comparison of MIS Student Activities in Cycle 1

c. Cycle 1 Evaluation Results

At the end of the meeting an evaluation was held to measure the learning outcomes of MIS students. The results of the evaluation in the first cycle can be seen in table 3:

Table 3. Value of Cycle I Evaluation Results

No.	Scores	Meeting 1		Meeting 2	
		Frequency	Percentage	Frequency	Percentage
1.	100	0	0	1	10
2.	90	1	10	2	20
3.	80	2	20	2	20
4.	70	3	30	3	30
5.	60	3	30	1	10
6.	50	1	10	1	10
7.	40	0	0	0	0
Total		10	100 %	0	100%
Average		69		76	

From table 3 can be seen an increase in student learning outcomes MIS. At meeting 1 there were no MIS students who scored 100, becoming 1 person (10%) at meeting 2. A

score of 90 was 1 person (10%) to 2 people (20%) at a meeting 2. A score of 80 was 2 people (20 %), at the 2nd meeting remained. Value of 70 as many as 3 people (30%), at the 2nd meeting remains. Value of 60 as many as 3 people (30%) at meeting 2 to 1 person (10%). A score of 50 is 1 person (10%) at the 2 permanent meetings. The average value of the evaluation of meeting 1 was 69. MIS students who obtained a score above 65 as many as 6 people, with the provisions of learning who scored above 65 as many as 8 people, with a mastery of learning classically 80%.

d. Final evaluation of learning cycle I
 In the final evaluation activity on MIS students in cycle 1 it is more stable to draw conclusions then an evaluation is carried out at the end of cycle I. This can be seen in this outbreak table:

Table 4. Score Analysis of Final Learning Cycle 1

No.	Scores	Frequency	Percentage (%)	Individual completeness (≥65)
1.	100	1	10	Tuntas
2.	90	2	20	Tuntas
3.	80	3	30	Tuntas
4.	70	2	20	Tuntas
5.	60	2	20	Tidak Tuntas
6.	50	0	0	-
7.	40	0	0	-
Total		10	100%	-
Average		78		Complete
Classical completeness (≥85%)		80 %		Not complete

While classically the value does not meet the criteria for completeness of learning as targeted, 85% of MIS students score more than or equal to 65. The learning outcomes in this first cycle can be illustrated in Figure 3.

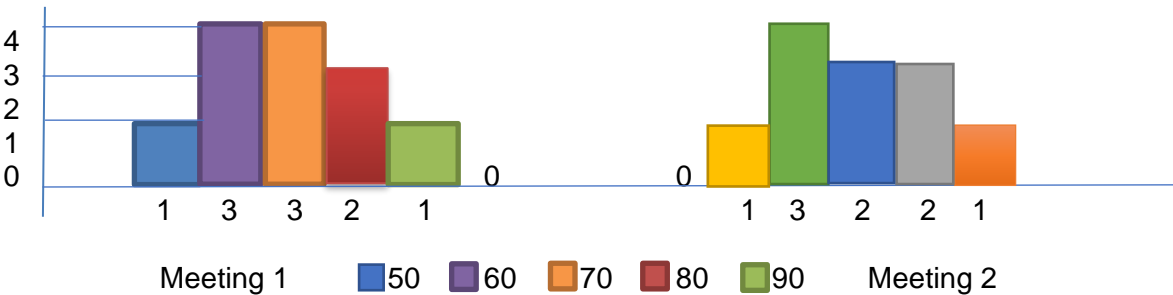


Figure 3. Comparison of Learning Outcomes Cycle 1

The classical completeness can be seen in Figure 4.



Figure 4. Completeness of Learning Achievement

e. Reflection Cycle I

By observing the results of observations on teacher activities, MIS student activities and learning practice tests, several findings are obtained to be reflected as follows:

1. Teacher learning activities are still not effective, this can be seen from the aspects that were observed not yet fully implemented, at the first meeting only 7 (80%) aspects. Things / aspects that have not been implemented by the teacher, namely conveying the learning procedures and giving opportunity to ask questions. In the second action the teacher implements 9 (90%) of the planned aspects. The thing that hasn't been done by the teacher is giving the opportunity to ask questions.
2. The activeness of MIS students in learning has increased even though it has not been maximized. This can be seen in the first action 70% while in the 80% action.
3. MIS student learning outcomes in the first act with an average value of 69. Students who score above 65 are 6 people (60%) with a classical completeness of 60%. The average value of the second action 76 MIS students who scored above 65 as many as 8 people (80%) with mastery learning classically 80%. The average value at the end of the first cycle evaluation, 78 MIS students who scored above 65 as many as 8 people (80%) with mastery learning classically 80%.
4. These findings indicate that the classical mastery learning indicators determined that 85% of students get a score greater than or equal to 65 has not been achieved, for this action research needs to be continued in cycle II by further finalizing the preparation and improvement of the learning process.

Implementation of Cycle Actions II

1. Planning

After conducting a reflection on the implementation of the first cycle, the researchers prepare improvements for the next cycle, namely:

- a. Develop learning implementation plans with animal food material.
- b. Make an observation sheet to observe activities of students and teachers in learning.
- c. Design an evaluation instrument to assess student learning progress.

Cycle II is carried out in 2 actions.

2. Implementation of Actions

a. The Implementation of Third Actions

Action 3 was carried out today, Monday, 2 August 2018. The teacher enters the classroom by greeting, absent MIS student attendance and starts the lesson with an apperception that is repeating the past lesson about sound classification. The teacher conveys the learning objectives.

In the core activity the teacher distributes cards to all MIS students with the name of the scales and some of the cards with the height of the note. MIS students are asked to find the right pair between the contents of the card they hold and the contents of the card held by their friend. For example, "1 (low)" card holders pair up with "DO (low)" card holders, the fastest pair is given points / rewards. After all MIS students have gotten a pair, cards are collected and shuffled, then divided again. Activity is repeated as before. The teacher gives an explanation of the types of sounds and high and low tones. The teacher gives students the opportunity to ask questions. MIS students are given the task of memorizing and practicing directly. At the end of the activity the teacher guides the MIS students to conclude the subject matter, then the MIS students are given an evaluation question to work on individually.

b. Implementation of the Fourth Action.

Action 4 is carried out on Thursday, 5 August 2018. The teacher enters the classroom by greeting, absent MIS student attendance and holding apperception by repeating the lesson at the first meeting about the type of voice and high and low notes.

In the core activities the teacher conveys the lesson objectives in the classroom procedure the teacher answers questions with MIS students about examples of sounds and high and low notes of minor, major and so on. The teacher divides cards that have various types of sound and vocal types, and some cards have minor sound types and some cards have tenor and bass sound types. MIS students look for partners who fit the contents of the card they hold.

The fastest pair of MIS students are awarded points / rewards after all MIS students get the pair of activities repeated as before. The teacher explains the subject matter about minor sound groups according to the high and low notes. MIS students are given the task to practice directly. At the end of the activity the teacher guides the MIS students to conclude the subject matter, then the MIS students work on an evaluation or performance.

3. Results of class action cycle II

a. Observation Results of Cycle II activities

Observations are made by the teacher who is appointed to make observations by filling out the observation sheet. The observed aspects consisted of 10 aspects. The results of observations in the first cycle can be seen from table 5.

No.	Aspects observed	Yes	No	Meeting 1					Meeting 2				
				1	2	3	4	5	1	2	3	4	5
1.	Pre activity												
	- Hold apperception												
	- Conveying objectives	√	-			√						√	

	- Conveying learning procedures	√ √	- -				√ √					√ √
2.	Main activity - Explain the subject matter - Giving Cards - Assign students to find a partner - Give a chance to ask - Doing concept formation	√ √ √ √ √ √	- - - - - -				√ √ √ √ √ √	√				√ √ √ √ √ √
3.	Post activity - Guiding conclusions - Carry out evaluation	√ √	- -			√ √						√ √
Total of scores		10	0	44					47			
Criteria				Very good					Very good			

b. Observation of MIS Student Activities in Cycle II

The observed aspect is the classical student activity in learning which consists of 10 points / aspects. The results of observations can be seen from table 6.

Table 6. Observation Results of MIS Student Activities in Cycle II

No.	Aspects observed	Meeting 3		Meeting 4	
		Yes	No	Yes	No
1.	Do activities with enthusiasm	√	-	√	-
2.	Understand the procedure	√	-	√	-
3.	Doing practice questions	√	-	√	-
4.	Asking question	√	-	√	-
5.	Summing up the subject matter	-	√	√	-
6.	Working on evaluation questions	√	-	√	-
7.	Pay attention to the teacher's explanation	√	-	√	-
8.	Answering teacher questions	√	-	√	-
9.	Work with friends	√	-	√	-
10.	Conduct concept formation	√	-	√	-
Total of scores		9	1	10	0
Criteria		Very good		Very good	

Based on the results of observations on the activities of MIS students at meeting 3 obtained a score of 9 (90%). Activities that have not been done by MIS students are concluding subject matter. At meeting 4 a score of 10 (100%) was obtained. All aspects planned have been carried out with very good criteria. A description of the activities of MIS students in cycle II can be seen in Figure 5.

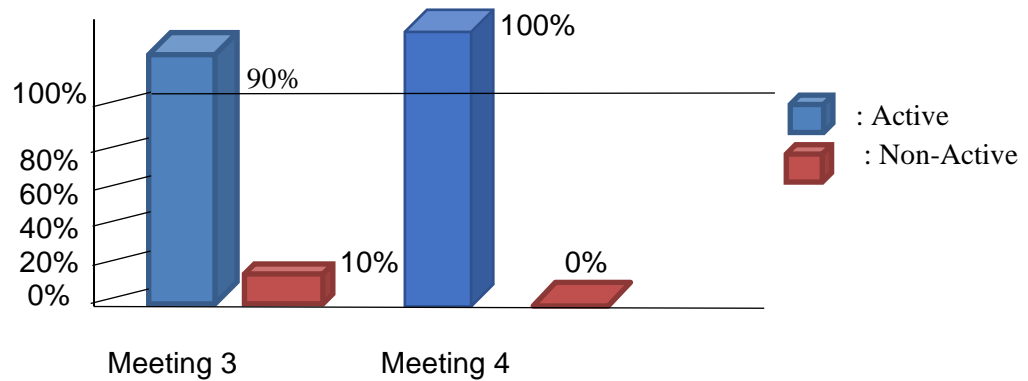


Figure 5. Comparison of Skilus II MIS Student Activities

c. Results of Cycle Evaluation II

Table 7. Score of Evaluation Result Cycle II

No.	Score	Meeting 3		Meeting 4	
		Frequency	Percentage	Frequency	Percentage
1.	100	1	10	2	20
2.	90	2	20	3	30
3.	80	4	40	3	30
4.	70	3	30	2	20
5.	60	0	0	0	0
6.	50	0	0	0	0
7.	40	0	0	0	0
Total		10	100%	10	100%
Average		81		85	

d. Final Evaluation of Learning Cycle II

To further solidify the MIS students' mastery of learning material and in addition to being used to draw conclusions an evaluation is carried out at the end of the second cycle.

Table 8. Analysis of the final test scores for learning cycle II

No.	Scores	Frequency	Percentage (%)	Individu completeness (≥65)
1.	100	2	20	Complete
2.	90	3	30	Complete
3.	80	3	30	Complete
4.	70	2	20	Complete
Total		101	100%	-
Average		85		Complete
Classical completeness (≥85%)		100%		Complete

In the formative evaluation of the first cycle the average value of MIS students increased slightly to 85 this value was above the minimum completeness criteria of 65. MIS students who scored above 65 were 10 people (100%). This shows MIS students who achieved mastery learning individually as many as 10 people (100%). Whereas classically the value did not meet the criteria for completeness of learning as targeted, namely 85 while MIS students scored more than or equal to 65. The learning outcomes in this second cycle can be illustrated in Figure 6.

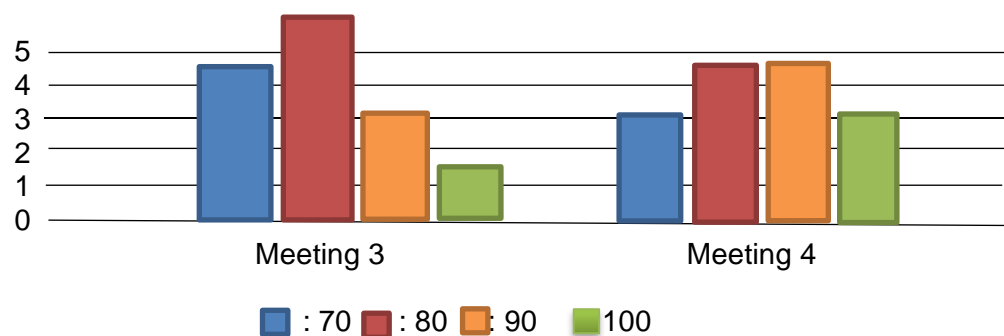


Figure 6. Comparison of Learning Outcomes Cycle II

The classical completeness can be seen in Figure 7

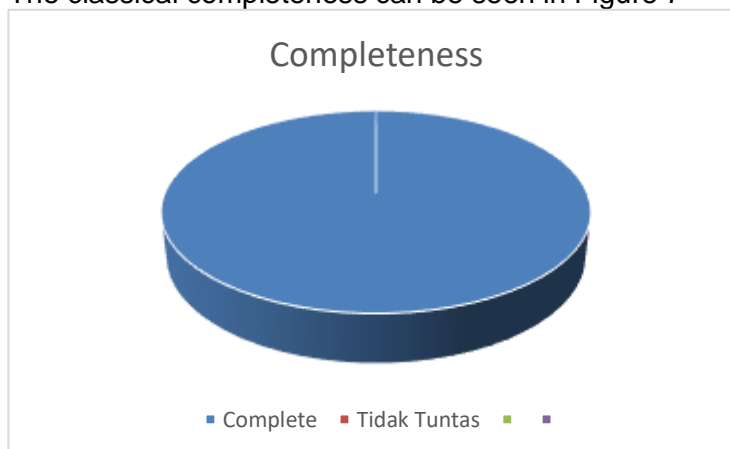


Figure 7. Completeness of Learning Achievement

e. Reflection Cycle II

Reflection on the activities of this second cycle, by observing the results of observations on teacher activities, student activities and learning achievement tests, then obtained several findings to be reflected as follows:

1. Teacher learning activities have been effective, this can be seen from the aspects observed have been fully implemented. In the fourth action the teacher implements 10 (100%) of the planned aspects.
2. The activeness of MIS students in learning has increased. This can be seen in the third and fourth actions to get a score of 10, meaning that the aspects observed have all been implemented by the teacher well (100%).
3. Student learning outcomes in the third act with an average score of 81. MIS students who score above 65 are 10 people (100%) with a classical completeness

of 100%. The average value at the end of the second cycle evaluation of 85 MIS students who received a score of 65 was 10 (100%) with a classical learning completeness of 100%.

4. These findings indicate that the classical mastery learning indicators determined that 85% of students get a greater or greater value or equal to 65 have been achieved, for this action research is not continued in the next cycle.

CONCLUSIONS

The results of this study can be said that learning on choir material through cooperative learning of make a match type MIS in the city of Manado was declared successful. The activities of students in the first cycle carried out 80% with quite good criteria and the second cycle carried out 100% with good criteria. From this data it is known that from the stages of learning and student activity gradually increased.

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