

Perceptions And Motivation of Students in Learning Javanese Music Karawitan In Cultural Arts Learning At State Senior High School 1 Batu (SMA Negeri 1 Batu)

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INDEXING	ABSTRACT
Keywords: Keyword 1; Perception Keyword 2; Motivation Keyword 3; Javanese Music Keyword 4; Karawitan Art	This research was done to describe several things, which include: (1) students' perceptions of learning Javanese music karawitan in cultural arts learning at SMA Negeri 1 Batu; (2) knowing the level of student motivation in learning Javanese music karawitan in cultural arts learning at SMA Negeri 1 Batu. This research is quantitative and descriptive. Data collection uses steps such as the preparation stage, implementation stage, data analysis preparation stage and data analysis techniques using percentage techniques, while the population and samples are carried out by Simple Random Sampling with a total sample of 52 students. The results of this study are the perception of students in learning Javanese musical music tends to be positive, and the level of motivation of students in learning Javanese musical music is quite high, this can be seen from the results of research on several aspects of positive results and student interest in learning Javanese musical music in Cultural Arts learning is relatively high to try to get good learning results.

Article History

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INTRODUCTION

Art and Culture is one of the subjects that must be taught at school. According to Departemen Pendidikan Nasional Republik Indonesia (2003: 7), Kneen *et al* (2020), Prameswari *et al* (2020), and Trohler (2020), the objectives of art subjects are to develop attitudes of tolerance, democracy, and civilization and to able to live in harmony in a pluralistic society, develop imaginative, and intellectual, expression through art, develop sensitivity to taste, skills, and perform art. Cultural Arts is divided into several branches of study, fine arts, dance, music or musical arts, and drama arts (Bresler, 2007). Fine arts, modern music, and Javanese gamelan music or karawitan are included in the sub-fields of study that have been taught in public schools including those in SMA Negeri 1 Batu.

SMA Negeri 1 Batu carries out teaching and learning activities for cultural arts subjects which include three aspects of art learning, namely fine arts, musical arts and modern music. Especially for cultural arts lessons, students can choose one of the three aspects of learning that have been determined by the school.

Javanese musical arts learning is carried out in class XI in the first semester and second semester. Javanese music lessons are held twice a lesson, which is 2 x 45 minutes a week. SMA Negeri 1 Batu already has 3 Cultural Arts teachers consisting of 2 music teachers and 1 fine arts teacher. SMA Negeri 1 Batu implements Javanese musical art lessons into intra-school lessons from Cultural Arts subjects. The facilities and infrastructure used are enough

to support the teaching and learning process. In addition, human resources (HR) or teachers who teach in the field of study of Javanese musicianship are already there.

Perception is a psychological activity that shaping of the learning process, generating interest and encouraging students to do something (motivation) to learn (Krapp, 1999). Learning outcomes will be optimal if driven by appropriate and strong motivation. According to Sardiman (2011: 40), someone will succeed in learning, if he has the desire to learn. As stated by Atkinson (1999) people who have a positive perception of an object will produce something positive and people who have a negative perception will produce something negative too.

This research was done to describe the perceptions and level of motivation of students in learning Javanese karawitan music in cultural arts learning at SMA Negeri 1 Batu. Based on this background, the problem studied in this research is how the perception and level of motivation of students in learning Javanese musical music in cultural arts learning at SMA Negeri 1 Batu.

LITERATURE REVIEW

Perception

Perception in human life has an important role in the formation of an understanding of an object, object or event. Perception is a psychic activity that is the result of sensing, awareness, and appreciation as well as a thought process (Zacks, 2020). Perception is a direct response or acceptance from a person (Nastjuk *et al*, 2020). Perception in the Dictionary of Psychology is the process of knowing or recognizing objective objects and events with the help of the senses. Walgito (2010: 99) explained the meaning of perception as a process that is preceded by a sensing process, which is the process of receiving stimuli by individuals through sensory devices also called sensory processes. However, the process does not stop just like that, the stimulus is continued and the next process is a perception process. Therefore, the perception process cannot be separated from the sensing process, and the sensing process is a precursor to the perception process.

Motivation

Motivation is the impulse that arises in a person to do an act with a certain purpose (Seven, 2020). According to Baharuddin and Wahyuni (2015: 27), motivation is one of the factors that affect the effectiveness of student learning activities. It is motivation that drives students to want to do learning activities. Meanwhile, according to Kompri (2016: 3), motivation can be interpreted as a person's strength (energy) that can cause a level of persistence and enthusiasm in carrying out an activity, both from within the individual himself (intrinsic motivation) and from outside the individual (extrinsic motivation).

motivation has a function. According to Yamin in Komri (2016: 5), Cromwell *et al* (2020), and also Teixeira *et al* (2020) the function of motivation includes the following:

- a. Encouraging the occurrence of a behavior or an action. Without motivation, there will be no action such as learning.
- b. Motivation functions as a director, meaning directing the act of achieving the desired goal.
- c. Motivation as a driving force. The amount of motivation will determine the speed or slowness of a job.

RESEARCH METHOD

This research was done on grade XI students at SMA Negeri 1 Batu. This study uses a descriptive quantitative research design with percentage data analysis techniques. Data were collected using open and closed questionnaires. The population of this study were students of SMA Negeri 1 Batu who attended Javanese music karawitan lessons with a total of 260 students. The sampling technique was carried out by Simple Random Sampling in class XI SMA Negeri 1 Batu which was carried out randomly and the total number of samples was 52 students.

RESULT AND DISCUSSION

The following will present the results of research on perceptions and the level of student motivation in learning Javanese music karawitan in cultural arts learning at SMA Negeri 1 Batu.

Students' Perception in Learning Javanese Karawitan Music in Cultural Arts Learning at SMA Negeri 1 Batu

There are several things that will be discussed in this sub chapter according to the results of data analysis, namely student responses and student opinions, which will be explained more clearly in several indicators in the table below.

Table 1. Student Perceptions of Learning Javanese Karawitan Music in Cultural Arts Learning at SMA Negeri 1 Batu

No.	Alternative Answer	Answer			Description
		F	Σ	%	
1.	Students' responses on whether or not Javanese musical music lessons are necessary				Most of the students (77%) strongly agreed that Javanese musical instruments should be taught at school.
	a. Strongly agree	40	52	77 %	
	b. Agree	12		23 %	
	c. Disagree	0		0 %	
	d. Not agree	0		0 %	
2.	Students' opinions on whether or not learning Javanese music karawitan is interesting				Most students (69%) think that learning Javanese Karawitan Music is very interesting.
	a. Very interesting	36	52	69 %	
	b. Interesting	16		31 %	
	c. Less interesting	0		0 %	
	d. Not interesting	0		0 %	
3	Students' opinions on the importance or otherwise of learning Javanese musical instruments				Most students (75%) strongly agreed that Javanese musical instruments are important to learn at school.
	a. Strongly agree	39	52	75 %	
	b. Agree	13		25 %	
	c. Disagree	0		0 %	
	d. Not agree	0		0 %	
4.	Students' opinions on the benefits of learning Javanese musical instruments				Most students (73%) think that learning Javanese Karawitan
	a. Very useful	38		73 %	
	b. Helpful	14		37 %	

	c. Less useful	0	52	0 %	Music is very useful
	d. Not useful	0		0 %	
5	Students' opinions on the advantages of learning Javanese musical instruments				Most students (67%) strongly agreed that
	a. Strongly agree	35		67 %	Javanese music
	b. Agree	17	52	33 %	karawitan has
	c. Disagree	0		0 %	advantages over
	d. Strongly disagree	0		0 %	other subjects.
6.	Students' opinions on the weaknesses of learning Javanese musical instruments				A small number of students (35%) disagreed
	a. Strongly agree	3		6 %	that Javanese
	b. Agree	4	52	27 %	music karawitan
	c. Disagree	18		35 %	has weaknesses
	d. Strongly disagree	17		32 %	compared to other subjects.

Looking at Table 1 of the recapitulation, it can be concluded that most of the students (77%) strongly agree that Javanese musical art lessons need to be taught at school. This shows that students' responses about whether or not Javanese musical arts lessons need to be taught in schools have received positive attention. The positive attention shows that Javanese music needs to be taught in schools because Javanese music is one of the cultures that must be preserved. One way to preserve Javanese music is by teaching Javanese music learning in schools. This is what Jazuli (2008: 109) revealed in the subject of Cultural Arts cultural aspects are not discussed separately but integrated with art. So, the subject of Cultural Arts is a culture-based art education. Learning Javanese karawitan music can also be taught in Cultural Arts lessons at school. This is in line with the opinions of students who strongly agree that Javanese musical arts lessons need to be taught in schools because they have the desire and hope to be able to preserve the nation's culture through Javanese musical arts.

Student Motivation in Learning Javanese Karawitan Music in Cultural Arts Learning at SMA Negeri 1 Batu

There are several things that will be discussed in this sub chapter according to the results of data analysis, namely intrinsic motivation and extrinsic motivation, which will be explained more clearly in several indicators in the table below.

Table 2 Student Motivation in Learning Javanese Karawitan Music in Cultural Arts Learning at SMA Negeri 1 Batu

No.	Alternative Answer	Answer			Description
		F	Σ	%	
1.	Read books related to Javanese music karawitan.				A small proportion of students (40%) never read books related to Javanese music karawitan.
	a. Very often				
	b. Often	6		12 %	
	c. Rarely	7		13 %	
	d. Never	18	52	35 %	
		21		40 %	

2.	Ask about the subject matter of Javanese karawitan music art				Most students (40%) often ask questions about the Javanese musical instrument subject matter
	a. Very often	6		12 %	
	b. Often	21	52	40 %	
	c. Rarely	16		31 %	
	d. Never	9		17 %	
3	Whether or not students make an effort when they fail in learning Javanese karawitan music in cultural arts subjects				Half of the student (56%) very often try when they fail in learning Javanese music karawitan in cultural arts subjects.
	a. Very often	29		56 %	
	b. Often	13	52	44 %	
	c. Rarely	0		0 %	
	d. Never	0		0 %	
4.	Student craftsmanship in participating in Javanese musical art lessons				Most students (60%) are very diligent in attending Javanese music karawitan lessons.
	a. Very diligent				
	b. Diligent	31		60 %	
	c. Less diligent	18		34 %	
	d. Not diligent	3	52	6 %	
		0		0 %	
5	Student craftsmanship in doing assignments for Javanese music karawitan lessons				Half of the student (42%) are very diligent in doing their assignments for Javanese karawitan music lessons.
	a. Very diligent	22		42 %	
	b. Diligent	19	52	37 %	
	c. Less diligent	4		7 %	
	d. Not diligent	7		14 %	
6.	Class situation in learning Javanese music karawitan in cultural arts subjects				Most students (69%) stated that the classroom situation in learning Javanese music karawitan was very pleasant.
	a. Very pleasant	36		69 %	
	b. Fun	14	52	27 %	
	c. Less fun	2		4 %	
	d. Not fun	0		0 %	
7.	Provision of materials in learning Javanese music karawitan in cultural arts subjects				Half of the student (54%) stated that providing material for learning Javanese music karawitan was straightforward to understand.
	a. Very easy				
	b. Easy	28		54 %	
	c. Not easy	19	52	36 %	
	d. Very not easy	5		10%	
		0		0 %	
8.	Determination of methods and media in learning Javanese karawitan music in cultural arts subjects				Half of the student (42%) strongly agree that using media can make it easier to understand
	a. Strongly agree	33		63 %	
	b. Agree	16	52	31 %	
	c. Disagree	2		4 %	

	d. Do not agree	1	2 %	Javanese musical art lessons faster.
9.	The presence or absence of parents encouragement to students on student success in learning Javanese music karawitan in cultural arts subjects			Half of the student (52%) stated that parents are very encouraging of student success in learning Javanese music karawitan in cultural arts subjects.
	a. Very encouraging	27	52 %	
	b. Encouraging	19	37 %	
	c. Not encouraging	2	4 %	
	d. Not very encouraging	4	7 %	

Based on Table 2, it can be concluded that the level of student motivation in learning Javanese musicianship in cultural arts at SMA Negeri 1 Batu has a fairly high percentage level. Most students (40%) often ask questions about the subject matter of Javanese musicianship. One of the factors of student curiosity about learning Javanese music by asking questions, because asking questions will spur students to explore information and knowledge about Javanese music so that students want to learn more about it. This is to Kompri's (2016: 6), Hope *et al* (2019), Carling and Collins (2020), Gopalan *et al* (2020), and also Srivastava *et al* (2020) stated about three specific characteristics of motivated behavior, one of which is behavior that arises because of a perceived need such as need, aspiration, and desire. Students' curiosity in learning Javanese musical music causes them to often ask questions about Javanese musical music subject matter. Students feel that they need knowledge about Javanese music to follow the lessons well and also get maximum learning results. Thus, Javanese music must be preserved in schools so that future generations will continue to know the culture, as well as by Gutama *et al* (2023).

CONCLUSION

Students' perceptions of learning Javanese music karawitan in cultural arts learning at SMA Negeri 1 Batu have a fairly good level of tendency. This can be seen from the difference in the percentage of students who have positive perceptions and students who have negative perceptions. The percentage of students who have positive perceptions of learning Javanese musical instruments in cultural arts at SMA Negeri 1 Batu is more than the percentage of students who have negative perceptions.

The level of student motivation in learning Javanese music karawitan in cultural arts at SMA Negeri 1 Batu has a fairly high percentage level. This can be seen from the difference in the percentage of students who have a high level of motivation with students who have a low level of motivation. Based on the description above, suggestions can be made in this study, namely to the Cultural Arts subject teacher of SMA Negeri 1 Batu, especially in the field of Javanese musical arts, who is expected to consider the findings of this study. The role of the teacher in addition to being an educator also acts as a guide who directs and increases students' interest in learning cultural arts lessons, especially in the field of Javanese musical music. One of the efforts to improve the success of learning Javanese music is that art teachers always provide and create an interesting learning atmosphere so that students do not feel bored. In addition, by using easy learning methods so that students can receive any material provided when the learning process is carried out.

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