# The Effect of Model learning and Gender Against Piano playing Skills for class V SMK Negeri 11 Medan T.A 2019/2020

Gufran Nurman
Program Studi Teknologi Pendidikan
UniVersitas Negeri Medan
Medan, Indonesia
e-mail: midalishanata@gmail.com

Hamonangan Tambunan
Program Studi Teknologi Pendidikan
UniVersitas Negeri Medan
Medan, Indonesia

Edward Purba
Program Studi Teknologi Pendidikan
UniVersitas Negeri Medan
Medan, Indonesia

***Abstract*— This research aims to find out: 1) play the piano Skills learners learning model by using taught SAVI and skills to play the piano learners learning model with taught EI; 2) Skills playing the piano among the learners with the level of male Gender and learning outcome learners with the female Gender; 3) the interaction between the learning model (SAVI and EI) and Gender influenced the Skills to play the piano. The research method used is a 2 x 2 factorial design experiment of quasi. Results of the study concluded that: (1) the average student's piano playing Skills are taught with a model of learning in higher than SAVI model learning EI; (2) the average piano playing Skills of students who have Gender male female Gender more than higher; (3) there is an interaction between the model and the Gender learning piano playing Skills against.**

***Keywords*— SAVI, EI, Gender, and skills playing the piano.**

## I. INTRODUCTION

During this learning model applied in SMK Negeri Medan found that teachers in teaching the subjects of Art, most of the learning model used is Direct Instruction. That is because the teacher thought the subject matter more appropriately delivered mostly piano with methods lectures. This is due to study piano by placing students individually will more conducive. Other methods besides a talk is a discussion by studying his own material either through books or the internet. Although teachers are already applying model-based learning, the learning group, but not yet fully directional and terkondisikan well. Therefore, in a group of student learning is not completely berpartipasi and not least the appropriate passive students.

Based on data obtained then it can be seen that the average value of the Final Exam School is still low and still below the value of KKM. It is alleged to be caused by a variety of factors such as: students consider the piano lesson is identical to the theory that elusive and hapalan that are difficult to remember because of the many terms the term in the abstruse piano. Teachers tend to teach by using conventional metode but hours piano lessons implemented in early hours in school. Students are still not fixed in the bargairah class and tend to be silent when the teacher asks a question or ask for the opinion of the students on the material that has been teach even there some students tell a story with the other at the moment temannya teacher explaining piano lessons until the material becomes a storm class. If given a work training cluster not all students participate in performing the tasks assigned by the teacher. Even when held in the class only a few students are active because many students thought not to be able to communicate well in issuing his opinion and less sure of himself making every effort so that the appropriate students draw themselves in the discussion and the more passive learning.

The model of learning is learning that SAVI is best to engage the emotions, the whole body, all the senses, and all the depth and breadth of personal learning style, respect for other individuals with the aware of the that people learn in ways that different. Associate things with the nature of reality that is nonlinear, nonmekanis, creative and alive. Learning based on activities means moving physically active when learning, by making use of the senses as much as possible and make the whole body/mind engaged in the learning process. The stages that need to be taken in the SAVI is preparation, delivery, training, and the appearance of results. While the learning model of EI is an approach that is designed to develop students ' knowledge about the learning procedure and declarative knowledge can be taught with a step-by-step pattern (Suyatno, 2009:127). Explicit Intruction is a model of learning langsungagar students can understand and really know the overall knowledge and active in a learning.

In addition to the learning models that can improve student learning outcomes, the Gender of a student greatly affects his piano playing Skills in the classroom. A student of gender in learning activities have, then he will be compelled to exercise the duties and conduct of difficult but quite realistic in

working on it, he will be persistent and never give up in any of their learning activities. This can he found in the atmosphere of the learning activities are very supportive and has a male Gender. Then the learning model used by a teacher in the classroom is closely associated with the learning component related to Gender.

According to research from Adinata (2013) that researching on the influence of learning methods and musical intelligence against the skills of playing music grade VII Junior Al-Azhar University, suggests that high art music musical intelligence more learning method using demonstrations, While the students are taught with a method of direct exercise have low musical intelligence This research is then reinforced with research of Lidya (2005) that concludes the researching on the influence of learning strategies and sensitivity towards auditif skills playing the piano. This shows that students who are taught with direct learning strategy skill level higher than students taught by using incremental learning strategy. This is in line with the research of Rohma Dwi (2014) which concluded in his research that influences attitudes towards gender achievements and learn English at the Junior High School Student Affairs Class VII in district of Sleman, Yogyakarta. This research. This shows that the SAVI social interactions and supported with influence in improving the student's piano playing skills compared with the method of lecture.

In this study linked various theories that can illustrate the influence of Gender and learning to play the piano Skills against students. Will then be presented with the results of research and discussion that is associated with the theory of theories that have been informing the research. As for the reason for the selection of the model of learning and the learning model SAVI and EI was due on the learning resources learning not only the students but also the teachers. These conditions are expected to help students who have learning difficulties and may encourage students to complete each subject from the subject matter submitted by teachers.

Related to those described above, the purpose of this research is (1) to learn piano playing Skills of students who are taught with a learning model SAVI higher than students who are taught with a model learning EI (2) to knowing his skills playing the piano student who has a male Gender is higher than students who have Gender male (3) to know the interactions between models of learning and Skill against Gender playing piano.

## II. METHOD AND RESULT METHOD

This research was carried out in Vocational secondary schools 11 State Field. The population in this research is the whole grade of X that are in Vocational secondary schools 11 State Field amounted to 123 students. Sampling techniques in the study was a random sample techniques Group (cluster random sampling).

This research uses experimental methods with quasi experimental design 2 x 2 factorial. Through this design compared to the influence model of learning and the learning model SAVI and EI piano playing Skills against reviewed from Gender students. The next variables are included in the design research as seen on table 1.

TABLE I. DESIGN RESEARCH

| A / B | **SAVI ($A_1$)** | **EI ($A_2$)** |
|---|---|---|
| Male ($B_1$) | $A_1 B_1$ | $A_2B_1$ |
| Female ($B_2$) | $A_1B_2$ | $A_2B_2$ |

description:

A1B1: Piano playing skills of groups of students who were given preferential treatment by the model of learning which has the SAVI male Gender.

A2B1: Piano playing skills of groups of students who were given preferential treatment by the model of learning EI that has a male Gender

A1B2: Piano playing skills of groups of students who were given preferential treatment by the model of learning which has the female Gender SAVI

A2B2: Piano playing skills of groups of students who were given preferential treatment by the model of learning EI that has Gender female.

Data analysis techniques used are descriptive statistical techniques and inferensial. Descriptive statistical techniques used to describe data between lai: average, median, mode, Variance and Byway of baku. Inferensial techniques that will be used is the technique of data analysis of variance (ANAVA) 2 x 2. Hypothesis testing is conducted on a 5% significance level. Before ANAVA two lines do, first carried out test requirement analysis i.e. test normality test using Liliefors and its homogeneity test using the test of Fisher and Bartlett test.

Next up for the purposes of testing the hypothesis, formulated the following statistical hypothesis:

Hypothesis I $H_0 : \mu A_1 \leq \mu A_2$
$H_a : \mu A_1 > \mu A_2$

Hypothesis II $H_0 : \mu B_1 \leq \mu B_2$
$H_a : \mu B_1 > \mu B_2$

TABLE II. TESTING HYPOTHESIS BY USING 2 WAY ANAVA

| Varians | Dk | JK | RJK | $F_{value}$ | $F_{Table}$ |
|---|---|---|---|---|---|
| A | 1 | 63,62 | 63,62 | 4,22 | 3,94 |
| B | 1 | 115,17 | 115,17 | 7,64 | 3,94 |
| AB | 1 | 223,01 | 223,01 | 14,79 | 3,94 |
| Error | 59 | 889,43 | 15,07 | - | - |
| Total | 62 | 1291,23 | 416,87 | - | - |

Where,

A : The learning models

B : Gender
Dk : Degree of freedom
JK : The sum of squares
RJK : The average of the sum of squares

The interaction can be seen in fig. 1

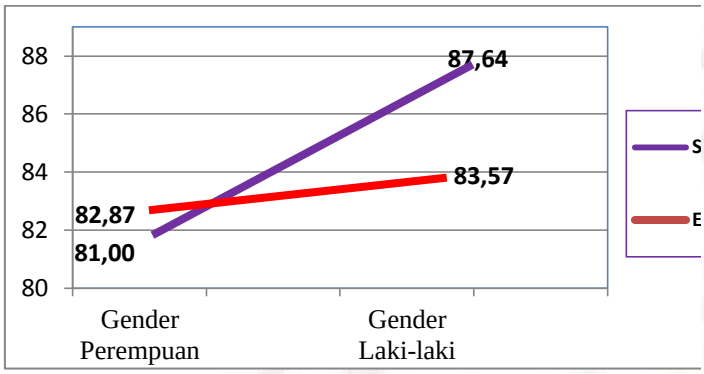


Fig 1. Interaction model of learning and Gender

## RESULT AND DISCUSSION

Based on the results of the first hypothesis testing of the results of the calculation hypotheses obtained F count = 4.22. For a value of the F distribution table = 3.94 then these results indicate that F F > count table giving the decision that Ho is rejected and the Ha are received. Thus, the research hypothesis proposed harpsichord playing Skills i.e., grade learning model SAVI is higher than the skill of playing the piano grade learning model of EI.

This is similar to the results of research on Mike (2004) stating that there is an increase in student learning outcomes by using the learning model of SAVI. According to research learning model Mike SAVI provides opportunities as well as opportunities to students to further thought and think students about what is being learned. This model also encourage students to do the skill proficiency in skills such as using abilities that are in themselves in learning and everyday life. Here is where students demanded must be active doing the skills in private. SAVI can also develop a model of the body, hearing, eyesight, and thinking or intellectual. The application of model learning not only in SAVI focus on how to develop the competence of learners in performing observation or experimentation, but how to develop the knowledge and skills of thinking so it can support creative activities in innovating or work. Through a series of learning using a model student learning results SAVI includes cognitive realm, the realm of affective, and psychomotor domain can be trained affective, and psychomotor domain can be trained.

While the Model of EI is a model of learning directly so that students can understand and really know the overall knowledge and active in an instruction. Focus model EI lies in how students learn by observing, remembering and selectively imitate what modeled his teacher. Whereas the results of learning in school is not just about the use of language/proficiency students in mastering the language, but also the understanding of the students about the structure of the grammar.

From the explanation above, seen that student learning outcomes related to the cognitive aspect is highly developed in the model of SAVI. Thus, it is clear that by using Model SAVI will give more influence to the hasi learn piano compared to learning using learning model of EI.

From the results of the calculation of the second hypothesis obtained F count = 7.64. For a value of the F distribution table = 3.94 then these results indicate that F value > count table giving the decision that Ho is rejected and the Ha are received. Thus, the research hypothesis proposed i.e. There is a difference of skills playing the piano students with male Gender with skill the student playing piano with the female Gender. The results showed that the average value of a piano playing Skills of students who have Gender male higher than than students who have Gender female. This indicates that the student has a male Gender is more able to understand the lessons of Piano in comparison to students who have a female Gender. The results of the radar researcher during the learning process, it appears that students who are classified as having a male Gender tends to be more outgoing, mingling with the new environment, is active in private or group, more motivated and enthusiastic following learning, more confidence in either ask, answer questions, suggested. Students who have a male Gender also don't feel afraid of wrong or different opinions with other students as well as more have mutual appreciate.

Based on the above description, it is clear that students who had a male Gender gained the Skills to play the piano is higher compared with students who have a female Gender. It can be concluded if there is a difference of piano playing Skills of students who have Gender male with female Gender.

From the results of the calculation of the third hypothesis obtained F count = 14.79. For a value of the F distribution table = 3.94 then these results indicate that F value > count table giving the decision that Ho is rejected and the Ha are received. Thus, the research hypothesis proposed i.e. There is interaction between the model and the Gender learning against the skills to play the piano. When seen from the average Skills playing the piano on a student group that has a male Gender and taught learning model with SAVI is higher compared to the average of the results of a study group with other students. This is because learners can follow a learning, where learners are able to solve the problem posed, the existence of a model of learning that can foster a spirit of students in learning. Meanwhile, in the teaching and learning activities, either in learning or learning model SAVI EI can take interactive learning atmosphere because of the fun.

Learning using learning model SAVI teachers ceased to be the center of the study but based on students itself. Learning Models meant, intended to provide an understanding of SAVI for the apprentice in the identification, understanding the various material using model language and content, that information can originate from anywhere, anytime, not

depending on help one direction of the teacher. The crux of this model are expecting students to do the process of observation, ask, menalar, tried it, communicate (make mesh) towards everything related with the learning process itself. Through this model students are expected to think scientifically and can learn and work in groups to solve problems that are given so that teachers are able to achieve optimal learning achievements. One thing to note, too, of the factors affecting the results of the study is Gender. Gender of students who are less known by teachers as a whole will be hard to steer students to be active in learning activities. It is this circumstance which caused the value of student learning outcomes is still much below the average.

.

## REFERENCES

[1] Arends, R I. (2009). *Learning to Teach ninth edition*. New York : McGraw-Hill.

[2] Arikunto,S. (2009). *Prosedur Penelitian.* Jakarta: Rineka Cipta.

[3] Aritonang, Keke T. 2008. "Pengaruh model Pembelajaran Dalam Meningkatkan Hasil Belajar Siswa".*Jurnal Pendidikan Penabur*" (http://www.bpkpenabur.or.id, diakses tanggal 12 Oktober 2018).

[4] Aronson. (2008). *Pembelajaran Kooperatif. Tipe SAVI* Surabaya: Graha Pustaka.

[5] Brett. (2012). The Effects Of SAVI Learning Models for School. *International Journal For The Scholarship Of Teaching And Learning.* Vol 6. No 1.ISSN: 2344-1789. (Diakses 3 Desember 2018)

[6] Daryanto. 2009. *Panduan Proses Pembelajaran Kreatif & Inovatif*. Jakarta: Publisher.

[7] Dick, W. dan Carey L. (2005). *The Systematic Design Of Inrruction.* London: Scott, Foresman and Company.

[8] Dimyati. (2006). *Strategi Belajar Mengajar:* Jakarta:UT.

[9] Djaali. 2008. *Psikologi Pendidikan*. Jakarta: Bumi Aksara.

*[10]* Dwaik, Raghad dan Jweiless, Abdulmuti . 2016. Using SAVI learning to Enhance Student Learning in American Literature Courses. *The Turkish Online International Journal of Educational of Technology, Volume 15*.(http://www.eric.ed.goV, diakses 20 Oktober 2018)

[11] Dwiantoro. (2013). *Teknologi Intruksional.* Bandung: Rosdakarya

[12] Etin. (2007). *Pembelajaran Kooperatif dalam Pendidikan.* Jakarta: Rajawali.

[13] Fitriana. (2010). *Pengaruh model pembeajaran SAVI terhadap prestasi belajar di SMP dalam meningkatkan mutu pendidikan. Jurnal Pendidikan pada Mahasiswa di UniVersitas HKBP Nommensen Medan.* ISSN: 0853-0203 Vol.2 no.21 hal 112-123. http://www.jpeb.net. (Diakses 3 Januari 2018)

[14] Gagne,RM., Briggs, L.J dan Wagner, W.W. (1997). *Principles Of Intructional Design.* New York: Rinehart and Winston.

[15] Gamze. (2010). The Effects of SAVI Models on Pre Science Teachers, AchieVement, Approaches and Attitudes Towards Learning Physics. *International Journal of the Physical Sciences.* Vol 5(6). ISSN: 1992-1950

[16] Gusti,dkk. (2017). Penerapan Pendidikan yang baik untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan Teknik Bangunan.* ISSN: 0543-0302 *Vol.1.No1.* https://jurnal.unej.ac.id, diakses 14 NoVember 2018)

[17] Hamalik, O. (2000). *Media Pendidikan.* Bandung: Citra Aditya Bakti.

[18] Hamdayana. (2014). *Belajar Secara efektif melalui SAVI*, Jakarta: Pupsa Swara.

[19] Hamidi. 2009. *Model Pembelajaran SAVI.* Jakarta: Delia Citra Utama.

[20] Handoko. (2010). *Pembelajaran Kooperatif Tipe EI.*Jakarta: Bumi Aksara.

[21] Hardiansyah. (2008). *Pembelajaran Piano dalam meningkatkan Kurikulum Tingkat Satuan Pendidikan.* Jurnal Ilmiah. Vol 3, 23-32.

[22] Hardwinoto, dan Setiabudhi. 2006. *Anak Unggul Berotak Prima*. Jakarta:Gramedia

[23] Herdanis, Yesi. 2013. Pengaruh Gender Terhadap Hasil Belajar PKn Siswa Kelas VII SMP Negeri 3 Pekanbaru. (http://e.jurnal.unri.ac.id: diakses 27 Juli 2018)

[24] Hutami, dkk. (2013). *Pengaruh model pembelajaran EI dalam meningkatkan hasil belajar siswa*. Fakultas Psikologi UniVersitas Islam Sultan Agung. ISSN:1907-8455 Vol.6 no.1 hal 89-99. http://journal.pendidikan.ac.id/ (Diakses 8 Agustus 2018).

[25] Iskandar. (1996). *Pengembangan Pembelajaran Piano.* Jakarta: Gramedia.

[26] Iskandar. (2011). *Model dan Strategi Pembelajaran* Jakarta:P3G.

[27] Joyco. (2003). *Teori Perkembangan Jean Piaget.* Jakarta. Kasianus.

[28] Lestari, Indah. 2015. Pengaruh Waktu Belajar Dan Gender Terhadap Hasil Belajar Matematika. *Jurnal Ilmiah Pendidikan.* ISSN: 0976-0342 Vol.3 No.2. (http://.www.unindra.ac.id, diakses 12 Oktober 2018).

[29] Lie. (2002). *Model Pembelajaran Kooperatif tipe SAVI.* Yogyakarta: Deeppublish.

[30] Lukman. (2013). *Model Pembelajaran EI dalam meningkatkan mutu pendidikan. Jurnal Pendidikan pada Mahasiswa di UniVersitas Semarang.* ISSN: 0878-0203 Vol.2 no.21 hal 110-122. http://www.jpeb.net. (Diakses 8 NoVember 2018)

[31] Majid. (2015). *Pengembangan Pembelajaran Kooperatif.* Jakarta: Gramedia.

[32] MalVin. (2004). *Psikologi Pendidikan*. Jakarta: Bumi Aksara.

[33] Maulana. (2007). *Pendidikan untuk Tingkat Sekolah.* Jakarta: Gramedia.

[34] Maliki. (2016) . Pengaruh Gender Terhadap Hasil Belajar Matematika. *Jurnal Ilmiah Pendidikan.* ISSN: 0866-0321 Vol.3 No.1. (http://.www.unindra.ac.id, diakses 10 NoVember 2018).

[35] Miarso, (2004). *Pendidikans secara umum.* Bogor: Ghalia Indonesia.

[36] Mudjiono. (2008). *Pengetahuan dan Keterampilan Pembelajaran.* Bandung. Graha Cipta.

[37] Muhibbin Syah, 2011. *Psikologi Belajar*. Jakarta: Rajawali Pers.

[38] Mulyati, dkk. (2013). *Model Pembelajaran SAVI dalam meningkatkan mutu pendidikan. Jurnal Pendidikan pada Mahasiswa di UniVersitas HKBP Nommensen Medan.* ISSN: 0853-0203 Vol.2 no.21 hal 112-123. http://www.jpeb.net. (Diakses 10 Agustus 2018)

[39] Ngalimun. (2012). *Teori Perkembangan Pembelajaran.* Jakarta. Kasianus.

[40] Nugroho, dkk. (2009). *Model Pembelajaran SAVI.* Bandung: Alfabeta Bandung.

[41] Reigeluth. (1983). *Hasil Belajar dalam Pendidikan.* Surabaya: UniVersity Press.

[42] Rusman. (2012). *Konsep dasar Pembelajaran Kooperatif.* Jakarta: Kasianus.

[43] Sanjaya, W. (2007). *Strategi Pembelajaran Berorientasi Standar Pendidikan.* Jakarta: Kencana Group.

[44] Sardiman. (2001). *Interaksi dan MotiVasi Belajar*. Jakarta: PT Raja Grafindo Persada.
[45] Santrock. (2003). *Gender dalam Pendidikan dan Manfaatnya*. Bandung: PT Raja Grafindo Persada.
[46] Shoimin. (2014). *Model-model Pembelajaran*. Jakarta: Rajawali.
[47] Silberman. (2004). *Pengembangan Pembelajaran SAVI* Jakarta: Gramedia.
[48] Slameto. (2003). *model dan Metode Pengajaran Langsung*. Surabaya: UniVersity Press.
[49] SlaVin. (1995). *Pembelajaran Kooperatif*. Surabaya: UniVersity Press.
[50] Suharnan. (2004). *Psikologi Pendidikan dalam pembelajaran*. Jakarta:Bumi Pustaka.
[51] Suharmi. (2003). *Pendidikan dalam pembelajaran*. Bandung: Grafindo.
[52] Suharsono. (2015). *Pengaruh pembelajaran tipe SAVI dalam meningkatkan hasil belajar siswa*. Fakultas Psikologi UniVersitas Islam Sultan Agung. ISSN:1907-8455 Vol.6 no.1 hal 89-99. http://journal.pendidikan.ac.id/ (Diakses 8 Desember 2018).
[53] Sulistyorini. (2007). *Penilaian Hasil Belajar Mengajar PIANO*. Bandung: Remaja Rosdakarya.
[54] Sumule, Perdi dan Mahpudz, Asep. 2016. *Hubungan Antara Minat Balajar Dengan Hasil Belajar Siswa Kelas VIII Pada Mata Pelajaran PKn Di SMPNegeri7Palu*.(http://.jurnal.untad.ac.id, diakses 26 NoVember 2018)
[55] Suprijono. (2012). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
[56] Suryabrata, S. (2008). *Perkembangan Individu*. Jakarta: Rajawali.
[57] Suratno. (2016). *Model Pembelajaran SAVI dalam meningkatkan mutu pendidikan. Jurnal Pendidikan pada siswa SMA Swasta Muhammadiyah Kisaran*. ISSN: 0843-0103 Vol.2 no.21 hal 132-143. http://www.jpeb.net. (Diakses 10 September 2018).
[58] Sutarjo. (2002). *Pembelajaran Kooperatif*. Surabaya: Graha Pustaka.
[59] Syahril. (2013). The Impact Of Cooperative Learning Models on Students Academic Achievement And Learning Outcomes in Mathematics Young Secondary School Students in Nigeria. *Eurasia Journal of Mathematics, Science & Technology Education*. Vol.3(2). Hal 149-156. www.ejmste.com. ISSN: 1305-8223.