



Mixed Ensemble Learning Through the Problem Based Learning Model in Grade VII of SMP Negeri 4 Batang Hari Leko Muba

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Abstrack

This study aims to determine the learning process of mixed ensembles using the Problem-Based Learning model in seventh-grade students at SMP Negeri 4 Batang Hari Leko, Muba. In this lesson, students were divided into several groups using pianicas, buckets, glasses, spoons, maracas (rice-filled bottles), and small kolintang instruments. The material was the song "Apuse." The Problem-Based Learning model was implemented by presenting students with problems, then asking them to work together in groups to find solutions, practice together, and present to the class for grades. The method used in this study was descriptive qualitative, with data collection techniques including observation, interviews, and documentation. The subjects were seventh-grade arts and culture teachers at SMP Negeri 4 Batang Hari Leko, Muba. The results showed that the Problem-Based Learning model can improve student cooperation, activeness, and self-confidence. Students became more confident in expressing their opinions and were able to work together in groups.

Keywords: Learning, Mixed Ensemble, Problem-Based Learning

Abstrak

Penelitian ini bertujuan mengetahui proses pembelajaran ansambel campuran melalui model pembelajaran *Problem Based Learning* di kelas VII SMP Negeri 4 Batang Hari Leko MUBA. Dalam pembelajaran ini peserta didik dibagi ke dalam beberapa kelompok dengan alat musik pianika, ember, gelas dan sendok, marakas (botol isi beras) serta kolintang kecil dengan materi lagu "Apuse". Model *Problem Based Learning* diterapkan dengan memberikan permasalahan kepada peserta didik, kemudian diminta untuk bekerja sama dalam kelompok untuk mencari solusi, latihan bersama hingga presentasi di depan kelas untuk pengambilan nilai. Metode yang digunakan dalam penelitian ini deskriptif kualitatif dengan teknik pengumpulan data berupa Observasi, wawancara, dan dokumentasi. Subjek penelitian ini adalah guru seni budaya kelas VII SMP Negeri 4 Batang Hari Leko MUBA. Hasil penelitian menunjukkan bahwa model Problem Base learning dapat meningkatkan kerja sama, keaktifan, dan kepercayaan diri peserta didik. peserta didik menjadi lebih berani menyampaikan pendapat, mampu bekerja sama dalam kelompok

Kata kunci: Pembelajaran, Ansambel campuran, *Problem based Learning*,

Introduction

Education is a systematic and organized process for transferring knowledge, skills, values, and culture from one generation to the next. Beyond mere teaching and learning, education also encompasses the development of the physical, emotional, social, and intellectual aspects of each individual (Puspawati et al., 2024). In the era of evolving globalization, the need for quality human resources is increasing. Therefore, teachers are required to be more creative and innovative in designing learning tailored to the characteristics and needs of each student to improve the quality of learning (Imami & Zain, 2025).

One of the topics discussed in music arts learning is ensembles, namely musical activities carried out in groups. Paulus Widjanarko (2023:85) explains that ensemble music is a form of musical performance played together by a number of individuals using one or various types of musical instruments, where each instrument has its own function and role in the overall presentation (Putri Nabila Nurfaizah, Studi & Oktober, 2023). Mixed ensemble music requires technical skill and perseverance from each player, as each instrument has its own characteristics and distinct practice patterns, each with its own role (Fransiskus Kelvino Mampong Pendidikan et al., 2024).

Mixed ensemble learning in seventh-grade students at SMP Negeri 4 Batang Hari Leko revealed several conditions that still need improvement, such as uneven student involvement, suboptimal cooperation between players, and a tendency for learning to focus on teacher direction. These conditions are symptoms of the research, as ensemble learning should emphasize collaborative processes, active participation, and students' ability to solve musical problems collaboratively.

This phenomenon is important to study, given the strategic role of mixed

ensemble learning in developing both musical and social skills in students. The novelty of this research lies in the application of the Problem-Based Learning model to mixed ensemble learning, which differs from ensemble learning in other schools, which generally utilize teacher-centered demonstrations, exercises, or assignments. Through Problem-Based Learning, students not only practice playing musical instruments but are also trained to actively identify problems, discuss them, collaborate, and find solutions in the group music process.

If problems in mixed ensemble learning are left unaddressed without any learning innovation, the learning process has the potential to become monotonous and less challenging. Consequently, students will not develop optimally in terms of both musical skills and collaboration skills, which can ultimately decrease interest and motivation in learning music.

This research is expected to provide benefits in the form of improving the quality of the mixed ensemble learning process. Students are expected to participate more actively, collaborate effectively, and understand their respective roles within the music group. Furthermore, the results of this study can serve as a reference for teachers in implementing more innovative learning models and contribute to schools' efforts to improve the quality of arts and culture learning.

Mixed ensemble learning is a form of music learning that emphasizes the use of a variety of musical instruments according to the students' availability. In situations of limited resources, students are directed to create simple musical instruments from readily available materials, such as rice bottles or paint buckets, as alternative musical media. The song material used in this lesson focuses on regional songs, which not only serve as a means of developing musical skills but also foster an appreciation for local

cultural values and enhance students' collaboration and creativity.

The mixed ensemble learning process using the Problem-Based Learning model begins with an initial activity aimed at preparing students for musical practice. The teacher invites students to briefly discuss what is meant by a mixed ensemble and the different functions of each instrument used within a group. After that, the teacher conveys several problems that often arise when playing together, such as uneven tempos, the sound of certain instruments being too prominent, or playing that is not yet cohesive, to attract the attention and thinking of students.

Research Methodology

Qualitative research is a research approach that aims to gain an in-depth understanding of various phenomena experienced by research subjects, such as behavior, perspectives, motivations, and actions. These phenomena are studied comprehensively and presented in narrative form using language, within a specific, natural context, utilizing a variety of naturalistic research techniques (Moleong L.J., 2012 in (Research Ques Ons), n.d.).

Gill et al. (Gill et al., 2008) in (Haki et al., 2024) suggest that qualitative research can utilize a variety of data collection techniques, such as direct observation, visual studies, literature reviews, and individual or group interviews. However, interviews and focus group discussions (FGDs) are the most commonly used methods. The data obtained is then systematically analyzed to interpret the findings and draw conclusions in accordance with the research objectives. Data collection techniques in this research were carried out in various ways, including observation of the research object, in-depth interviews with teaching teachers, and review of relevant documents and written sources, in order to obtain in-depth and comprehensive data in accordance with the research context.

Data verification procedures are necessary to assess the validity of research data. In this process, a number of specific criteria are used as a basis for determining appropriate data verification techniques (Moleong, 2017: 324 in No Title, 2024). data analysis in this study was conducted qualitatively, with the stages of data reduction, data presentation, and drawing conclusions.

Results

Arts and culture lessons at SMP 4 Batang Hari Leko are held every Thursday from 10:10 to 11:30 a.m. WIB. The lessons are taught by the arts and culture teacher and involve 15 seventh-grade students, consisting of 6 boys and 9 girls. The musical instruments used include pianicas, kolintangs, buckets, glass cups, and maracas (rice-filled bottles).

Based on observations, most of the teachers' teaching skills were implemented well, from opening the lesson and delivering the material to implementing the Problem-Based Learning model, to conducting evaluations and closing the lesson. However, there were still some areas that were not yet implemented, such as delivering the next topic. Overall, the teachers' teaching skills were quite good and supported the students' learning process in class.

Students appeared quite enthusiastic about participating in the mixed ensemble lessons. They actively worked together in groups, paid attention to the teacher's explanations, and followed instructions well. Furthermore, students responded actively to the Problem-Based Learning model, which made the learning process more engaging, although some students were still hesitant to ask questions. results of teacher and student interviews in mixed music ensemble learning through the problem based learning model.

Based on the interview results, the learning material aligned with the teaching module and learning objectives. Students appeared more enthusiastic during

practice, although some still frequently played and told stories during the lesson. In implementing the Problem-Based Learning model, students still needed guidance from the teacher to maintain focus and discipline. However, group cooperation was quite good during the practice sessions.

Based on the interviews, students experienced some difficulties during the mixed ensemble lessons, particularly in memorizing notation and playing instruments. However, group cooperation was quite good, although some students were still not fluent in playing instruments. Students also felt that the mixed ensemble lessons were beneficial because they fostered teamwork and cohesiveness within the group. Furthermore, they considered the mixed ensemble lessons to be less challenging with consistent practice.

The documentation in this study served to strengthen the data collected during the research process. The documentation included school data, school facilities, and infrastructure. Photographic documentation during the learning process was also displayed, along with additional documentation containing student learning activities and mixed ensemble practice sessions during the lessons and rehearsals. This documentation helps research in providing a real picture of the implementation of learning in the classroom.

Discussion

This study aims to examine the implementation of mixed ensemble learning using the problem-based learning model at SMP Negeri 4 Batang Hari Leko. This activity was attended by 15 students, consisting of 6 boys and 9 girls. The mixed ensemble learning at SMP Negeri 4 Batang Hari Leko aligns with M. Suharto's (1992) theory, which explains that an ensemble is a collaborative musical performance using multiple instruments. In this activity, each student plays a different instrument and

coordinates with each other to ensure the song sounds neat and harmonious. This learning also aligns with Howard S. Barrows' (1996) theory because students are encouraged to find solutions to obstacles encountered during learning, such as difficulty keeping to tempo and memorizing notation. Other students assist by providing examples of playing instruments slowly until they become more unified and fluent. Through this learning, students learn to be more creative, active, and able to work collaboratively with their group mates.

Group 1 used a variety of musical instruments, including pianicas, buckets, glasses, and spoons, and kolintang. In the first meeting, students memorized the apuse notation independently. In the second meeting, students began practicing independently using instruments with previously memorized notation, although some students were not yet fluent and were still adjusting the tempo and pitch. In the third meeting, they began practicing as a group. At this stage, students began to integrate their playing to sound harmonious, although not yet unified. In the next meeting, the teacher began guiding each group if there were still confusion, helping to re-explain and provide examples of how to play correctly. In the fifth meeting, students' abilities began to improve, as they began to master the instruments. The teacher directed each group to try performing in front of the class in turn as a form of practice before being assessed. In the sixth meeting, each group displayed their maximum practice results for assessment.

Group 2, consisting of 3 pianicas, buckets, glasses, and spoons, in the first meeting, they began memorizing the apuse song notation and trying to find the notes on their respective pianicas while trying to guess the appropriate notes. In the second meeting, the pianica students began to divide their roles, focusing on melody and accompaniment, while the bucket and

glass players began to create rhythmic patterns. In the third meeting, they began practicing together. There were some tempo issues, but they began to adapt to each other. In the fourth meeting, the teacher guided and directed them to improve their playing. In the fifth meeting, they began to show a sense of unity and tried practicing in front of the class. In the final meeting, they presented and displayed their practice results for grades. Group 3, consisting of three pianicas, a kolintang, and a bucket, performed the first session by reading and memorizing the Apuse song and trying to find the notes on the pianica and kolintang. In the second session, each group began to divide their roles: the pianica played the melody, the kolintang helped amplify the notes, and the bucket filled the rhythm. In the third session, they began practicing together, although not yet perfectly, as they began to adjust the tempo and cohesiveness. In the fourth session, the teacher helped correct any imperfections. In the fifth session, the performance became more cohesive and they began to try performing in front of the audience. In the final session, they presented their practice results for assessment, showing a more organized and confident presentation.

Based on the learning outcomes, students' playing ability, cohesiveness, and self-confidence began to improve, although some still needed more practice, as each student's process was similar. At the end of the session, the teacher conducted an assessment to assess the students' learning outcomes in terms of understanding, skills, and attitudes. Overall, this learning experience was a positive one, as students learned to work together and be more active throughout the activity.

Throughout the learning process, students appeared quite engaged. They discussed with each other, tried to play their respective roles, and adapted to their groupmates so that the game sounded cohesive. The problem-based learning

model proved suitable because it was able to make students more active and not just rely on the teacher's explanations. Students were encouraged to think, try, and find their own solutions when they encountered difficulties during practice.

Conclusion

Based on the research entitled "Mixed ensemble learning through problem based learning model in class VII SMP Negeri 4 Batang Hari Leko MUBA" the researcher has obtained the following results: The problem based learning model has a positive impact on students being more courageous in trying, expressing opinions and working together with group mates and students' self-confidence has begun to increase to appear in front of the class although there are still some students who need to be improved again and from the mixed ensemble learning, students who do not have musical instruments utilize used items, namely bottles filled with rice (maracas), buckets, glasses and spoons as musical instruments. Overall, this learning is quite good and provides a more meaningful learning experience for students, the final evaluation shows that the learning objectives have been achieved.

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