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RHYTHM SYLLABLE BASED ON 3N KI HADJAR DEWANTARA IN LEARNING RHYTHMICS FOR PRIMARY SCHOOL TEACHERS

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Abstract
This research develops a rhythmic learning method based on Rhythm Syllable with the 3N (Niteni, Nirokke, Nambahi) approach from Ki Hadjar Dewantara, using Design-Based Research (DBR). This method aims to improve elementary school teachers' rhythmic skills through rhythmic syllables that are easy to remember and apply. The research was conducted using a qualitative approach in an elementary school teacher education program, collecting data through observation, interviews and documentation. The results show that 3N-based Syllable Rhythm is effective in improving rhythmic understanding and skills. The use of rhythmic syllables helps teachers better recognize and reproduce rhythmic patterns, while the 3N concept encourages active participation in learning. Rhythmic learning has various benefits, including improving motor skills, concentration and creativity. This approach provides significant benefits in rhythmic teaching and can be applied in music education to improve elementary school teachers' rhythmic skills, in accordance with Ki Hadjar Dewantara's educational philosophy which emphasizes freedom and creativity in learning.
Keywords: Rhythm Syllable, 3N Ki Hadjar Dewantara, Rhythmic Learning, Primary School Teacher Education, Design-Based Research

INTRODUCTION

Rhythmic learning is an important part of music education, focusing on developing the ability to organize beats and rhythmic patterns. In Indonesia, rhythm teaching methods are often not optimal and are not contextual to local culture.

Ki Hadjar Dewantara, a national education figure, proposed the 3N concept: Niteni (observing), Nirokke (imitating), and Nambahi (adding). This concept emphasizes gradual and continuous learning, which is relevant to be applied in rhythm teaching.

Syllable rhythm is a method of using syllables to represent rhythm values, making it easier for students to understand and internalize rhythm patterns. This method is effective and enjoyable, proven in various countries.

The integration of the 3N concept with syllable rhythm is expected to create a rhythmic learning method that is effective and relevant to national education values. This approach allows students to observe rhythmic patterns (Niteni), imitate (Nirokke), and develop their

rhythmic abilities (Nambahi), while enriching the learning experience with a touch of local culture.

Formulation of the Problem

Although the rhythm syllable method has been widely used, its integration with educational approaches that are in line with local cultural values, such as Ki Hadjar Dewantara's 3N concept, has not been widely researched. Existing research has not fully answered how this adaptation can increase the effectiveness of rhythmic learning in Indonesia.

Current solutions still have several limitations:

1. Lack of Adaptation to Local Culture: Existing methods often do not take into account the Indonesian cultural context, so students may feel less connected to the material being taught.
2. Varying Effectiveness: Conventional rhythm learning methods show varying results, and often do not provide significant improvements in students' rhythmic abilities.
3. Lack of Empirical Research: There is still limited empirical research that tests the effectiveness of integrating syllable rhythm with the 3N concept in the context of music education in Indonesia.

Research Question/Objective

Research Question.

1. How effective is the syllable rhythm method integrated with Ki Hadjar Dewantara's 3N concept in improving students' rhythmic abilities?
2. How do students respond to rhythmic learning based on rhythm syllables and Ki Hadjar Dewantara's 3N concept compared to conventional methods?
3. Is there a significant difference in mastery of rhythm between students taught with this integrative method compared to the traditional method?
4. How can the application of Ki Hadjar Dewantara's 3N concept in rhythmic learning be adapted to local Indonesian culture?
5. What are the obstacles and challenges faced in implementing this method in the classroom?

Research Purposes

1. Measuring Method Effectiveness: Assessing how effective the rhythm syllable method which is integrated with Ki Hadjar Dewantara's 3N concept is in improving students' rhythmic abilities.
2. Assessing Student Responses: Knowing students' responses and perceptions of rhythmic learning using this integrative method.
3. Comparing Methods: Comparing rhythmic learning outcomes between students taught with this integrative method and conventional methods.
4. Adapting to Local Culture: Exploring how to apply the 3N concept in rhythmic learning in accordance with the local Indonesian cultural context.
5. Identify Barriers: Identify barriers and challenges that arise in implementing this method, and look for solutions to overcome them.

Logicity

Relationship of Research Questions to Major Issue Topics

The research questions were designed to address various aspects of this issue:

1. Method Effectiveness: The question about the effectiveness of this integrative method directly targets the core of the main issue, namely how well this method can improve students' rhythmic abilities compared to conventional methods.

2. Student Response: Assessing student response helps understand whether the method is well received and whether students feel more engaged and motivated in learning.

3. Comparison with Traditional Methods: Comparing the new method with conventional methods provides insight into the relative advantages of the proposed approach.

4. Adaptation to Local Culture: Investigating how the 3N concept can be applied in the local cultural context ensures that this method is relevant and easily accepted by Indonesian students.

5. Barriers and Challenges: Identifying barriers in implementing this method helps in understanding practical constraints and finding solutions to improve implementation in the field.

Hypothesis and Research Model

Research Hypothesis

1. H1: The syllable rhythm method which is integrated with Ki Hadjar Dewantara's 3N concept is more effective in improving students' rhythmic abilities compared to conventional methods.

2. H2: Students taught using this integrative method show a more positive response compared to students taught using the conventional method.

3. H3: There is a significant difference in mastery of rhythm between students who use this integrative method and the traditional method.

Research Model

This research model is a quasi-experimental model with two groups: an experimental group that will be taught using Ki Hadjar Dewantara's 3N rhythm syllable method, and a control group that will be taught using conventional methods. This research will involve a pre-test and post-test to measure the increase in students' rhythmic abilities as well as a questionnaire to assess student responses.

Theoretical and Practical Contributions

If the Hypothesis is Proven

1. Theoretical Contribution: This research will enrich the literature on rhythmic learning methods, especially in the context of Indonesian culture. It will also show how Ki Hadjar Dewantara's 3N concept can be adapted to modern music learning.

2. Practical Contribution: The results of the research can be used as a basis for developing a more effective and relevant music curriculum in Indonesia, helping music teachers to apply better methods in rhythmic learning.

If the Hypothesis is Not Proven

1. Theoretical Contribution: If the hypothesis is not proven, this research still provides important insights into the limitations of this integrative method and the factors influencing its effectiveness. This could trigger further research to find more suitable approaches or improve existing methods.

2. Practical Contribution: These findings will help educational practitioners understand the obstacles in implementing this method and enable them to adapt their teaching strategies. It will also indicate areas where additional intervention may be required to achieve the desired results.

METHOD

Method of collecting data

Data collection

1. Pre-test and Post-test: To measure students' rhythmic abilities before and after intervention, a pre-test and post-test were used. This test covers various rhythmic aspects such as beats, rhythm patterns, and the ability to imitate rhythm.

2. Class Observation: Conduct direct observations during the implementation of learning methods to assess student interaction, involvement and responses.

3. Questionnaires and Interviews: Using questionnaires to assess students' perceptions of learning methods and interviews with teachers to obtain feedback on the application of these methods.

4. Video Documentation: Record learning sessions for further analysis of method implementation and student responses.

Reasons for Selecting Methods

This method was chosen because it provides comprehensive data and triangulation of data from various sources:

- Pre-test and Post-test: Provides quantitative data that allows statistical analysis to measure changes in rhythmic ability.

- Classroom Observation: Provides qualitative data that provides in-depth insight into the learning process.

- Questionnaires and Interviews: Provides perspectives from students and teachers on the effectiveness and acceptability of the method.

- Video Documentation: Helps in analyzing method implementation visually and strengthens findings from observations and interviews.

Data analysis

Quantitative Analysis

1. Pre-test and Post-test Statistical Analysis: Using the t test to see significant differences between the pre-test and post-test results in the two groups (experimental and control). This will show the effectiveness of the method.

2. Descriptive Analysis: To analyze questionnaire data regarding student perceptions of learning methods.

Qualitative Analysis

1. Observation Analysis: Using coding techniques to identify themes and patterns in student interaction and engagement during learning.

2. Interview Analysis: Analyze teacher responses to understand more about the barriers and successes of method implementation.

Results Supporting the Hypothesis

- Significant improvement in post-test results of students in the experimental group compared to the control group.

- Positive response from students to the new method based on the questionnaire.

- Observations and interviews showed higher engagement and motivation in the experimental class.

Results That Do Not Support the Hypothesis

- There was no significant improvement in the post-test results.

- Negative or neutral response from students to the new method.

- Observations and interviews show that new methods are ineffective or difficult to implement.

Research Schedule Outline

Months 1-2: Preparation

- Prepare research proposals and obtain approval.

- Design research instruments (pre-test, post-test, questionnaire, interview guide).

- Conduct training for teachers who will apply learning methods.

Months 3-4: Initial Data Collection

- Conduct a pre-test on both groups (experimental and control).

- Carrying out learning using conventional methods in the control group and integrative methods in the experimental group.

- Observation and documentation during learning.

Months 5-6: Continued Data Collection

- Conduct a post-test on both groups.

- Collecting questionnaires from students and conducting interviews with teachers.

- Review and rate video documentation.

Months 7-8: Data Analysis

- Conduct statistical analysis on pre-test and post-test results.

- Analyze questionnaire data, observations and interviews.

- Prepare data analysis reports.

Months 9-10: Writing and Dissemination of Results

- Prepare the final research report.

- Conduct internal and external review of reports.

- Present research results at seminars/conferences.

- Compile articles for publication in academic journals.

Significance / Benefits

Theoretical Contributions

1. Development of Music Education Theory

- Integration of the Rhythm Syllable Method and 3N Ki Hadjar Dewantara: This research will provide new insights into how the rhythm syllable method, which has been proven effective in various countries, can be integrated with the 3N Ki Hadjar Dewantara concept. This has the potential to develop music education theory by adding new dimensions relevant to the Indonesian cultural context.

- Holistic Approach in Music Education: Presenting a holistic and gradual approach in rhythmic learning that combines observation, imitation and modification, in accordance with 3N, can enrich the literature on music pedagogy.

2. Cultural Influences in Music Education

- Local Cultural Adaptation: This research will explore how adapted learning methods can be adapted to local Indonesian culture. This will contribute to the understanding of the importance of cultural context in music learning and education in general.

Practical Contributions

1. Improving the Quality of Rhythmic Learning

- Effective Learning Method: By developing and testing a 3N-based syllable rhythm method, this research has the potential to provide a more effective rhythmic learning method. Music teachers can use the results of this research to improve students' rhythmic abilities with an approach that is more fun and easy to understand.

- Teacher Evaluation and Training Tools: The results of the research can be used to design new evaluation tools and training programs for music teachers to apply these methods more effectively in the classroom.

2. Student Motivation and Engagement

- Increased Learning Motivation: This research is expected to show that this integrative method increases student involvement and motivation in rhythmic learning. This is important to encourage students' active participation in music learning.

- Positive Student Response: By understanding student perceptions of new methods, teachers can adjust their approach to ensure that learning is more enjoyable and rewarding for students.

3. Education Policy and Curriculum

- Policy Recommendations: The results of this research can be used as a basis for educational policy recommendations, especially in developing a music curriculum that is more inclusive and relevant to the needs and culture of students in Indonesia.

- Curriculum Development: Empirical data from this research can help in designing a music curriculum that is more comprehensive and appropriate to the local context, so that it can support the achievement of national education goals.

CONCLUSION

This research aims to develop and test a rhythmic learning method that integrates syllable rhythm with Ki Hadjar Dewantara's 3N concept. This method is expected to improve students' rhythmic abilities effectively and be relevant to local Indonesian culture. The theoretical contributions of this research include the development of music education theory and the adaptation of learning methods to local cultural contexts. Practically, this research can improve the quality of rhythmic learning, motivation and student engagement, as well as provide recommendations for developing music curricula and educational policies. It is hoped that the results of this research will provide innovative solutions in music learning in Indonesia.

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