

## CASE STUDY OF MUSIC ARTS LEARNING AMONG STUDENTS AT SMP NEGERI 2 PALEMBANG: ANALYSIS OF THE LEARNING PROCESS AND LEARNING OUTCOMES

<sup>1)</sup> Widia Agustianti, <sup>2)</sup> Dedy Firmansyah, <sup>3)</sup> Fadhillah Hidayatullah

<sup>1,2,3)</sup> Performing Arts Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Palembang, Indonesia  
Email: [widiaagustianti1908@gmail.com](mailto:widiaagustianti1908@gmail.com)

\*Correspondence Author: [widiaagustianti1908@gmail.com](mailto:widiaagustianti1908@gmail.com)

### Article Info

#### Keywords:

Music learning; angklung; music education; cultural arts; junior high school students.

### ABSTRACT

Music arts learning in schools plays an important role in developing students' creativity, musical skills, and appreciation of cultural arts. One of the traditional musical instruments used in music learning activities is the angklung. This study aimed to describe the process of angklung music learning among eighth-grade students at SMP Negeri 2 Palembang, including the planning, implementation, and evaluation stages, as well as the factors influencing the learning process. This study used a qualitative approach with a descriptive case study method. Data collection techniques consisted of observation, interviews, and documentation. The research subjects included a music teacher and 31 students of class VIII.7. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results showed that angklung music learning was implemented through three stages: planning, implementation, and evaluation. During the implementation stage, learning activities emphasized group practice in playing angklung, enabling students to improve their musical performance skills, teamwork, and learning interest in music arts. Although there were limitations in musical instrument facilities and infrastructure, the teacher was able to manage the learning process effectively so that practical activities could still run well. Furthermore, angklung learning activities increased student participation and fostered appreciation of traditional music.

### Informasi Artikel

#### Kata Kunci:

pembelajaran seni musik; angklung; pendidikan musik; seni budaya; siswa SMP.

### ABSTRAK

Pembelajaran seni musik di sekolah memiliki peran penting dalam mengembangkan kreativitas, keterampilan musikal, serta apresiasi peserta didik terhadap seni budaya. Salah satu alat musik tradisional yang digunakan dalam pembelajaran seni musik adalah angklung. Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran musik angklung pada siswa kelas VIII di SMP Negeri 2 Palembang yang meliputi tahap perencanaan, pelaksanaan, dan evaluasi pembelajaran, serta faktor-faktor yang memengaruhi pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri atas guru seni musik dan siswa kelas VIII.7 yang berjumlah 31 orang. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pembelajaran musik angklung dilaksanakan melalui tahapan perencanaan, pelaksanaan, dan evaluasi pembelajaran. Pada tahap pelaksanaan, kegiatan pembelajaran menekankan praktik bermain angklung secara berkelompok sehingga siswa dapat meningkatkan keterampilan bermain musik, kerja sama antarsiswa, serta minat belajar terhadap seni musik. Meskipun terdapat keterbatasan sarana dan prasarana alat musik, guru mampu mengelola pembelajaran dengan baik sehingga kegiatan praktik tetap berjalan efektif. Selain itu, pembelajaran angklung juga mampu meningkatkan partisipasi siswa serta menumbuhkan apresiasi terhadap musik tradisional.

### Article History

Received : 15/03/2026  
Revised : 28/05/2026  
Accepted : 21/07/2026

✉ **Corresponding Author:** (1) Widia Agustianti, (2) Performing Arts Education Study Program, (3) Universitas PGRI Palembang, Indonesia, (4) Palembang, 30263, Country, (5) Email: [widiaagustianti1908@gmail.com](mailto:widiaagustianti1908@gmail.com)

## Introduction

Education is a process aimed at developing students' potential optimally in terms of knowledge, skills, and attitudes. In addition, education plays an important role in improving the quality of human resources so that individuals are able to compete with the development of the modern era [1]. One field of education that contributes significantly to the development of students' creativity is arts education. Through arts education, students are given opportunities to express ideas, feelings, and experiences through various creative activities.

One branch of arts education taught in schools is music arts education. Music learning does not only aim to provide students with knowledge about music, but also helps students understand musical elements such as melody, rhythm, tempo, and dynamics. In addition, music learning can improve creative thinking skills and cooperation among students [2].

To ensure that music learning activities run effectively, appropriate learning media and musical instruments are required. Indonesia has various traditional musical instruments that can be used as learning media in music education. One of the traditional musical instruments commonly used is the angklung. Angklung is a traditional musical instrument made of bamboo and played by shaking it to produce certain sounds. In angklung performances, each instrument produces only one note, therefore the performance is generally conducted in groups and requires cooperation among players.

The use of traditional musical instruments such as angklung in music learning not only helps students understand musical materials directly but also increases learning interest and develops appreciation for national culture. Therefore, several schools have started implementing angklung music learning as part of cultural arts education. One of them is SMP Negeri 2 Palembang. In this learning process, teachers teach angklung playing techniques and train students to perform songs collaboratively, thereby creating teamwork, cohesiveness, and musical skills among students.

## Literature Review

### 2.1 Learning Concept

Learning is an interaction process between teachers and students aimed at achieving certain educational goals. In the learning process, several interconnected components exist, such as learning objectives, learning materials, learning methods, and learning evaluation. These components must be designed systematically to ensure effective learning activities.

According to Hadipuro [3], learning is an activity systematically designed by teachers to help students acquire knowledge and skills. Effective learning should actively involve students so that they not only receive information from teachers but also participate directly in learning activities. Therefore, the learning process can provide meaningful learning experiences for students.

### 2.2 Music Arts Learning

One form of learning that can develop students' creativity and skills is music arts learning. Music learning activities aim to develop students' musical abilities through both theoretical understanding and music practice. In music learning, students not only study theory but also engage in practical activities such as singing and playing musical instruments.

Hidayatullah [2] stated that music learning can help students develop creativity, thinking skills, and cooperation abilities. Through music practice activities, students can also learn discipline, concentration, and responsibility during the learning process.

### 2.3 Angklung as a Traditional Musical Instrument

In music learning, the use of musical instruments as learning media is essential to support students' understanding of musical materials. One traditional musical instrument often used in learning activities is angklung. Angklung is an Indonesian traditional musical instrument made of bamboo and played by shaking it. This instrument originates from West Java and has become widely recognized in various regions of Indonesia.

Angklung has a unique tonal system because each angklung instrument produces only one specific tone. Therefore, angklung performances are generally conducted in groups and require cooperation among players. Besides functioning as a traditional musical instrument, angklung also has educational values because it can train students' discipline, cooperation, and concentration in performing music collaboratively.

#### 2.4 Learning Models in Music Education

To make music learning more interesting and effective, teachers need to apply appropriate learning models. In music learning, several learning models can be implemented according to learning needs and objectives. One of the learning models that can be used is Project-Based Learning.

This learning model provides opportunities for students to learn through project activities so that students become more active in the learning process [4]. In addition, project-based learning encourages students to work collaboratively in groups, solve problems, and produce work collectively. Therefore, students not only gain knowledge but also meaningful learning experiences through direct practice.

#### Research Method

This study used a descriptive research method with a qualitative approach. The qualitative approach was applied to describe deeply the angklung music learning process conducted at SMP Negeri 2 Palembang. Through this approach, researchers were able to understand the learning process directly based on actual conditions in the field.

According to Creswell and Poth [5], qualitative research is used to understand social phenomena deeply through direct data collection in the field. Therefore, this study focused on angklung music learning activities involving cultural arts teachers and students participating in the learning process.

The data collection techniques used in this study included:

1. Observation
2. Interviews
3. Documentation

Data analysis was conducted through three stages: data reduction, data presentation, and conclusion drawing [6].

#### Results and Discussion

##### 4.1 Planning of Angklung Music Learning

Learning planning is the initial stage conducted by teachers before implementing classroom learning activities. In angklung music learning at SMP Negeri 2 Palembang, the teacher first prepared learning tools such as teaching modules and angklung instruments to be used by students. Furthermore, the teacher determined learning objectives so that students would be able to understand the basic techniques of playing angklung and perform simple songs collaboratively. This planning stage was conducted to ensure that the learning process could run systematically and effectively. In addition, the teacher also designed learning strategies, selected appropriate teaching methods, and arranged classroom management techniques to create an interactive and student-centered learning environment. The planning process further included the preparation of assessment instruments to evaluate students' cognitive, affective, and psychomotor achievements during the angklung learning activities. Through careful and structured planning, the learning objectives were expected to be achieved optimally while also fostering students' creativity, cooperation, discipline, and appreciation of traditional Indonesian musical arts.

##### 4.2 Implementation of Angklung Music Learning

After the planning stage was completed, learning activities were implemented through several stages: preliminary activities, core activities, and closing activities.

### **Preliminary Activities**

In the preliminary activities, the teacher opened the lesson by greeting students and checking attendance. The teacher then provided apperception by asking students about traditional musical instruments they already knew. This activity aimed to build students' attention and readiness before entering the learning material. In addition, the teacher motivated students by explaining the importance of preserving traditional Indonesian musical culture, particularly angklung music, as part of the national cultural heritage. The teacher also conveyed the learning objectives and competencies to be achieved so that students could understand the direction and expectations of the lesson. Through these preliminary activities, a positive and conducive learning atmosphere was created, encouraging students to participate actively in the subsequent learning process.

### **Core Activities**

In the core activities, the teacher explained the angklung instrument, starting from its definition to the techniques of playing it. The teacher then demonstrated angklung playing techniques so that students could understand the correct playing procedures. Afterward, students were given opportunities to practice playing angklung directly. To make learning activities more effective, the teacher divided students into several groups so that they could perform simple songs collaboratively. Through these activities, students not only learned how to play musical instruments but also learned cooperation and cohesiveness within groups.

In addition, the teacher guided each group during the practice session by providing corrections and feedback regarding rhythm accuracy, hand coordination, and harmony among players. The learning process was carried out using a demonstration and practice-based approach, enabling students to actively engage in the learning experience. Students were encouraged to communicate and coordinate with their peers in order to produce harmonious musical performances. This collaborative activity also fostered students' self-confidence, discipline, responsibility, and appreciation for teamwork in musical performances. Furthermore, the direct practice activities allowed

students to develop psychomotor skills and gain a deeper understanding of the artistic and cultural values contained in angklung music.

### **Closing Activities**

In the closing activities, the teacher and students reflected on the learning activities that had been conducted. The teacher summarized the learning material and reinforced the angklung playing techniques learned during the learning process.

### **4.3 Evaluation of Angklung Music Learning**

After the learning activities were completed, the teacher conducted evaluations to determine students' understanding and skills in playing angklung. Evaluations were conducted through question-and-answer activities regarding angklung material and practical group performances of simple songs. In these practical activities, the teacher assessed several aspects such as tone accuracy, angklung playing techniques, and students' cohesiveness in collaborative performances. The evaluation results showed that most students were able to play angklung well and cooperate effectively in groups. This indicates that angklung music learning helped students understand the material while improving collaborative musical performance skills.

In addition, the teacher provided feedback and reflections at the end of the lesson to help students recognize their strengths and identify aspects that still needed improvement. Students were also encouraged to express their experiences and difficulties during the learning process, creating a more interactive and reflective classroom atmosphere. Through the evaluation process, the teacher was able to identify students' learning achievements as well as the effectiveness of the teaching methods applied during angklung instruction. The evaluation activities further demonstrated that practical and collaborative learning approaches could enhance students' motivation, participation, and appreciation of traditional Indonesian musical arts. Furthermore, the assessment process supported the development of students' cognitive, affective, and psychomotor competencies in a balanced manner.

#### 4.4 Analysis of Student Learning Outcomes

Student assessment was conducted through angklung performance practice using the following assessment aspects:

- |            |           |
|------------|-----------|
| 1. Holding | Technique |
| 2. Shaking | Technique |
| 3. Tone    | Accuracy  |

#### Cooperation

The assessment results showed that the class average score reached 83.06, which was categorized as “Good.” A total of 9 students (29%) achieved the “Very Good” category, while 22 students (71%) achieved the “Good” category. No students obtained scores below the minimum competency standard, indicating that all students were able to meet the expected learning outcomes in angklung music instruction. These findings demonstrate that the implementation of angklung learning activities was effective in improving students’ musical abilities as well as their collaborative learning skills.

The results further revealed that female students obtained slightly higher average scores compared to male students, although the difference was not statistically significant. This suggests that both male and female students had relatively equal opportunities to develop musical competencies through angklung learning activities. The achievement of satisfactory learning outcomes among students indicates that practical music learning can create meaningful learning experiences by involving students directly in musical performance activities.

Music learning through angklung practice provided collaborative learning experiences because each student had different responsibilities according to the musical tones being played.

Consequently, good coordination, communication, and mutual understanding among players were required to produce harmonious musical performances. Students learned not only technical playing skills but also social values such as teamwork, discipline, responsibility, and respect for others’ roles within group performances. This

collaborative process became one of the important factors contributing to the success of angklung learning activities in the classroom.

In addition, angklung practice activities helped students understand basic musical concepts such as rhythm, tempo, melody, and harmony more concretely through direct experiences. Practical learning methods enabled students to connect theoretical knowledge with actual musical performance, making the learning process more engaging and easier to understand. Students became more active and enthusiastic because they were directly involved in producing musical sounds and performing songs collaboratively with their peers. This finding supports the view that experiential learning approaches in music education can enhance students’ creativity, participation, and musical sensitivity.

From a cultural perspective, angklung learning activities also contributed to strengthening students’ appreciation of traditional Indonesian musical arts. Through direct interaction with traditional musical instruments, students gained a deeper understanding of Indonesia’s cultural heritage and the importance of preserving local arts in modern educational contexts. The use of angklung as a learning medium therefore functioned not only as a tool for developing musical competence but also as a medium for cultural education and character building among students.

However, several obstacles were still found during the implementation process, particularly the limited availability of musical instruments and supporting facilities.

The insufficient number of angklung instruments sometimes caused students to take turns during practice sessions, which reduced the effectiveness of practice time allocation. In addition, limited classroom facilities and practice spaces occasionally affected students’ concentration and performance during group activities. These conditions required teachers to manage classroom organization, group divisions, and practice schedules effectively so that all students could still participate actively in angklung learning activities.

Despite these limitations, the implementation of angklung learning at SMP Negeri 2 Palembang was still able to run effectively and achieve positive learning outcomes. The teacher’s ability to organize collaborative learning activities,

provide demonstrations, and motivate students became an important factor supporting the success of the learning process. Therefore, the use of angklung as a learning medium can be considered an effective strategy for improving students' musical skills, collaborative competencies, and appreciation of traditional music within school-based music education.

## Conclusion

Based on the results of the study, angklung music learning at SMP Negeri 2 Palembang was implemented through three stages: planning, implementation, and evaluation. Group-based angklung practice activities provided interesting and meaningful learning experiences for students. The learning process enabled students to actively participate in classroom activities through direct practice, collaboration, and musical performances conducted in groups. As a result, students were not only able to improve their technical skills in playing angklung but also develop social competencies such as teamwork, communication, discipline, and responsibility. Although limitations in musical instrument facilities and infrastructure still existed, the teacher was able to manage learning activities effectively so that practical learning activities could continue successfully.

The teacher applied appropriate classroom management strategies by organizing students into groups, arranging practice schedules, and maximizing the use of available instruments. These efforts helped ensure that all students could participate actively in the learning process despite the limited resources. The teacher's creativity and instructional management therefore played an important role in supporting the effectiveness of angklung learning activities.

Furthermore, angklung learning activities were proven to improve student participation and foster appreciation of traditional music. Through direct interaction with traditional musical instruments, students gained a better understanding of Indonesia's cultural heritage and the importance of preserving traditional arts within contemporary educational settings. The collaborative and practice-oriented learning approach also created a more

engaging and enjoyable classroom atmosphere, increasing students' motivation and enthusiasm during music lessons.

The findings of this study indicate that angklung can be used effectively as a learning medium in music education because it supports the development of cognitive, affective, and psychomotor competencies simultaneously. Therefore, angklung learning activities should continue to be developed and supported through the provision of adequate facilities, teacher training, and school programs that promote traditional arts education. By doing so, schools can contribute not only to students' musical development but also to the preservation and appreciation of Indonesian cultural identity among younger generations.

## Acknowledgments

The author would like to express gratitude to the principal, cultural arts teacher, and students of SMP Negeri 2 Palembang for their support and participation during the research process. Appreciation is also extended to the Performing Arts Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Palembang, for academic support during the completion of this research.

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