Need Analysis of Rampak Kendang Learning Module Development based on Multiple Intelligences for Elementary School Teachers

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Abstract: This study aims to analyze the needs of Rampak Kendang learning module development, based on multiple intelligences for elementary school teachers. The subjects of this study were 24 elementary school art teachers in Patimuan sub-district, Cilacap, Central Java. Data is collected through questionnaires and interviews, which is then analyzed descriptively. The results of the study indicate that: 1) Most teachers really need the Rampak Kendang art learning module, specifically based on multiple intelligences to shape the character of students. 2) The multiple intelligences Rampak Kendang material that will be developed in the module includes technical guidance on playing music instruments in Rampak Kendang, multiple intelligences in the learning process of Rampak Kendang, and the formation of student character in the learning process itself. This research is the realization of the previous research related to multiple intelligences in Rampak Kendang in Patimuan society. This year, the results of previous studies were integrated in the field of formal education in the form of learning modules for art teachers in elementary schools.

1 INTRODUCTION

Learning art in elementary schools is one of the mandatory materials included in SBDP subjects. The material taught refers to the arts that develop in each region. This is in line with local content material proclaimed by the Ministry of Education and Culture to nguri-uri or preserve local wisdom that is integrated in learning in elementary schools. Through these rules, art learning material from one region to another will vary. One of the art learning materials in elementary school that will be discussed in this article is the Rampak Kendang which is taught in the Patimuan, region of Cilacap, Central Java.

Picture 1 shows one of the performances of Rampak Kendang in Patimuan sub-district which was delivered by generations of children from elementary, junior high, senior and adult levels. Rampak Kendang is one type of music and dance performance with drum as the main musical instrument and other supporting tools, namely Gamelan. Patimuan region is one of the outermost regions of Central Java which is directly adjacent to West Java. This geographical condition influences the emergence of acculturation as a result of the diffusion of Rampak Kendang art from West Java to Central Java. The form of

Figure 1: Photo by Heni, 2018

acculturation that emerges can be seen from the combination of musical instruments, leisure and new types of dance as a characteristic of Rampak Kendang Patimuan. The identity of Rampak Kendang as Patimuan's unique performing arts is one of the main reasons it is used as material in art learning in Elementary School. Based on data in the patimuan sub-district education office, there are 27 art teachers in elementary schools who study Rampak Kendang. Nevertheless, not all schools have applied the material for Rampak Kendang as material in Cultural Arts and Crafts (SBdP) or local content. This is

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because there are no supporting learning resources to teach it to students both intracurricular and extracurricular. Teaching art in elementary schools is not enough just in the form of routine training, but learning resources are needed in the form of modules, teaching materials, dictates, etc. to achieve learning goals. This is in line with the research conducted by Andi Sudarhiyanto (2017: 96) that the skills of students in character building are not enough just by daily living, but also require teaching materials.

Figure 2.

Picture 2 is the appearance of elementary school students in performing Rampak Kendang in 2011 in Patimuan, Cilacap. Children there have known and studied Rampak Kendang since elementary school age. Rampak Kendang material is important to give to children to hone their intelligence. Students are the next generation who will bring change in the future. Education programs and services for children must be carried out optimally by adjusting the characteristics and potential of children. Because basically students are unique individuals and have very diverse characteristics and levels of intelligence. The potential of children should continue to be developed in accordance with their respective abilities because it can affect the development period.

According to Bainbridge (Yaumi, 2016: 9) intelligence is a general mental ability to learn and apply knowledge in manipulating the environment, as well as the ability to think abstractly. In the current education sector, especially in Indonesia, there are many children who have good talent but lack attention. This happens because the education system in Indonesia emphasizes logic skills in cognitive aspects compared to other intelligences. This problem was also found in a study conducted by Suwanto (2019) which stated that in the learning process, not

all multiple intelligences were involved by education providers. There are only a few intelligences involved, namely logical-mathematical intelligence and linguistic intelligence. If this happens continuously, then students who do not have that intelligence will be considered not smart. So that such students do not have support to develop other intelligence they have. However, not all children have the same intelligence, because basically every human being has multiple intelligences. Fleetham (Yaumi, 2016: 11) suggests that multiple intelligences is a variety of skills and talents possessed by students to solve various problems in learning. A similar theory is also stated by Gardner in Chatib (2018: 87) which states that multiple intelligences are intelligences which some of them tend to be owned by every child. There are 9 intelligences that have been proposed by Howard Gardner including linguistic, mathematical-logical, visual spatial, musical, kinesthetic, interpersonal, intrapersonal, naturalistic and existential intelligences. With the existence of these various intelligences, an educator needs to understand the importance of multiple intelligences and be able to apply them in the learning process.

Various potentials and intelligences possessed by each student must be explored and developed both by educators, parents, and families. Children's intelligences needs to be explored as early as possible, especially the age of elementary school children because it enters the golden age. At this time character education can be built and formed continuously so that it manifests into daily behavior. The link between the children's multiple intelligences and clear directions for character building can create intelligent children and noble character. Art material as a wealth of the Indonesian people is very appropriate to accommodate the excavation of children's multiple intelligences and the character building of students. Thus, the implementation of education needs to facilitate and provide the widest opportunity for students to develop according to their potential and talents in accordance with their respective intelligence. So it is important for an educator to understand that multiple intelligences can be developed and explored through Rampak Kendang learning in elementary schools in the Patimuan region of Cilacap.

Based on interviews with art teachers in the Patimuan Elementary School on March 24, 2019, there are currently no learning resources related to multiple intelligences Rampak Kendang. Some teachers who make Rampak Kendang as art material

in schools only teach techniques to play Rampak Kendang according to their respective experiences without having clear guidelines. Often the material is not continued because of the teacher's limited memory in teaching techniques to play Rampak Kendang and the dance. The provision of material is also not directed at the excavation of multiple intelligences of students who can also be embedded in character education. Based on observations made on January 23, 2019, it shows that the limitation of learning resources and competent art teachers in primary schools throughout Patimuan sub-district makes Rampak Kendang based on multiple intelligences not yet implemented maximally. This limitation also has an effect on the lack of development of art learning tools by elementary school art teachers in Patimuan sub-district. Therefore, it is necessary to have supporting learning resources that can guide the elementary school art teachers in providing multiple intelligences-based Rampak Kendang materials. Based on the explanation above, the purpose of this paper is to describe the level of module requirements as a learning resource for Rampak Kendang art learning material for elementary school teachers in Patimuan sub-district.

2 METHOD

This research is a quantitative descriptive study conducted in Patimuan sub-district, Cilacap District, Central Java. The research subjects were 24 elementary school art teachers in Patimuan sub-district. The data collection method uses questionnaires and interviews. Questionnaires were used to uncover the need for learning resources in the form of modules in multiple intelligences-based Rampak Kendang learning art performances for teachers. This interview was used to uncover obstacles in teaching multiple intelligences-based Rampak Kendang learning materials to build students' character.

3 FINDING AND DISCUSSION

Analysis of the results of the study illustrates the level of needs of the Rampak Kendang art learning module based on multiple intelligences to build student character for elementary school art teachers in Patimuan sub-district. The questionnaire used amounted to 38 questions and statements divided into

6 aspects. The results of the percentage of the teacher questionnaire developing the Rampak Kendang Module are as follows.

Aspect 1: Teacher's understanding of the importance of Rampak Kendang conservation from an early age.
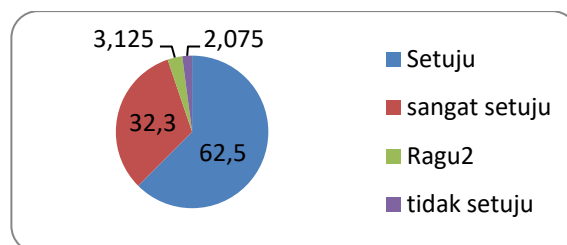

Figure 3: Diagram 1

Diagram 1 shows that 32.3% stated strongly agree and 62.5% agree on the importance of preserving Rampak Kendang early on, especially since elementary school age. 3.12% were hesitant and 2.07 do not agree Rampak Kendang was preserved through early recognition for elementary school students.

Aspect 2: Teacher's understanding of the Importance of Rampak Kendang becomes the material in SBDP at SD
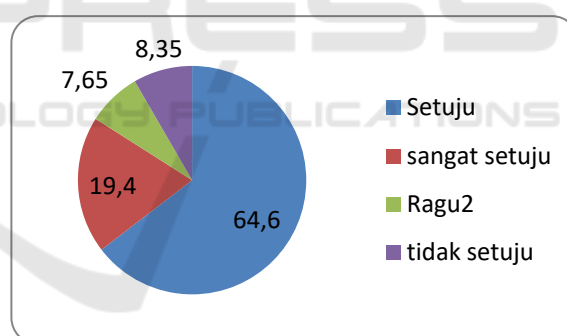

Figure 4: Diagram 2.

Diagram 2 shows data of 19.4% strongly agree and 64.6 agrees that Rampak Kendang is one of the materials that must be developed in the SBdP in elementary schools. While 7.65 were hesitant and 8.35 do not agree if the Rampak Kendang material was included in the SBdP in elementary school.

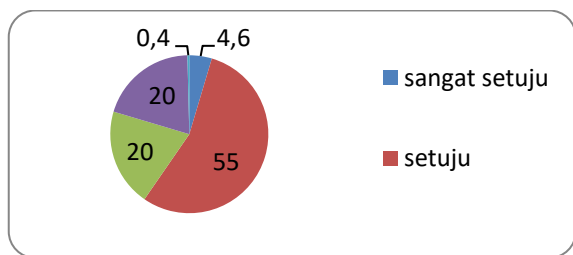Aspect 3: Teacher's understanding of multiple intelligences.

Figure 5: Diagram 3

Diagram 3 shows the data that 4.6% are strongly understand and 55% understand about multiple intelligences, while 20% are hesitant, 20 do not understand and 0.4% are very unaware of multiple intelligences.

Aspect 4: Teacher's understanding of the relationship between multiple intelligences and character education.
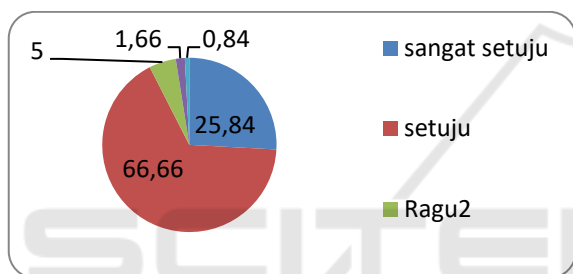

Figure 6: Diagram 4

Diagram 4 shows the data of 25.84% is strongly understand and 66.6% understand the relationship between the importance of understanding multiple intelligences in character formation. Then 5% were hesitant, 0.84 do not understand and 1.66% was stronglyy unaware of the relationship between the importance of understanding multiple intelligences and character formation.

Aspect 5: Teacher's understanding of Rampak Kendang's learning resource needs based on multiple intelligences for elementary students.
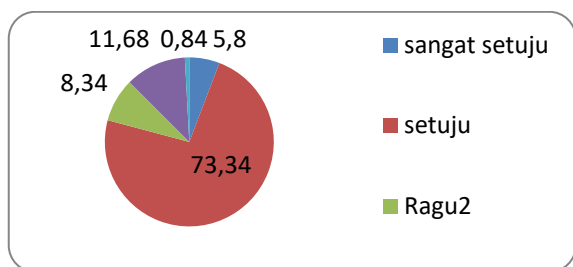

Figure 7: Diagram 5

Diagram 5 shows data of 5.8% strongly agree and 73.34 agrees with the need for learning resources in multiple intelligences-based Rampak Kendang learning for elementary school students. Subsequent data 8.34 doubts, 11.6% did not need and 0.8% strongly did not require learning resources in Rampak Kendang learning based on multiple intelligences for elementary school students.

Aspect 6: Teacher's understanding of the needs of the Rampak Kendang module based on multiple intelligences to instill student character education.
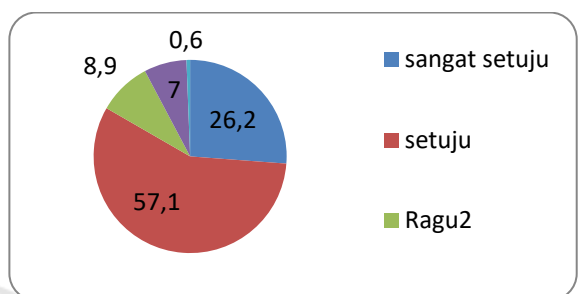

Figure 8: Diagram 6

Diagram 6 shows data of 26.2% strongly agree and 57.1% agree that the Rampak Kendang module based on multiple intelligences is needed, needs to be realized and disseminated. 8.9% expressed doubt, 7% disagree and 0.6% strongly disagree about the need for this module to be realized.

Based on the results of the study, it shows that the Rampak Kendang module based on multiple intelligences is very much needed in helping art learning in Rampak Kendang in Patimuan region, Cilacap. So far, Rampak Kendang learning has not been taught massively in all elementary schools in the Patimuan region because there are no learning resources that can be used by teachers. Research conducted by Fitrianawati (2018) shows that ethnomatematic teaching materials developed through local wisdom are needed in mathematics learning so that students not only learn from the books given by the teacher. Therefore, although the practice is based on which trainer is the main guide, the module is needed to facilitate the teacher in providing multiple intelligences-based Rampak Kendang material to students. The interview conducted with Ratnaningsih (2017), one of the art teachers at the elementary school in Patimuan, stated that so far there were no modules that could be used in Rampak Kendang learning. Moreover, the understanding of multiple intelligences is also not maximized so that character instillation has not been emphasized in Rampak Kendang learning.

The Rampak Kendang learning module based on multiple intelligences helps teachers to provide Rampak Kendang material for students. The material is not only limited to the technique of playing musical instruments and dances in the Rampak Kendang show, but also multiple intelligences that can be maximized in it. Through this module, the teacher can know the intelligence of students that can be maximized through each learning process of Rampak Kendang. The module consists of several parts, namely a) the technique of playing the Rampak Kendang musical instrument and dance, b) the multiple intelligences in the learning process, and c) the formation of characters in multiple intelligences-based Rampak Kendang learning.

The initial part of this module explains in detail the techniques of playing Rampak Kendang (instruments of kendang and Javanese gamelan) and the dance in Rampak Kendang. The module is equipped with videos integrated with YouTube. Thus, the teachers can use the barcode application on their respective cellphones to open the video provided by the barcode on the module sheet that is sprinkled. This is to facilitate the teacher in remembering the techniques in teaching Rampak Kendang art correctly to students at each stage. The second part is multiple intelligences in the Rampak Kendang learning process. In accordance with the theory revealed by Gadner that humans have 9 intelligences in themselves. These intelligences are not entirely prominent and vary from one person to another. Rampak Kendang learning is able to sharpen some of these intelligences and will be explained systematically in this section. At the end of this part of the module we will describe how multiple intelligences in the Rampak Kendang learning process can foster character for students. Rohidi (2016: 167) states that education by using art saves the potential of positive values as character education. Rampak Kendang as a form of local wisdom in the Patimuan area is able to become a medium in instilling students' character through learning in school. The teacher as one of the facilitators should be able to develop learning materials provided in a creative and structured manner so that the learning objectives can be achieved.

4 CONCLUSIONS

The Rampak Kendang art learning module based on multiple intelligences is needed by art teachers in the Patimuan region. This module makes it easy for teachers to provide techniques to play Rampak Kendang, giving rise to multiple intelligences and instilling the character of students in the learning process. The teacher needs to understand the characteristics of his students in order to know the multiple intelligences that can be developed. Thus, Rampak Kendang is not only given textually as an art, but also contextually that is honing students' multiple intelligences. Rampak Kendang's role as local wisdom can be packaged well as an art education that brings character values to students.

ACKNOWLEDGEMENTS

If any, should be placed before the references section without numbering.

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