

THE EFFECTIVENESS OF THE USE OF GUITAR MEDIA ON THE UNDERSTANDING OF NATIONAL SONGS AND NATIONAL VALUES OF GRADE V STUDENTS OF SD 6 JEKULO

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ABSTRACT

This study aims to determine the effectiveness of the use of guitar media in learning national songs for grade V elementary school students. The background of this research is the low participation of students and the lack of integration of character values in the learning of musical arts. The method used was quantitative with a pseudo-experimental design (one group pretest-posttest) with the subjects of 22 grade V students at SD 6 Jekulo. The research instruments include observations, pretest and posttest questions, and interviews. The results showed an increase in students' understanding of the national anthem after learning to use the guitar. The average pretest of 63.59 increased to 81.27 in the posttest with a significance of 0.000 ($p < 0.05$). Although only 36.4% of students actively play the guitar, singing participation and emotional involvement are quite high. Learning also instills national values contextually. Guitar media has proven to be effective as a fun and interactive means in improving learning outcomes and fostering students' national character. Follow-up research is recommended to be carried out with a longer duration and adequate supporting facilities.

Keyword: learning outcomes; national songs; guitar media; national values; music learning.

INTRODUCTION

Arts, Culture, and Crafts Education (SBdP) is an integral part of the elementary school curriculum because it plays a role in instilling aesthetic values as well as shaping the character of students. Cultural arts and crafts in elementary schools have the potential to develop character through creative activities, but their implementation is still constrained by the limitations of teachers' learning strategies Priyadi, Fitriani, & Wijayanto, (2024). In practice, art learning in elementary school still tends to focus on cognitive and technical aspects alone, while the character dimension that should be internalized through the learning process has not been fully applied to the maximum. This causes students to lack a learning experience that touches on aspects of attitude, values, and nationality. One of the areas that has the potential to instill character values contextually is musical art, especially through the introduction and appreciation of national songs. The national anthem not only introduces elements of musicality, but also contains the values of patriotism, love for the homeland, and appreciation for the nation's history. As conveyed by Wulandari (2020), learning music arts that integrate national values is able to foster students' collective awareness of national identity from an early age. Traditional and modern musical instruments have symbolic and historical value that can be a medium for reflection on cultural values Wijayanto et al., (2025).

The implementation and learning of the national anthem in elementary schools often faces various obstacles. The results of initial observations conducted at SD 6 Jekulo show that most of the students of grade V have not mastered the basic techniques of playing the guitar, even though learning is directed through direct practice with the musical instrument. In fact, many students have difficulty picking strings, pressing frets, and playing basic keys such as C, G, Em, and Dm. This condition illustrates the gap between learning objectives and student achievements, which can reduce overall interest and learning effectiveness (Syamsudin, 2021).

In an effort to deepen the field findings, the researcher conducted a short interview with several students of grade V. The results of the interviews showed that some students felt interested when they first saw the guitar used in learning. One of the students explained that he liked to see his friend play the guitar because it sounded interesting and exciting. Nonetheless, he didn't have the courage to try because he had never studied before. He also chose to only sing when his friends played the guitar. The class teacher also said that the limited practice time and insufficient number of musical instruments were the main obstacles in the implementation of practice-based music learning. This finding is strengthened by research by Aisy and Wijayanto (2024) who revealed that limited lesson hours and inadequate students' initial skills are challenges in learning music arts in elementary schools.

When learning musical instruments is a significant obstacle in practice-based learning of musical arts. According to Wijayanto, et al (2024) The integrated approach significantly enhances students' creativity and imagination, which suggests that a comprehensive teaching strategy that incorporates instruments such as the guitar into a holistic approach can be an effective solution to overcome these barriers.

Some of the underlying causes of students' difficulties in learning based on musical instruments include limited practice time, students' lack of accustomed to using guitars, and lack of varied learning approaches. Based on research by Ardiansyah and Lestari (2022), the use of concrete and direct learning media, such as the guitar, tends to be more effective when combined with a creative approach that accommodates the needs and characteristics of students. Students tend to be more enthusiastic if the learning process involves real activities, especially through art or musical media that stimulates their physical and emotional engagement.

The guitar as a learning medium has several advantages over other musical instruments. In addition to being easily accessible and relatively inexpensive, the guitar is also flexible to accompany various types of songs, including patriotic national songs. In this context, guitar media is not only a technical aid, but also a medium for building a fun learning experience. In line with the findings of Rahmawati (2023), learning music with real aids such as the guitar is able to increase student involvement cognitively, affectively, and psychomotorically, as long as the approach used is in accordance with each student's initial abilities and learning style.

The effectiveness of using guitar as a medium in learning is largely determined by the teacher's strategy, the initial competence of students, and the readiness of facilities and infrastructure in schools. During the observation, a gap in guitar playing skills was found between students. Students who have had previous experience seem to have an easier time following the flow of learning, while students who are new to the guitar experience confusion and delay in responding to the teacher's

instructions. Hidayat (2024) emphasized the importance of differentiated learning in music, namely by adjusting teaching materials and methods to students' mastery levels and learning speed so that learning becomes more inclusive and effective.

Knowledge of national songs through hands-on practice of playing musical instruments has been proven to provide a more immersive and memorable experience for students. If previously the national anthem was only taught by memorizing lyrics and melodies verbally, then with the use of guitar, students can understand the dynamics, tempo, and structure of music more realistically. Nugroho (2019) stated that learning the national song with the accompaniment of musical instruments can improve students' memory, musical understanding, and appreciation of the song. This is in line with the principles of contextual learning that emphasize direct involvement in the learning process.

The urgency of this research lies in the need for learning media innovations that are more contextual, fun, and able to answer the challenges of 21st century learning. In the Independent Curriculum, a project-based and hands-on approach is one of the main methods to grow the profile of Pancasila students, which includes mutual cooperation, independence, and creativity. In line with this principle, Uliya, et al., (2024), stated that teachers must instill the value of local wisdom through SBdP learning to develop students' character, which is in line with the purpose of using the guitar as a medium to strengthen national values and students' character. By using the guitar as a medium in learning the national song, students not only learn music, but also cultivate character values and a sense of nationalism through a more applicable approach Hidayat, (2024).

The novelty in this study lies in the researcher's initiative in raising the guitar as a national song learning medium that does not only function as an accompaniment instrument, but as a pedagogical means that is contextual and integrated with the values of the Pancasila Student Profile. Different from previous studies that tended to focus on guitar playing techniques or strengthening regional songs, the researcher specifically designed learning that instilled national values and creativity through a character-based thematic approach. This innovation demonstrates the courage of researchers to go beyond conventional practices and explore the potential of the guitar as a medium that supports meaningful learning, in line with the opinion of Rahmawati (2023) that concrete media such as the guitar have a wider impact when integrated in value-based learning.

RESEARCH METHODS

This study uses a quantitative approach with a quasi-experiment method which aims to determine the effectiveness of the use of guitar media in improving the knowledge of the national song of grade V students. The subjects of the study were 22 students of class V, selected purposively according to the characteristics and needs of the research. The instruments used in this study are in the form of observation sheets of learning activities, as well as pretest and posttest questions to measure students' understanding of the national anthem.

The data collection technique was carried out through direct observation and interviews with students. The subjects in this study were 22 students in grade V. Data from observation and interviews were used to see student involvement during the learning process using guitar media. In addition, the data on the results of the pretest and posttest were analyzed using a statistical paired sample t-test with the help of the SPSS application to find out if there was a significant difference between the results before and after treatment. The use of quantitative approaches and data processing through the SPSS application is considered effective in obtaining statistical-based conclusions in primary education Rosyada et al., (2024). The results of this analysis were used to assess the effectiveness of guitar media in helping students understand national songs better.

RESULTS AND DISCUSSION

This research was conducted in class V with a total of 22 students. Learning is carried out using one guitar unit alternately, and students are divided into three large groups. This activity took place on May 18 and 19, 2025, with the main focus on the introduction and practice of playing the national anthem (DSSM) using the basic keys of the guitar (C, G, Em, and Dm).

Group Formation and Student Dynamics

Students are divided into 3 large groups (7–8 students each). Each group was given a turn to try playing the guitar, guided by the teacher. However, the dynamics in each group are very diverse.

Table 1. Class Grouping

Group	Number of Members	Who Tried Guitar	Note
Group 1	7 Students	2 Students	Only 2 students dared to try, the rest were passive
Group 2	7 Students	3 Students	3 students are active, 1 student is enthusiastic but not yet confident
Group 3	8 Students	3 Students	2 students were very enthusiastic, 1 tried even though they were nervous

Students who don't try generally feel awkward and feel less confident and are still afraid to hold a guitar medium.

Participation Rate of Guitar Playing Practice

Based on a total of 22 students, only 8 students (36.4%) actually tried to play the guitar. The rest are just observers, singing along, or listening.

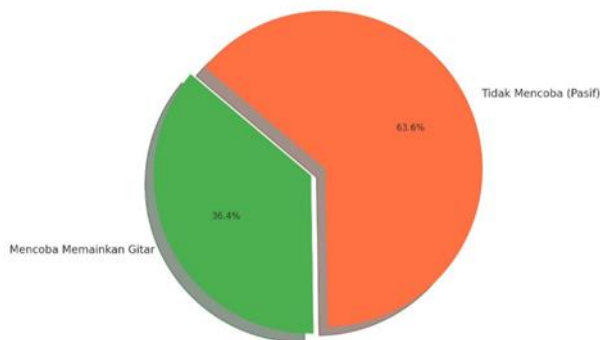


Figure 1. Level of Participation in Guitar Playing Practice Among Students

Trying to Play the Guitar: 8 students (36.4%)

No Attempt (passive): 14 students (63.6%)

Practice participation is limited because only one guitar is available and time is limited. However, the general enthusiasm is still visible, especially during the singing session together.

Student Response and Enthusiasm

Although not all students dared to play the guitar, many showed enthusiasm when their friends performed. Some students also request additional practice time outside of class hours.

Table 2. Student Response and Enthusiasm

Response Categories	Number of Students	Examples of Behavior
Very Enthusiastic	6 students	Want to try guitar, apply
Quite Enthusiastic	9 students	Active singing, paying attention to playmates
Lack of Enthusiasm	5 students	Just watching, talking occasionally
Not Enthusiastic / Passive	2 students	Distract

Table 3. Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	63.5909	22	3.30453	.70453
	Posttest	81.2727	22	3.18002	.67798

The results of the output of Paired Samples Statistics, it is known that the average pretest score of students before using guitar media is 63.59 with the number of samples (N) as many as 22 students and the standard deviation of 3.30. Meanwhile, the average posttest score after learning to use guitar media increased to 81.27 with a standard deviation of 3.18. The average difference shows an increase in student learning outcomes after being treated in the form of learning national songs using guitar media. The relatively small standard deviation scores in both groups showed that the distribution of students' scores was not too far from the average, which meant that learning outcomes were quite homogeneous.

Table 4. Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	22	.922	.000

The output results of Paired Samples Correlations show that the correlation value between the pretest and posttest results is 0.922 with a significance value of 0.000. This indicates a very strong and positive relationship between the before and after grades (the use of guitar media in learning national songs). Since the significance value (Sig.) is less than 0.05, this correlation is statistically significant. This means that the higher the student's pretest score, the more likely it is to be followed by an increase in posttest scores after learning, so it can be concluded that the use of guitar media has a real influence on improving student learning outcomes.

Table 5. Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-17.68182	1.28680	.27435	-18.25235	-17.11128	-64.451	21	.000

The results of the Paired Samples Test output were obtained with an average difference between the pretest and posttest scores of 17.68 with a calculated t-value of -64.451, a degree of freedom (df) of 21, and a significance value (Sig. 2-tailed) of 0.000. Because the significance value is much smaller than 0.05, it can be concluded that there is a significant difference between the pretest and posttest scores. This means that the use of guitar media has a significant influence on increasing students' knowledge of national songs. The large average difference also strengthens the evidence of an improvement in learning outcomes after treatment.

The results showed that the use of guitar media in national song learning (DSSM) had a positive impact on student engagement and response. Although only one guitar is available and practice time is limited, some students show the courage to try playing the basic keys (C, G, Em and Dm). Learning takes place in large groups that take turns using guitars, and although not all students participate in playing musical instruments, they still play an active role through singing activities and paying attention to their friends. This shows that guitar media has succeeded in creating an interactive and fun learning atmosphere, as stated by Prasetya et, al. (2020), that concrete music media can increase students' attraction to lessons. Student participation also reflects an interest in musical instruments as a means of learning. As many as 36.4% of students actively tried guitar, and more than 70% of students showed an enthusiastic attitude, both in the form of support for friends and participation in singing.

In addition, learning not only focuses on musical instrument playing skills, but also touches on the cognitive aspects of students through discussions about the meaning of the national anthem. Song (DSSM) is understood by students as a symbol of the unity of the Indonesian region, and some students are able to say the meaning orally. This finding is in line with the opinion of Muslich (2022),

who states that the national anthem can be a medium to instill national values if it is conveyed contextually and touches the emotional aspects of students. However, this study also shows limitations. The implementation time of only two days and the limited number of tools make not all students have the opportunity to play guitar directly. Some students who seem passive may not have the courage or previous experience to play a musical instrument. For this reason, this kind of learning should be carried out regularly and equipped with adequate supporting facilities, so that its effectiveness is more felt for all students. That way, guitar media is not only a means of entertainment, but also an educational tool that is able to strengthen students' understanding of the national song while fostering the spirit of nationality from an early age.

CONCLUSIONS

The use of guitar media in learning national songs (DSSM) has a positive potential in increasing students' interest, participation, and understanding of national songs. Even though they only used one guitar in turn and for a limited time, most of the students showed high enthusiasm both in singing together and paying attention to their friends who were playing the guitar. The use of guitar as a learning aid is able to create a more interactive and fun learning atmosphere. This can be seen from the courage of some students to try to play the basic keys of the guitar (C, G, Em, and Dm), as well as the increased involvement of students in the process of discussing the meaning of the song. Although not all students are directly involved in the practice of playing the guitar, the learning process is still effective because teachers are able to manage activities through group divisions and a communicative discussion approach. In addition, music-based learning like this is able to strengthen students' understanding of the content of national songs, not just memorize lyrics. Songs (DSSM) have proven to be interpreted by students as a form of the spirit of unity and unity of the nation. National values can be more easily accepted when they are conveyed through an approach that touches on emotional aspects and direct experience.

Suggestion

Further research is recommended to be conducted over a longer period of time with a wider coverage of participants. In addition, comparisons can be made between guitar media and other musical instruments, or use a quantitative approach so that the learning results obtained are more measurable and objective.

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