

**THE USE OF PIANICA MUSICAL INSTRUMENT APPLICATION IN LEARNING THE SONG
CUBLAK-CUBLAK SUWENG IN THE 5TH GRADE ELEMENTARY SCHOOL ARTS
COURSE**

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ABSTRACT

This study aims to determine the effectiveness of using a pianika musical instrument application in learning the traditional song Cublak-Cublak Suweng in the Cultural Arts subject for Grade 5 students at SD Negeri Mejobo. The research method used is descriptive qualitative with a case study approach. Data collection techniques include observation, interviews, and documentation. The results of the study show that the use of the pianika application in learning can increase students' interest, motivation, and skills in playing traditional songs. The consistent application of the drill method has a positive impact on the mastery of pianika playing techniques, the ability to read musical notation, fine motor coordination, and students' understanding of melody and rhythm. In addition, this learning media creates a more active, interactive, and enjoyable learning environment. Thus, the use of the pianika application has proven to be an effective learning strategy to introduce traditional songs while fostering students' appreciation of local culture.

Keywords: Pianika Application; Traditional Song; Cublak-Cublak Suweng; Drill Method; Cultural Arts Learning.

INTRODUCTION

Learning is a system composed of various interrelated components that function in an integrated manner. These components include objectives, materials, methods, and evaluation, all of which must be designed to create an effective learning process (Rusman, 2016). In the context of primary education, various fields of knowledge are presented to students to equip them with skills and knowledge relevant to the times.

The implementation of the curriculum by educational units must consider the achievement of student competencies (learning loss). In response, learning recovery policies are needed for a certain period, related to curriculum implementation. Educational institutions may adopt a curriculum suited to students' learning needs, but this must still focus on achieving competency goals as part of the learning recovery process. One such curriculum is the Merdeka Curriculum, a system that emphasizes essential and flexible content tailored to students' interests, talents, and characteristics. Its goal is to embody the Pancasila Student Profile. This curriculum is relatively new in Indonesia's education system, and its planning, implementation, and assessment processes differ significantly from previous curricula, making it an interesting subject of further research (Osman et al., 2022).

According to Law Number 20 of 2003 on the National Education System, the pathways of education in Indonesia include formal, non-formal, and informal education (Article 13, Paragraph 1). Education conducted in schools is part of formal education, comprising primary, secondary, and higher levels. At the primary level, learning is directed not only at mastering academic concepts but also at developing thinking skills, creativity, and appreciation for culture and the arts.

In addition to preserving and developing cultural values that are meaningful to the supporting community, education serves as a strategic adaptation tool for maintaining and enhancing traditional cultural traits. Education is a cultural process carrying the following missions: (1) preserving and developing culture in accordance with the times; (2) serving as a medium for cultural conservation and innovation; and (3) building national civilization by producing an excellent generation rooted in its cultural heritage. Art education has significant potential as a medium for character development, tolerance, understanding diversity, compassion, empathy, responsible collaboration, and cultural awareness. Arts learning supports the holistic development of basic human abilities, including physical, perceptual, intellectual, emotional, social, creative, and aesthetic dimensions (Farid, 2023).

The Cultural Arts subject in elementary schools plays a key role in introducing local cultural values to students from an early age. One of the materials taught is traditional songs, such as Cublak-Cublak Suweng, a children's folk song from Central Java. This song serves not only as a form of entertainment but also contains educational values and philosophical messages that reflect local wisdom. To optimize the learning of such songs, suitable learning media are needed so that students do not merely memorize the lyrics but also understand and experience the song musically.

The pianica is an effective musical instrument for teaching music at the elementary level. It has a simple form and method of use, making it ideal for Grade 5 students. By playing the pianica, students can not only sing but also perform the melody directly, making learning more interactive and enjoyable. Research shows that using pianicas in music education improves students' ability to read musical notation, develops fine motor coordination, and fosters interest in music (Anggraini & Gunawan, 2020). A pianica is a portable wind instrument with piano-like keys, played by blowing air while pressing keys to produce notes (Savira et al., 2023). Due to its ease of use and compact size, the pianica is very popular in elementary arts education. Its practicality enables students to play melodies directly without needing large or complex instruments (Pebrian et al., 2024).

In the context of cultural arts learning, the pianica serves as an effective medium for introducing basic musical concepts such as melody, rhythm, and harmony. Playing the pianica allows students to engage both theoretically and practically, leading to a deeper understanding of music elements. This aligns with music learning theories that emphasize active student involvement in music-making activities to improve musical ability and memory retention (Apriani, 2020).

Furthermore, the pianica supports the development of students' fine motor skills, particularly coordination between breathing and finger movement. Playing the instrument requires breath control and finger precision, which also trains focus and discipline. Rahmawati and Sari (2022) found that using the pianica in learning significantly enhances students' concentration and motor skills.

In addition, the pianica also has educational value in building students' confidence and social skills through group music activities. Through group practice, students learn to collaborate, listen, and synchronize with others' rhythms, thereby improving their social and emotional development (Savira et al., 2023). With technological advancements, digital applications simulating the pianica

have been developed, offering new variations in cultural arts learning. These applications provide accessible learning anytime and anywhere, enabling independent study through interactive features that support progressive musical skill development (Pebrian et al., 2024). As such, the pianica serves not only as a traditional musical instrument but also as an innovative learning medium adaptable to students' needs and characteristics.

Learning traditional songs plays a strategic role in preserving local culture. Folk songs like Cublak-Cublak Suweng, a traditional children's song from Central Java, carry both cultural values and moral messages important for younger generations. In cultural arts learning at the elementary level, the pianica is an effective medium for helping students understand and appreciate these songs more thoroughly. According to Wijayanti and Haryanto (2021), integrating musical instruments into traditional song learning helps students grasp musical elements such as rhythm patterns, pitch, and harmony. This understanding is important because traditional songs possess unique musical structures different from modern music. By using the pianica, students can directly practice the melody and rhythm of these songs, making the learning process more concrete and less theoretical.

Moreover, using musical instruments in traditional song learning enhances students' cultural appreciation. When students can play traditional songs using instruments, they feel more connected to their cultural heritage. This strengthens cultural identity and fosters pride in local traditions (Sari & Wicaksono, 2022). Direct musical experiences also create emotional engagement, motivating students to continue learning and preserving traditional songs.

Instrumental learning, such as using the pianica, also supports students' cognitive and social development. Cognitively, students learn to recognize complex musical patterns and structures; socially, they learn to work in groups through ensemble playing (Putra & Astuti, 2023). Such group learning also nurtures communication skills and empathy, which are essential for character development.

Based on observations conducted by the researcher in May at SD Negeri Mejobo, several issues were found in the Cultural Arts class, particularly in learning the song Cublak-Cublak Suweng using the pianica. One major issue is the low interest and skill levels among students in playing the pianica during lessons. This was evident in the lack of student engagement during practical sessions.

The observations revealed that teaching is still dominated by theoretical delivery without involving students in direct practice. There is little variation in teaching methods and activities, resulting in passive and unmotivated students. Most students also lack a proper understanding of how to play the pianica correctly and effectively. Interviews with a Grade 5 teacher at SD Negeri Mejobo revealed that: "Most students are not very interested in Cultural Arts lessons involving the pianica. They seem bored and do not yet understand the function or technique of playing this instrument properly." As a result, students' performance in playing traditional songs with the pianica remains low. This issue highlights that students' musical interest and potential are not being fully explored. The lack of participatory teaching methods and interactive learning media has limited students' opportunities to express their talents and interests in music.

Therefore, it is necessary to implement a more student-centered learning model using appropriate media. This is expected to increase motivation, interest, and skills in playing the pianica, particularly in learning traditional songs like Cublak-Cublak Suweng in the Grade 5 Cultural Arts class at SD Negeri Mejobo.

One applicable model for pianica learning is the drill model. Drill learning emphasizes repeated practice to master specific skills or content automatically and accurately. In this model, students are guided through systematic and consistent repetition to strengthen memory and improve speed and accuracy in mastering material (Fitriani & Santoso, 2021). In the context of arts education—especially learning musical instruments like the pianica—the drill model is effective for developing students' technical skills, such as playing notes, rhythm, and melodic patterns. With repeated practice, students can improve fine motor coordination and breath control needed for proper pianica playing (Halimah & Sari, 2022).

The drill model also helps students develop disciplined and focused study habits. Although it may seem monotonous, structured repetition builds a strong foundation for students to perform songs fluently and reduce errors during performance (Rizky & Putri, 2023). Therefore, in learning the traditional song Cublak-Cublak Suweng, the drill model is an effective strategy for strengthening students' technical abilities in playing the pianica.

The purpose of this study is to determine the effectiveness of using a pianica musical instrument application in teaching the song Cublak-Cublak Suweng in the Grade 5 Cultural Arts class at SD

Negeri Mejobo. It also aims to identify improvements in students' interest, motivation, and skills in playing the pianica during the learning process. Additionally, the study explores how using interactive learning media helps students better understand musical concepts such as melody, rhythm, and harmony. The research findings are expected to provide useful recommendations for teachers in developing more effective and engaging methods for teaching.

RESEARCH METHODS

This study employs a descriptive qualitative method with the aim of providing an in-depth description of the process and outcomes of using a pianica musical instrument application in teaching the song "Cublak-Cublak Suweng" in the Cultural Arts subject for Grade 5 students at SD Negeri Mejobo. A qualitative approach was chosen because the focus of the research is to understand the learning phenomenon contextually and to obtain rich data regarding the experiences of students and teachers during the learning process.

The research subjects consist of the Grade 5 Cultural Arts teacher and Grade 5 students at SD Negeri Mejobo who participated in the traditional song learning process using the pianica. Data collection techniques include direct observation during the learning process, in-depth interviews with the teacher and several students, and documentation in the form of lesson recordings and students' work. The collected data were then analyzed using qualitative descriptive analysis techniques, which involve organizing, presenting, and drawing conclusions from the data obtained through observation and interviews.

Data validity was ensured through source triangulation by comparing information from various data sources to obtain an accurate and objective depiction of the use of the pianica in learning the song "Cublak-Cublak Suweng."

Through this method, the study aims to gain a comprehensive understanding of the benefits, challenges, and impacts of using the pianica as a learning medium in enhancing students' interest and skills in the Cultural Arts subject. The following is the research flow:

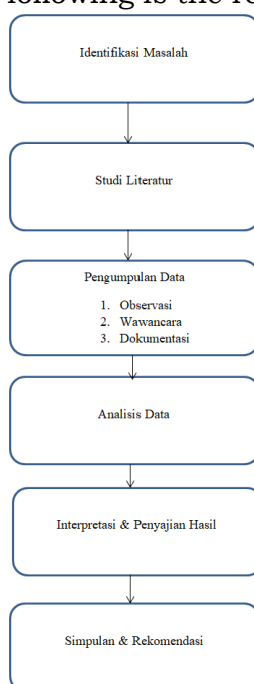


Figure 1. the Research Flow

RESULTS AND DISCUSSION

Based on observations and data collected during the learning process, the use of a pianica musical instrument application in teaching the song "Cublak-Cublak Suweng" in the Grade 5 class at SD Negeri Mejobo has had a positive impact on increasing students' interest and skills. Most students showed greater enthusiasm during lessons involving the pianica compared to previous conventional teaching methods. This was evident in their active participation during practice sessions and their involvement in classroom discussions.

In addition, interviews with the teacher revealed that the use of the pianica helped students understand basic musical concepts such as melody, rhythm, and harmony more easily. The teacher

also noted that this learning medium facilitated the delivery of material and created a more lively and enjoyable classroom atmosphere.

In terms of skill development, most students demonstrated noticeable improvement in their ability to play the song Cublak-Cublak Suweng correctly and fluently after several practice sessions using the pianica.

The progress observed through the use of the drill method in pianica learning includes the following:

Improvement in Pianica Playing Technique

Following the implementation of the drill method in pianica learning, there was a significant improvement in students' pianica playing techniques. Students were not only able to press the pianica keys accurately according to the intended notes, but they also began to master speed and fluency in playing the sequence of notes in the song "Cublak-Cublak Suweng." Systematic and repeated practice through the drill method played a crucial role in developing coordination between hand movements on the keys and breath control to regulate airflow into the pianica (Santoso et al., 2021). As a wind instrument with keyboard-like keys, the pianica requires a balance between blowing technique and key pressing simultaneously. Without proper coordination, the resulting sound may lack clarity and fluidity.

Through controlled-tempo repetition, students were able to develop muscle memory, allowing their hand movements to become more automatic. As a result, they could play the song more smoothly without needing to consciously think about each note (Wahyudi & Pratama, 2023). This finding aligns with research stating that repetitive practice on musical instruments positively affects fine motor skills and students' concentration levels (Rahmawati, 2020).



Figure 2. Increase in Student Engagement

Mastery of Melody and Rhythm

After implementing the drill method in learning the song "Cublak-Cublak Suweng" using the pianica, students showed a significant improvement in their ability to master both the melody and rhythmic patterns of the song. Accurate melodic mastery enabled students to play the sequence of notes correctly, while consistent rhythmic understanding helped them maintain proper tempo, allowing the song to be sung and played in its entirety according to its original character.

According to Wahyudi and Pratama (2023), repetitive practice in music education contributes to enhanced musical ear training, which is essential for identifying and accurately reproducing melodies and rhythms. This is supported by teacher observations, which noted that students were able to perform the song together with a uniform tempo, indicating improvement in group coordination skills.

This improvement in mastering melody and rhythm not only impacts students' musical abilities but also strengthens their appreciation of local culture, as they gain a deeper understanding of the values and beauty embedded in traditional songs (Wijayanti & Haryanto, 2021).



Figure 3. Mastery of Melody and Rhythm

Increased Concentration and Perseverance

The drill method used in pianica learning requires consistent and structured repetitive practice. This, in turn, has a positive impact on improving students' concentration and perseverance throughout the learning process. Activities focused on repeating notes, rhythms, and playing techniques compel students to be more focused, attentive, and disciplined in completing the musical tasks assigned.

According to Prasetyo and Kurniawan (2021), the drill method is effective in shaping disciplined learning behavior, as students become accustomed to performing the same activity repeatedly until a certain level of skill is achieved. In the context of pianica learning, this not only builds musical dexterity but also trains students mentally to be patient, persistent, and capable of completing tasks thoroughly.

Students' perseverance was evident in their enthusiasm to repeat difficult parts of the song without giving up. The teacher noted that after several sessions, most students were not only focused during practice but also began to take the initiative to practice independently outside of class hours. This indicates that the drill method is effective not only in enhancing musical skills but also in fostering a positive learning character.

Students' Performance Outcomes in Playing the Pianica

The implementation of the drill method in pianica instruction has had a significant impact on students' learning outcomes. Based on the results of both formative and summative assessments conducted during the learning process, there was a clear improvement in students' technical and musical abilities. These improvements included pitch accuracy, rhythm, breathing technique, and musical expression while playing Cublak-Cublak Suweng.

- a. Pitch Accuracy. A total of 88% of students successfully played the melody with accurate pitch. Previously, only around 60% were able to hit the correct notes during the initial evaluation. This indicates that repeated practice through the drill method helped students recognize key positions and match the correct notes.
- b. Mastery of Rhythm and Tempo. Most students were able to follow the song's rhythm in a stable and consistent manner. 80% maintained tempo in accordance with the song's rhythm, compared to only 45% before the drill method was introduced. This shows an improvement in students' listening ability and rhythmic internalization.
- c. Breathing Technique and Coordination. Students demonstrated better coordination between blowing technique and key pressing. About 75% of students were able to sustain long notes without interruption—something they initially struggled with due to limited breath control.
- d. Musical Expression and Confidence. Beyond technical skills, there was also a notable improvement in musical expression and self-confidence. Students began to show more courage when performing in front of their peers, both individually and in groups. This suggests positive development in the affective domain.
- e. Increase in Average Scores. Students' average practical assessment scores increased from 65 (categorized as "fair") to 85 (categorized as "good") after several sessions using the drill method.

Challenges Encountered

In implementing the drill method for learning the song “Cublak-Cublak Suweng” using the pianica in Grade 5 at SD, several challenges were encountered during the process. One of the main issues was the limited availability of pianica instruments. Not all students owned a personal pianica, which required them to take turns during practice. This reduced individual practice time and hindered the effectiveness of the drill method, which relies on consistent and repetitive practice.

In addition, students’ varying levels of initial musical ability posed another challenge. While some students had a good understanding of musical notation, others still struggled to recognize and play notes accurately. As a result, the teacher had to provide differentiated support to accommodate the needs of each student, which affected the overall time efficiency of the learning process.

Documentation of the Learning Process

a. Playing Musical Instruments Independently

During the learning activity, fifth-grade students at SD Mejobo practiced playing the pianica individually using the song “Cublak-Cublak Suweng.” The practice sessions were conducted repeatedly by applying the drill method and were directly supervised by the teacher.



Figure 4. Playing a Musical Instrument Independently

b. Discussing to Play the Musical Instrument Using the Pianika Application

Students collaborate in arranging the notes and playing the song "Cublak-Cublak Suweng" harmoniously. During the pianika practice sessions, they demonstrate good teamwork, helping each other to recognize the notes and maintain the song's rhythm.



Figure 4. Discussing to play the musical instrument

c. Teacher Playing the Musical Instrument Using the Pianika Application

The teacher provides explanations and demonstrates the basic note pressing on the pianika keys, which the students attentively follow while practicing directly. During the process, the

students also sing the song "Cublak-Cublak Suweng" together to reinforce their understanding of the melody and rhythm.



Figure 5. Teacher playing the musical instrument using the pianika application

CONCLUSIONS

The implementation of the drill method in pianica instruction using the song “Cublak-Cublak Suweng” in Grade V at SD Mejobo has proven to have a positive impact on enhancing students’ musical skills. Systematic and repetitive practice significantly improved students’ ability to identify and play notes, maintain rhythm, and refine their breathing techniques while playing the pianica. Moreover, the learning process also contributed to the development of discipline, perseverance, concentration, and collaborative skills among students. Although there were some challenges, such as the limited availability of musical instruments and the varying levels of students’ initial abilities, the learning process remained effective thanks to the teacher’s creativity in utilizing digital media as a supporting tool. Overall, the use of the pianica as a learning medium for traditional songs not only strengthened students’ musical skills but also fostered a love and appreciation for local culture. Based on the findings, it is recommended that teachers continue to develop interactive teaching methods suited to students’ characteristics, such as the drill method, which has been shown to improve pianica performance. Teachers are also encouraged to maximize the use of digital media as a learning aid, especially in situations where musical instruments are limited. Schools are expected to provide additional musical instruments like pianicas to ensure equal practice opportunities for all students. For students, it is hoped that they will maintain their enthusiasm for learning and actively engage in the learning process, both in and outside of class. Furthermore, this research can serve as a reference for future researchers to further explore similar studies using different approaches or traditional songs, making cultural arts education more contextual and meaningful for students.

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