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ENHANCING STUDENTS' CULTURAL INSIGHT THROUGH A FOLK SONGS BASED EXERCISE METHOD IN GRADE IV AT SDN 2 KOMANGAAN, BOLAANG MONGONDOW REGENCY

MENINGKATKAN WAWASAN BUDAYA SISWA MELALUI METODE LATIHAN BERBASIS LAGU DAERAH PADA KELAS IV DI SDN 2 KOMANGAAN, KABUPATEN BOLAANG MONGONDOW

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Abstract

This study aims to improve students' cultural awareness through the implementation of a regional folk song-based drill method in Grade IV of SDN 2 Komangaan, Bolaang Mongondow Regency. This classroom action research was conducted in two cycles. Data were collected through tests, observations, and documentation and were analyzed using four stages; planning, action implementation, monitoring and evaluation, and analysis and reflection. The study subjects were 20 grade IV students from SDN 2 Komangaan, Kabupaten Bolaang Mongondow Regency. The initial observation revealed that students' understanding of cultural awareness remained very low. In Cycle I, 4 students (20%) in the first meeting and 8 students (40%) in the second meeting demonstrated adequate cultural awareness. In Cycle II, students' cultural awareness through regional folk songs increased to 12 students (60%) in the first meeting and 17 students (85%) in the second meeting. In conclusion, students' cultural awareness improved through the implementation of the regional folk song-based drill method in Grade IV.

Keywords : Cultural Awareness, Drill Method, Regional Folk Songs.

Abstrak

Penelitian ini bertujuan untuk meningkatkan kesadaran budaya siswa melalui penerapan metode latihan (drill) berbasis lagu daerah di kelas IV SDN 2 Komangaan, Kabupaten Bolaang Mongondow.

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Penelitian tindakan kelas ini dilaksanakan dalam dua siklus. Data dikumpulkan melalui tes, observasi, dan dokumentasi, kemudian dianalisis menggunakan empat tahapan: perencanaan, pelaksanaan tindakan, pemantauan dan evaluasi, serta analisis dan refleksi. Subjek penelitian adalah 20 siswa kelas IV SDN 2 Komangaan, Kabupaten Bolaang Mongondow. Observasi awal menunjukkan bahwa pemahaman siswa mengenai kesadaran budaya masih sangat rendah. Pada Siklus I, sebanyak 4 siswa (20%) pada pertemuan pertama dan 8 siswa (40%) pada pertemuan kedua menunjukkan kesadaran budaya yang memadai. Pada Siklus II, kesadaran budaya siswa melalui lagu daerah meningkat menjadi 12 siswa (60%) pada pertemuan pertama dan 17 siswa (85%) pada pertemuan kedua. Sebagai kesimpulan, kesadaran budaya siswa meningkat melalui penerapan metode latihan berbasis lagu daerah di kelas IV.

Kata Kunci : Kesadaran Budaya, Metode (Drill), Lagu Rakyat Daerah.

1. INTRODUCTION

Indonesia is renowned for its rich cultural diversity. Each region possesses its own languages, customs, dances, traditional houses, and folk songs, all of which constitute the nation's identity and cultural heritage. Folk songs serve not merely as entertainment but also embody historical, moral, and social values, as well as local wisdom, that are vital to pass on to the younger generation. According to Riswan Zulkarnain (2025), the rapid pace of globalization often threatens the existence of local cultures due to the dominance of foreign influences. Consequently, preserving local culture is crucial for a nation to safeguard the identity and distinctiveness that are vulnerable to erosion by the currents of modernization. By understanding and appreciating their own culture, people can strengthen their sense of self and national pride while simultaneously nurturing global diversity. The folk-song-based training method is an instructional approach that utilizes traditional songs from various regions as a medium to introduce and explore local culture. In this method, folk songs serve as a vehicle for conveying the cultural values, history, and traditions of a specific community or region. Students are encouraged not only to listen to the songs but also to internalize the meaning of the lyrics and understand their cultural context. Through this approach, local culture becomes more engaging and accessible; music possesses a powerful appeal that resonates with students' emotions, thereby facilitating the absorption and mastery of the information presented (McPherson, 2023).

Another issue is the limited range of teaching methods capable of accommodating Indonesia's regional cultural diversity. At SDN 2 Komangaan in Bolaang Mongondow Regency, despite efforts to incorporate cultural aspects into specific subjects, the methods employed remain highly conventional and lack variety. Consequently, students lose interest in learning about their local culture, leading to a decline in their understanding and appreciation of the cultural richness surrounding them.

There is a lack of student understanding regarding local culture; even in regions rich in local wisdom and traditional heritage, most students are unfamiliar with regional songs—specifically those from the Bolaang Mongondow area—that form part of their cultural identity. This stems from a lack of approaches that effectively integrate local culture into the curriculum. Instruction on local culture tends to be unengaging and often fails to directly connect students with the associated cultural values. Yet, through more creative approaches—such as the use of regional songs—students could more easily internalize and appreciate the importance of preserving local culture in their daily lives.

To address this issue, a concrete measure is required to broaden students' cultural understanding: the use of a training method based on regional songs. This method offers a solution for enhancing students' cultural awareness, helping them understand and appreciate their regional culture through an enjoyable and interactive learning process. Regional songs are considered effective and engaging tools for introducing local culture to students. In this song-based approach, students do not merely listen to the music; they actively participate by singing, analyzing the songs' meanings, and delving into the cultural substance embedded within the works.

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2. RESEARCH METHOD

This study employs the Classroom Action Research (CAR) method and was conducted with fourth-grade students at SDN 2 Komangaan, Bolaang Mongondow Regency. The school is located in Komangaan Village, Bolaang District, Bolaang Mongondow Regency.

There are 20 fourth-grade students (12 boys and 8 girls) at SDN 2 Komangaan in Bolaang Mongondow Regency. Local cultural education in this area still needs improvement, particularly regarding the teaching of local wisdom, such as regional songs.

Arikunto (in Unyil & Kartono, 2018) states that classroom action research consists of four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection.

Data collection techniques employed in the study:

1. Observations were conducted to gather data on the school environment, student enrollment, and the process of teaching folk songs in the fourth-grade classroom using a folk song-based instructional method. Observation checklists regarding teacher and student activities served as tools for monitoring student learning. The observations were comprehensive, covering the stages prior to the intervention, the implementation of the intervention across each cycle, and the entire learning process.
2. Researchers can assess learning outcomes by administering tests to students. The aim of this study is to determine the extent to which fourth-grade students at SDN 2 Komangaan, Bolaang Mongondow Regency, understand the topic of regional songs through exercises based on such songs. The tests administered to students are evaluated based on several aspects: 1) cultural understanding of regional songs, 2) pitch, 3) rhythm, and 4) lyrics. To evaluate these four aspects, the researcher developed an assessment rubric designed to enhance the students' cultural understanding.
3. Documentation is used as a data collection method to obtain information from various available documents, including photographs taken during the learning process. This method serves to gather visual evidence supporting the implementation of classroom actions.

Data analysis is the most critical stage of conducting research, as it involves processing the collected data and compiling the results into a report. In this study, the data analysis technique was applied systematically and continuously across each cycle. The data obtained were analyzed in alignment with the research objective: enhancing the cultural understanding of fourth-grade students at SDN 2 Komangaan, Bolaang Mongondow Regency, through a practice method based on regional songs.

3. RESULT AND DISCUSSION

This intervention was conducted at SDN 2 Komangaan, Bolaang Mongondow Regency, with the process divided into two cycles. Prior to initiating the main intervention, the researcher first carried out a preliminary observation on January 30, 2025. This step was taken to capture an initial portrait of the cultural knowledge of fourth grade students through the use of practice methods assisted by traditional songs. whose data serves as a benchmark for comparison. Based on preliminary observations conducted on January 30, 2025, the data indicate that while 10% of the students are able to sing the regional songs "Tano-tanobon" and "Tobatu Lipu," many still struggle with the correct pronunciation of the local language; they are more interested in currently trending popular songs, a preference that may diminish their cultural understanding. students through regional songs. Based on the identified issues, this situation prompted the researcher to enhance students' cultural awareness through regional songs by conducting research across two cycles.

In Cycle I, Meeting I, the teacher-led instructional process involved the application of 14 procedural aspects to evaluate the teacher's effectiveness and classroom performance. Observations revealed that out of the 14 aspects, 6 (54%) were successfully implemented (meeting the "Yes" criterion), while 8 (57%) were not implemented (meeting the "No" criterion). In cycle I, meeting II, there were 8 aspects that were implemented or received the Yes criteria, or 57%, while there were 6

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aspects that were not implemented or 43%. Observations of teacher activity during Cycle II, Meeting 1, showed that 10 aspects (71%) were implemented, while 4 aspects (29%) were not. Observations from the second meeting indicate that the researcher's performance during the learning process improved compared to the previous session; out of 14 aspects monitored during the teaching and learning activities, 12 aspects (86%) were successfully implemented, while 2 aspects (14%) were not. Based on these results, it can be concluded that the implementation of instruction during Cycle II, Meeting II, falls into the "Very High" category and has met the criteria for classical mastery. Regarding student activities—monitored by observers (university students) during lessons utilizing the "Practice" method—the results showed no aspects falling into the "Very Good" (4) or "Good" (3) categories; 4 aspects (14%) were rated "Fair" (2), and 10 aspects (18%) were rated "Poor" (1). In Cycle I, Meeting II, the observation of student activities yielded the following results: no aspects fell into the "very good" (4) category; 3 aspects (16%) were rated "good" (3); 9 aspects (32%) were rated "sufficient" (2); and 2 aspects (3%) were rated "poor" (1). The total percentage accounted for was 51%. Observations of student activity during Cycle II, Meeting 1, yielded the following results: 3 aspects (21%) fell into the "very good" (4) category; 7 aspects (37%) were "good" (3); 4 aspects (14%) were "sufficient" (2); and no aspects fell into the "poor" (1) category. The overall result was 72%. Observations of student activity during the second meeting of Cycle II yielded the following results: 5 aspects (36%) fell into the "Very Good" (4) category; 7 aspects (37%) into the "Good" (3) category; 2 aspects (7%) into the "Fair" (2) category; and 0 aspects (0%) into the "Poor" (1) category. Based on these results, it can be concluded that the implementation of instruction during the second meeting of Cycle II fell into the "Good" category, indicating that student activity during the lesson was optimal.

Across the four assessment categories, cultural understanding scored 42%, tone scored 62%, rhythm scored 42%, and lyrics scored 58%. The overall result for student cultural understanding through folk songs was 51%, which did not meet the established achievement indicators. For Cycle I, Meeting II, the results were as follows: the cultural knowledge aspect scored 54%, the tone aspect 74%, the rhythm aspect 57%, and the lyrics aspect 73%. Based on these four aspects of assessing students' cultural understanding through folk songs, an overall score of 64% was achieved. In Cycle II, Meeting 1, the cultural knowledge aspect regarding folk songs scored 82%, the pitch aspect scored 76%, the rhythm aspect scored 71%, and the lyrics aspect scored 67%. Across these four aspects of assessing students' cultural understanding and singing performance via folk songs, an overall score of 74% was achieved. In the assessment of 4 aspects at the second meeting, the cultural knowledge aspect of regional songs obtained 96%, the pitch aspect obtained 95%, the rhythm aspect obtained 79% and the lyric aspect obtained 76%. From the 4 aspects of assessing students' cultural understanding and singing through regional songs, a total of 84% was obtained.

Regarding student performance improvements, 4 out of 20 students (20%) scored above 75, while 16 students scored below 75. These findings indicate a need to refine the instructional approach in the subsequent meeting. Visualization of data regarding student activity during the subsequent session indicates that 40% (equivalent to 8 students) met the proficiency criteria, while the remaining 60% (12 students) were categorized as not yet proficient. Regarding learning outcomes, 8 students achieved scores above 75, whereas 12 students failed to reach that score. In the second cycle, 12 students (60%) demonstrated proficiency, while 8 students (40%) did not. In Cycle I, Meeting II, 17 students (85%) demonstrated proficiency, while 3 students (15%) did not. These results indicate an improvement in students' cultural understanding through exercises based on folk songs, with the obtained data falling into the "high" category. The effort to enhance students' cultural awareness through a folk song-based practice method in the fourth-grade class at SDN 2 Komangaan, Bolaang Mongondow Regency, achieved a class mastery rate of 82% during this cycle. This figure indicates that the research success indicator has been met.

DISCUSSION

An improvement was observed across each session, progressing from the initial observation to Cycle I, and subsequently from Cycle I to Cycle II. During the initial observation, two students

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demonstrated proficiency; this number rose to four in the first session of Cycle I and increased further to eight in the second session of Cycle I. In Cycle II, the number of proficient students was 12 in the first session, rising to 17 in the second session. Based on the explanation above, the hypothesis of this classroom action research states that the use of a folk song-based practice method can enhance the cultural knowledge of fourth-grade students at SDN 2 Komangaan, Bolaang Mongondow Regency.

4. CONCLUSION

Based on the preceding explanation, it can be concluded that there was a significant difference in the results regarding the enhancement of students' cultural awareness through folk song-based practice methods across Cycles I and II. In Cycle I, Meeting 1, out of 20 students, four demonstrated improved cultural awareness through these exercises, with scores ranging from a high of 75 to a low of 25. In Cycle I, Meeting 2, the results improved; eight students (40%) showed progress, achieving scores between a high of 81 and a low of 37. In Cycle II, Meeting 1, 12 students (55%) showed improvement, with scores ranging from a high of 87 to a low of 37. In Cycle II, Meeting 2, 17 students (85%) showed improvement, with scores ranging from a high of 94 to a low of 50. Based on the findings from this classroom action research, it can be concluded that the cultural awareness of students at SDN 2 Komangaan, Bolaang Mongondow Regency, improved with each learning cycle.

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