

Research Article

Enhancing Literacy and Numeracy Through Traditional Music-Based Learning in the 7th Batch of the Program Kampus Mengajar at UPTD SD Inpres Beiposo, Nusa Tenggara Timur, Indonesia

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ABSTRACT

Kampus Mengajar (Campus Teaching program) is one of the Merdeka Belajar Kampus Mandiri (Freedom of Learning Independent Campus) programs that aims to help improve literacy, numeracy, technology adaptation, and school administration. The main objective of the Kampus Mengajar is to prepare students with various skills and expertise through collaboration with teachers to develop innovative, creative, and interesting learning methods, while providing a positive impact on the teaching and learning process. The presence of this program provides an opportunity for students throughout Indonesia to improve their soft skills and hard skills. The purpose of the study was to find out about improving numeracy literacy through traditional music-based music art learning in the Kampus Mengajar batch 7 at UPTD SDI Beiposo, the obstacles faced and efforts to improve Literacy and Numeracy through traditional music-based music art learning in the Kampus Mengajar batch 7 at UPTD SDI Beiposo. This study uses a qualitative approach with data collection techniques using observation, interview and documentation techniques. Based on the data that has been taken, it shows that increasing numeracy literacy through traditional music-based music art learning in the 7th batch of the Kampus Mengajar at UPTD SDI Beiposo is in the form of creating a literacy and cultural festival program, creating songs for learning interests and memorizing multiplication, practicing traditional songs and music and reactivating extracurricular arts activities. The evaluation results show an increase in the average score of students in the Asesmen Kompetensi Minimum/AKM (Minimum Competency Assessment) Literacy and Numeracy post-test. This program has positive implications for increasing literacy and numeracy at UPTD SDI Beiposo. Teacher involvement, innovative, creative learning methods through traditional music-based music art learning, and support from parents are supporting factors for the success of the program.

Keywords: Literacy; Numeracy; Musical Arts; Traditional Music

1. INTRODUCTION

Education has a very significant role in the development of a nation towards better change. Quality education will drive change in the future, and it is important for us, especially the younger generation, to support quality education. Without quality education, a nation will have difficulty developing and achieving the expected progress. The younger generation, especially students as agents of change, must of course be able to play a role in improving quality education. Students are one of the parties who have great potential in helping to improve education in Indonesia (Putri, 2022). Students can volunteer to help teach in surrounding schools. They can also help introduce more effective and innovative technology and learning resources to teachers and students (Cahyono, 2019).

Kampus Mengajar is part of the Merdeka Belajar Kampus Merdeka (MBKM) policy which is directly organized by Kemendikbud (the Ministry of Education and Culture). Kampus Mengajar is a program from the Kampus Merdeka which aims to provide opportunities for students to develop themselves through activities and creativity outside the scope of lectures. Kampus Mengajar is one of the Merdeka Belajar Kampus Merdeka (MBKM) programs which aims to help improve literacy, numeracy, technology adaptation and school administration. The main objective of Kampus Mengajar is to prepare students with various skills and expertise through collaboration with teachers to develop innovative, creative, and interesting learning methods, while providing a positive impact on the teaching and learning process. The presence of

Kampus Mengajar provides an opportunity for students throughout Indonesia to improve their soft skills and hard skills. Kampus Mengajar provides opportunities for students to participate in learning outside the classroom for one semester. The main objective is to develop more innovative learning strategies and models to improve students' literacy and numeracy skills in placement schools. The development of more innovative and creative learning strategies and models must of course be interesting and relevant and be able to increase students' interest in learning so that students are more active in participating in learning and do not get bored.

In order to build students' attitudes, knowledge and skills to become good citizens, teachers' abilities are needed in designing and implementing learning that is oriented towards helping students achieve the expected competencies (Yulianti et al., 2022). The lack of teachers' abilities in developing their teaching competencies will certainly affect students' abilities, one of which is in literacy. The low literacy competency is based on the results of a study conducted by CSSU (Central Connecticut State University) in 2016 which showed that out of 61 countries, Indonesia was ranked 60th in The World's Most Literate (Faudi et al., 2020). Numeracy literacy is one of the basic competencies that must be mastered by students at the elementary education level. This ability includes skills in understanding, using, and communicating numerical concepts in various contexts of everyday life. Although important, various studies show that student literacy and numeracy in Indonesia, especially in remote areas, are still relatively low. This is due to various factors, such as less varied learning methods and the minimal use of contextual approaches that are relevant to the local environment and culture of students.

At UPTD SDI Beiposo, as one of the schools in Ngada Regency, the challenges in improving numeracy literacy are also felt. Through observation and implementation of the Asesmen Kompetensi Minimum/AKM (Minimum Competency Assessment) Pre-Test conducted by Kampus Mengajar Batch 7 students. The results obtained from the implementation of the AKM conducted in class V, from the scoring obtained that the average AKM participants obtained a score of less than 75 for literacy and for Numeracy obtained a score below 55. From the results of the AKM test conducted on 30 students in class V, the average final achievement of the AKM Literacy and Numeracy Pre-Test was: $\text{Total score/Number of Students} \times 100 = 640 \times 100 / 30 = 2.13\%$. From the results obtained, it can be concluded that the ability or absorption of Literacy and Numeracy of students at UPTD SDI Beiposo is still very low. Based on the observation results, the low Literacy and Numeracy skills at SDI Beiposo are caused by the lack of teachers' ability to develop their teaching competencies and develop innovative, creative and interesting learning so that students feel bored and do not play an active role in participating in learning. There are still many students who cannot read, write and count. Most learning methods are still based on books, texts and rarely link numeracy content to the context of students' real lives, especially the local culture that they know every day. In fact, the integration of local culture in learning, especially regional music, can be a bridge for students to understand numeracy literacy concepts more concretely and meaningfully. Ngada regional music, with its variety of rhythms and rhythmic patterns, has great potential to be developed as a medium for numeracy learning. The use of traditional music such as Ngada regional music, which is rich in variations of rhythms and number patterns, can be an innovative approach in developing students' numeracy literacy skills.

Music art learning as a type of art education or part of cultural arts learning that can develop children from various aspects of development that function as builders of aesthetic self-quality in the form of cognitive, affective, and psychomotor (Madinah et al., 2021). Teachers can also use songs as a topical learning medium. Thanks to these songs, students can easily understand the lessons from the teacher (Putri & Desyandri, 2019). According to Sukawati & Sutrisno (2017), traditional music has an important role in developing the creative and logical thinking skills of elementary school students. By understanding these components, it can foster a creative, appreciative, independent attitude, and be able to develop students' thinking, language, and activeness skills in the classroom.

Therefore, increasing numeracy literacy through traditional music-based music art learning in the Kampus Mengajar Batch 7 program at UPTD SDI Beiposo through programs implemented to develop innovative, creative and interesting learning for students is expected to be a solution to the problems faced by schools, especially in improving the culture of School Numeracy Literacy. Based on the background of the problem, the formulation that will be discussed in this writing is:

- 1) How to improve numeracy literacy for UPTD SDI Beiposo students through traditional music-based music arts learning in the 7th batch of the Kampus Mengajar?.
- 2) What programs are created to improve numeracy literacy through traditional music-based music arts learning in the 7th batch of the Kampus Mengajar program at UPTD SDI Beiposo?.
- 3) How is the implementation of programs in an effort to improve numeracy literacy through traditional music-based music arts learning in the 7th batch of the Kampus Mengajar at UPTD SDI Beiposo?.

2. RESEARCH METHOD

This research is a descriptive study with a qualitative approach with the object of learning traditional music-based music art in the Kampus Mengajar batch 7 in an effort to improve literacy and numeracy at UPTD SDI Beiposo. The results of the study will be presented in detail about the activities carried out by Kampus Mengajar Students batch 7 in improving Literacy and Numeracy through traditional music-based music art learning at UPTD SDI Beiposo. The subjects of the study were class teachers and fifth grade students at UPTD SDI Beiposo. The data collection techniques used were through observation, interviews and documentation. A qualitative approach is a study that displays assessment procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. In this case, the researcher interprets and explains the data obtained by the researcher from observation, interviews, documentation, so as to obtain detailed and clear answers to the problems (Subandi, 2011).

3. RESULTS AND DISCUSSION

3.1 Kampus Mengajar Batch 7 At UPTD SDI Beiposo

Kampus Mengajar provides an opportunity for students from various study programs to hone their skills in the field of teaching and learning with the hope that one of them is to help improve literacy and numeracy through several programs designed by the Ministry through student intermediaries to socialize to schools, namely directly by serving for one semester at the placement school. Kampus Mengajar is part of the Merdeka Belajar-Kampus Merdeka policy which is organized directly by Kemendikbud. Kampus Mengajar is a program from the Kampus Merdeka which aims to provide opportunities for students to develop themselves through activities and creativity outside the scope of lectures. The main goal is to develop more innovative learning strategies and models to improve students' literacy and numeracy skills at placement schools. In addition to programs specifically designed by the ministry, there are several programs designed by Kampus Mengajar students, especially in the 7th batch of the Kampus Mengajar team at UPTD SDI Beiposo. The program was created as a development and implementation of learning from the fields of study taken by students, of course the program is an effort to improve literacy and numeracy at placement schools.

3.2 Literacy and Numeracy

Literacy and numeracy are basic competencies needed by children and are considered to play an important role in the development of a person's knowledge. Literacy and numeracy are knowledge and skills to (a) use numbers and basic mathematical symbols to solve various contexts of everyday life, (b) analyze information displayed in various forms (tables, graphs, diagrams, etc.), (c) interpret the results of the analysis to predict and (d) draw conclusions (Ministry of Education and Culture, 2017). Literacy and numeracy skills are the basis for students to understand a material before moving on to the next level. This ability is not only used in solving problems given by teachers at school, but is also used in solving everyday life problems. According to Sadiyah (2021), Literacy and numeracy are the basis for the ability to solve problems in life as a foundation for continuing to the next level of education with the aim that children are able to communicate and socialize well in their surroundings. In addition, Harsiati (2018) explains that literacy is an individual's ability to understand, use, and reflect on a reading to achieve certain goals, develop self-abilities, and position oneself in society. Literacy and numeracy are very important abilities to be built in students and directed from an early age so that they like literacy and make students a pleasant habit.

The importance of literacy as a basic skill for students at the elementary level is a problem in itself, considering that literacy culture has not become a good habit of our generation, especially students in elementary schools. Literacy skills must also be balanced by developing competencies that include critical thinking/problem solving skills, creativity, communication, and collaboration (Rachman et al., 2021). Literacy is not only limited to the ability to read and write, but also includes the ability to interpret, analyze, and respond to various forms of cultural expression (Malawi et al., 2017). In an effort to develop literacy skills, it can be obtained from the closest environment, such as schools as a field of knowledge for students. In the long term, literacy habits will help improve better human resources. Students who have good basic literacy skills will help the classroom live. As we know that the more the era develops, learning methods must be designed in such a way that they are in line with students. Strengthening literacy and numeracy is a must for both teachers and students.

3.3 Improving Literacy and Numeracy Through Traditional Music-Based Music Arts Learning

In an effort to improve literacy and numeracy skills at UPTD SDI Beiposo, researchers together with friends from the Kampus Mengajar batch 7 team created programs, one of which was by implementing traditional music-based music arts learning through several programs created at SDI Beiposo in an effort to improve literacy and numeracy skills. In general,

literacy is interpreted as a series of knowledge or skills in a particular field or activity, the ability to process information and knowledge for certain skills. Relevant to this, Kamaril (2001) stated that arts education has a multilingual, multidimensional, and multicultural nature. Multilingual nature is related to the development of students' abilities to express themselves creatively in various ways and media. Multidimensional nature means the development of various competencies including conception (knowledge, understanding, analysis, evaluation), appreciation, and creation by harmoniously combining elements of aesthetics, logic, kinesthetics, and ethics. Multicultural nature means playing a role in developing awareness of appreciation for various cultures and countries. Music art learning is an education that provides the ability to express and appreciate art for the development of students' personalities and provides balanced attitudes or emotions (Desyandri, 2019). In the modern era that is increasingly technological, music art education has an irreplaceable role in shaping students into creative and innovative individuals. Hidayat (2011) stated that the influence of music on improving academic ability has long been believed, in addition to having a positive effect on the quality of life of children, it can also stimulate long-term academic success, because music and lyrics make it easier for individuals to remember. Traditional music with its complex melodies and diverse rhythms can help improve students' memory and concentration.

A study by Pascucci & Schattman (2016) found that musical art can be used to improve students' language and communication skills. This means that musical art can help students learn new vocabulary, sentence structure, and also intonation in language. According to Purba (2007), traditional music does not mean that music and its various elements are old-fashioned, ancient, or outdated. However, traditional music is music that is unique and reflects the culture of an ethnic group or society. When listening to traditional music such as Ngada regional music, students must focus on following the melody and rhythm, thus training their ability to count based on the rhythm or beat pattern in the music, remembering the lyrics or melody patterns heard and concentrating. According to Jones & Bolwerk (2004) showed that listening to classical music can improve short-term memory and focus in children.

Based on the results of observations and school needs that have been carried out by previous researchers, researchers together with friends from the 7th batch Kampus Mengajar team at SDI Beiposo created a program in an effort to improve Literacy and Numeracy in schools, one of which is through traditional music-based music arts learning. Implementing traditional music-based music arts learning in the programs created aims to improve numeracy literacy, develop students' interests and talents, and provide space for students to freely express themselves and be creative according to their interests and talents, so that students do not get bored in learning and are more active so that the goal of improving literacy and numeracy at SDI Beiposo can be achieved. The programs created to improve Literacy and Numeracy at SDI Beiposo through traditional music-based music arts learning include:

1. School Literacy and Numeracy Movement by Creating Children's Songs and Using Music for Learning

This program is carried out to create learning that attracts students' interest in learning so that they are not bored and tired of following the lesson. The activities carried out are making children's songs and music media in learning in the classroom to attract students' interest and concentration in learning in the classroom. The songs created are songs that children use to memorize multiplication, interest in learning, and arranged regional songs. Song accompaniment can influence children's desire to learn. Their mood can be seen by singing. The transferred song has a message about the concept of learning in the text. The vocabulary in the song is easy for children to remember. Through the vocabulary in the song, children can practice good language. Activities to utilize musical art to improve students' concentration in learning in other classes are by listening to music during breaks in class, playing the pianica and singing together. According to Chris Brewer (1995) explains that the use of music in the classroom will help increase students' joy in learning and at the same time can also increase the effectiveness of achieving goals. Using the music method can create a fun learning atmosphere for children to restore their concentration in learning and make children relaxed for further learning. Amrizal (2014) explains the benefits of musical art by listening to music to improve concentration in learning through listening to music. With good concentration in learning, various positive things will emerge in children, such as returning enthusiasm for learning, being able to understand the lessons given by the teacher, improving memory, and increasing creativity in learning. One way for children to relax while learning, renewing concentration in learning and adding value is with music. Music can shape a person, shape culture and society (Suci, 2019). Music provides positive things to the function of children's brain waves and bodies in learning (Supradewi, 2016).

2. School Literacy and Numeracy Movement by Creating a Literacy and Culture Festival Stage

This program is carried out to provide opportunities for students to freely express themselves, create and innovate and to foster students' mentality so that students are more active and motivate students to learn. The Literacy and Cultural Festival Stage was carried out by the 7th batch of the Kampus Mengajar team at the UPTD SDI Beiposo with cooperation

and collaboration from the school, Wawowae Village institutions, the Ngada Regency Education and Culture Office, parents of students and the Catholic Youth of the Saint Longginus Wolowio Church. This activity aims to provide space and a place for students to express themselves, create and innovate according to their skills, as well as an understanding of cultural literacy so that students continue to inherit culture in the modern era that threatens the loss of cultural knowledge. The culture raised in this festival is the song and dance of teke in the process of making traditional houses of the Wolowio village community which is one part of the traditional music of the Ngada region. The definition of cultural literacy includes understanding, appreciation, and involvement in various aspects of culture that exist around us. Cultural literacy also involves the ability to recognize and appreciate various forms of cultural expression, such as music, dance, and language (Mahardika et al., 2023). Students can be invited to understand the history and meaning behind various cultural heritages. Students can also learn local traditions, regional music and songs, folklore, or traditional ceremonies that shape the cultural identity of a community. Through cultural literacy, children can expand their vocabulary, understand the nuances of language, and develop better speaking and writing skills (Parapat et al., 2023). Through a deep understanding of culture, children can develop better language skills (Sanjaya, 2016). Children can develop their language skills through traditional songs, especially Ngada regional songs, which are their own regional songs and are certainly easy to understand. The Literacy and Cultural Festival performance program also provides space for students to display the results of training and guidance related to literacy and numeracy activities such as speeches using regional languages, poetry using regional languages, singing regional songs and traditional dances.

3. Numeracy Literacy Movement With the Use of Traditional Music in Numeracy

This program is carried out by utilizing traditional music media in learning that integrates the concept of numeracy with elements of Ngada regional music. Traditional music, especially Ngada regional music, has great potential to support numeracy learning. So far, learning the art of music has focused more on the entertainment and aesthetic aspects, without touching on the mathematical dimensions contained therein. In fact, the rhythm, rhythm, and tempo patterns in traditional music, especially Ngada regional music, can be processed into effective media in numeracy learning. The program created to improve numeracy literacy through traditional music is to introduce traditional music, especially Ngada regional music, to students, train the rhythm, rhythm, and tempo patterns in Ngada regional music and link them to numeracy learning. A study by Rauscher (2009) found that 9 months of music training can improve spatial and temporal abilities in children. Students are trained to measure speed by calculating the tempo in regional songs, students are taught the concept of number patterns by utilizing rhythm patterns in Ngada regional music, students are taught the concept of addition and subtraction associated with calculating beats and the number of notes in a series of music. Students are trained to play Ngada regional musical instruments such as drums and relate them to the context of numeracy by counting the number of beats on the drum. According to Colburn (2007), music education can improve critical and analytical thinking skills in children.

4. Reactivating Extracurricular Arts Activities

This activity is carried out every Friday and in the afternoon outside of school hours. This activity aims to increase students' interests and talents through artistic activities such as making poetry, short stories, painting using media from used goods, making artwork from used goods, training students to recognize notation, regional songs and traditional dances. Scheffler (in Setyawan, 2018) stated that extracurricular music can provide the greatest opportunity for students to develop their musical talents outside of school hours. Organizing a traditional music group as an extracurricular activity includes joint practice, performances at school or local events, and developing students' musical skills. Students can hone their abilities in singing or playing traditional musical instruments. Participating in extracurricular music activities can increase focus and discipline in students, build self-confidence and problem-solving skills as well as introduce traditional musical arts as a form of preserving Indonesian culture.

The implementation of the above programs to improve numeracy literacy through traditional music-based music art learning in the 7th batch of the UPTD SDI Beiposo Kampus Mengajar program has achieved very good results. These results can be seen from the increase in literacy and numeracy in students and the level of student activity in the teaching and learning process. Students become more creative and active in learning activities than before. Other results can also be seen through the Post-test AKM class conducted by the 7th batch of the Kampus Mengajar team on grade V students at SDI Beiposo. From the post-test conducted, the average student scored above 75 for literacy and for numeracy, the average score reached 55, some also scored above 55. The average final achievement of the AKM literacy and numeracy post-test is: $\text{Total Score/Number of Students} \times 100\% = 980 \times 100/30 = 3.26$. From the average obtained, it can be concluded that students' literacy and numeracy abilities or absorption have increased from the previous pre-test which only obtained an average score of 2.13.

5. CONCLUSION

In the article "Improving Numeracy Literacy Through Traditional Music-Based Music Arts Learning in the Kampus Mengajar Program Batch 7 at UPTD SDI Beiposo" it can be concluded that traditional music-based music arts learning in the Kampus Mengajar program batch 7 in an effort to improve literacy and numeracy at UPTD SDI Beiposo can develop creative skills, improve critical thinking skills, and of course improve literacy and numeracy skills in students at UPTD SDI Beiposo. The implementation of traditional music-based music arts designed through the programs above has also succeeded in contributing to the learning process such as pleasing students, making students active, creating togetherness between students and teachers, fostering self-confidence, discipline, and adjusting thoughts, feelings and actions. Through an interactive approach and direct experience with art and music, students can develop critical thinking skills, collaboration skills, and a deep sense of empathy. The programs designed also provide opportunities for students to understand and appreciate cultural heritage and improve their understanding of related cultural literacy around them, which of course helps them improve their numeracy literacy skills.

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