Paikem Method Development Through *Live Music And Gathering* Activities To Improve Student Learning Achievement At *Doremi Home Music Course* Ponorogo

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Article Info	Abstract
     	The purpose of this research is to explain the process of developing PAIKEM methods of Active, Innovative, Creative, Effective and Fun Learning) through Live Music and Gathering activities to improve student learning achievement at Doremi Home Music Course Ponorogo. This research (Research and Development) aims to see the development of PAIKEM learning methods using Live and Gathering strategies applied to the LKP Doremi Home Music Course. Data is collected through non-participatory observation, semi-structured and in-depth interviews conducted directly with teachers and learners at the LKP Doremi Home Music Course, and documentation techniques used to observe the implementation of PAIKEM learning method development activities using Live and Gathering strategies. The questioner technique is also disseminated throughout the research subject. The research data in the form of statistical data is analyzed using IBM SPSS application version 24. The results showed that the PAIKEM method developed through the live music and gathering process at LKP Doremi Home Music Course Ponorogo could improve student learning achievement. PAIKEM learning design through Live and Gathering activities is appropriate because it has a high degree of acceptance **Abstrak** Tujuan penelitian ini adalah menjelaskan proses pengembangan metode PAIKEM Pembelajaran Aktif, Inovatif, Kreatif, Efektif dan Menyenangkan) melalui aktivitas Live Music and Gathering guna meningkatkan prestasi belajar siswa di Doremi Home Music Course Ponorogo. Penelitian ini merupakan penelitian pengembangan (Research and Development) yang bertujuan untuk melihat mengembangkan metode pembelajaran PAIKEM dengan menggunakan strategi Live and Gathering yang diaplikasikan pada LKP Doremi Home Music Course. Data dikumpulkan melalui non-partisipatif observasi, wawancara semi terstruktur dan mendalam (depth-semi structured

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interview) yang dilakukan langsung dengan guru dan peserta didik di LKP Doremi Home Music Course, serta teknik dokumentasi yang digunakan untuk mengamati kegiatan penerapan pengembangan metode pembelajaran PAIKEM dengan menggunakan strategi Live and Gathering. Teknik kuisoner juga disebarkan pada seluruh subjek penelitian. Data-data penelitian yang berupa data statistik dianalisis dengan menggunakan aplikasi IBM SPSS versi 24. Hasil penelitian menunjukkan, metode PAIKEM yang dikembangkan melalui proses live music and gathering pada LKP Doremi Home Music Course Ponorogo dapat meningkatkan prestasi belajar siswa. Desain pembelajaran PAIKEM melalui aktivitas Live and Gathering merupakan suatu metode yang tepat untuk diterapkan karena memiliki derajat keterterimaan yang tinggi.

INTRODUCTION

Based on the Law of the Republic of Indonesia No. 20 of 2003, education is defined as a conscious and planned effort to realize the learning atmosphere and learning process so that learners actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble morals, and skills needed themselves, society, nation, and country. In the process of improving the quality of education, there needs to be a strong interaction between the components (Syafrimar, 2016)of learning, in addition to innovation in order to create a learning process that focuses on developing student potential (Students*Oriented)*is also vital (Siregar, Wardani, &Hatika, 2017). To realize these goals, teachers' role in choosing and sorting out the correct learning methods to develop students' abilities to the maximum becomes an essential thing of their existence (Damayanti, 2019).

Based on the Decree of the Minister of Education and Culture of the Government of the Republic of Indonesia Number 32 of 2013 on Changes to Government Regulation of the Republic of Indonesia Number 19 of 2005, there are 8 (eight) standards that need to be achieved in the efforts to implement education, namely: 1) Graduate Competency Standards; 2) Content Standards; 3) Process Standards; 4) Standards of Educators and Education Personnel; 5) Standard Facilities and Infrastructure; 6) Management Standards; 7) Financing Standards, and 8) Educational Assessment Standards. Furthermore, the Content Standard includes 1) The scope of the material; 2) Level of Competence; 3) Supervision and assessment of the learning process. To fulfill these things, teachers are required to not only be able to meet administrative requirements and transfer knowledge, but more than that teachers are also required to be able to create a fun learning goals so that educational goals can be achieved optimally (Utami & Basir, 2018). Teachers can apply to fulfill these needs is the PAIKEM method (Fatmah, 2018).

PAIKEM (Active Learning, Innovative, Creative, Effective and Fun) is a learning process using appropriate methods and media to create a learning atmosphere that can spur students to become active, innovative, creative, practical, and fun individuals (Adnan, 2017), with the main characteristics, including the transition of the process of a run from the individual *(individual learning)* to the process of learning together (cooperative *learning),* providing hands-on, flexible and practice-oriented experience in memorizing theories. (Ahmadi & Amri, 2011) This learning method is very relevant to education, especially skill-oriented educational institutions such as music course institutions.

The use of PAIKEM methods in the learning of music art is widely discussed in Indonesia. Some studies say; *Paikem* in music arts learning can provide students with critical thinking opportunities. PAIKEM can suppress students' activeness to achieve learning music according to the indicators formulated, as described in the study (Fahmi & Sundari, 2014). *Second,* research (Hartuti, S.,Ghozali, I.,& Frestisari, 2015) that explains the casting process done with soprano srekorder media is considered suitable to increase music art learning activities. And culture. *Third,*

the implementation of PAIKEM in pianika ensemble music activities can improve the completion of learning students of class V SDN 37 Banda Aceh (Noviyanti Lena, 2021). *Fourth,* using the PAIKEM method, the percentage of attention of students of class V SDN 18 Koto Tangah Tilatang Kamang to teachers by 78.5%, student training by 62.0%, student questions to learning by 27.3%, and student participation in front of the class by 54.0% (Ulhusna, A., Syeilendra, 2013). The four studies explain that the paikem method is quite popular in music education. This method is used in cognitive learning activities and leads to the psychomotor side, especially music.

The first study is called the PAIKEM method to improve students' critical reasoning, while in the second study, the paikem method uses soprano learning mediums. It is considered to increase the activity of learning the art of music. In contrast to the third study, music art learning activities using the PAIKEM method can improve students' learning completion. While in the fourth study, the paikem method can increase student activity in music ansabel. Of the four studies above, the researchers both used the PAIKEM method in music art learning activities whose results were measured both statistically and not. However, the researchers did not explain the results of significant musical learning achievements after using the PAIKEM method. All four studies have referred to research objects to formal educational institutions, but these studies refer to non-formal institutional objects. It is necessary to conduct a continuous test of PAIKEM methods in formal and non-formal institutions learning music arts. So from the results of this study can be used as measuring data on the consumptive test of the two variables. Research also leads to *living music* and *gathering activities,* which the four studies above have not been done.

The National Accreditation Board of Non-Formal Education said the institution of course in organizing its learning process has several reference implementation standards, including 1) The Course and Training Program should be in carrying out learning activities involving active participation, innovation, creativity, practical and fun, 2) The Course and Training Program must have a balanced learning tool ratio. Suai with the number of learners, 3) The Course and Training Program should have a ratio of learners with each educator according to the type of skill (practice) organized. These references, in educational institutions, both formal and non-formal *based on skills,* can be realized through the application of performance management using the PAIKEM method (Jhonatan, 2014). One example of a skill-based non-formal educational institution is coursework and training (LKP) music.

LKP Doremi Home Music Course is a course and training institution engaged in music training in Ponorogo. Based on initial observations, the trainees are divided into two concentrations of learning, namely for the class of children aged 2-16 years. They were included in a *kids* class called *"Putriviolin School of* music" with basic learning methods of playing music, music theory, and orchestra/music group learning with various categories and types of music. While the adult group is for the age of 17-35 years, grouped into classes *"Musicpreaneurship."* In addition to being taught the material in *the kid's* class am also taught materials and business development training. The purpose of the *LKP Doremi Home Music Course* is that graduates are expected to be proficient in playing musical instruments and developing businesses in Music Arts. To achieve these goals, learning methods are needed that can directly lead to forming skills and mental music learners. For these reasons, PAIKEM learning methods are developed through *live music and gathering* activities.

Live music is a concert carried by an event organizer or production management to present live music performances (Papies & van Heerde, 2017). In this case, there is a process of *gathering* so that direct interaction is formed between the music player and his audience. (Fabian, 2008). In addition, the process of *live music and gathering* can also give rise to verbal and non-verbal communication and allow physical interaction (Laing & Mair, 2015)(physical *interaction)* that is established during (Danielsen & Kjus, 2017)the performance, both between the audience, music players and organizers, also specifically connecting between *fans*. (Soraluze & Blanco, 2014) In the process, people who are members of *Live music* always expect the experience of enjoying music to

a high standard (Manners, Saayman, & Kruger, 2014). That is the reason why *live music* requires a high support and readiness factor (Manners, Saayman, & Kruger, 2015).

Considering the advantages of PAIKEM methods *and live music and gathering activities,* this study was conducted to see the effectiveness of PAIKEM methods developed through the live music and *gathering* process at *LKP Doremi Home Music Course* Ponorogo to increase the interest and learning achievement of learners to the maximum, following the orientation of learning goals there

METHOD

This research (Research and Development) aims to develop PAIKEM learning methods using live and gathering *strategies* applied to *LKP Doremi Home Music Course.* The operational research design using One Group *Pretest-posttest Research Design* that can accept or reject the hypothesis of applying paikem methods can improve students' learning achievement *of Putri violin school of a music program.* In this development research, data was collected through non-participatory observations, semi-structured and in-depth interviews *conducted* directly with teachers and learners at the *LKP Doremi Home Music Course,* and documentation techniques used to observe the implementation of PAIKEM learning method development activities using Live and Gathering *strategies.* In addition, questionnaires containing questions related to the effectiveness of PAIKEM methods through *Live and Gathering* activities were also distributed throughout the study subjects. Research data in statistical data is then analyzed using IBM SPSS application version 24, while verbal and image data is used as a reference for validation and reliability of data.

In this study, the validation process was carried out through validation and triangulation tests. As for checking the reliability of this study is done through intrarater and interrater techniques. The stages in development research are described as follows:
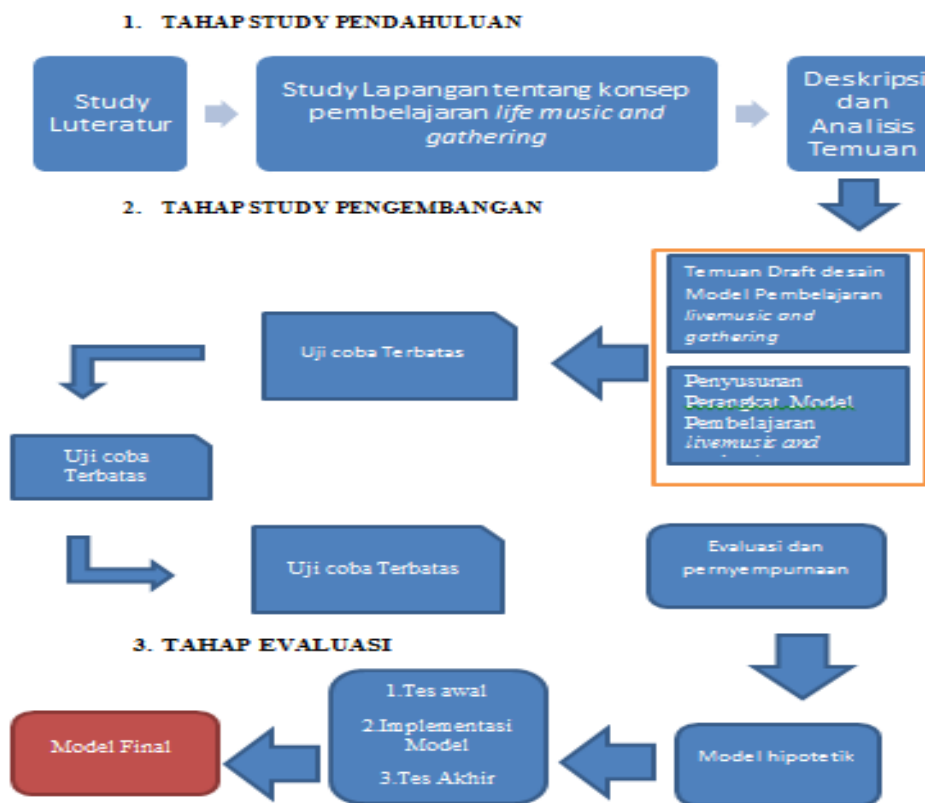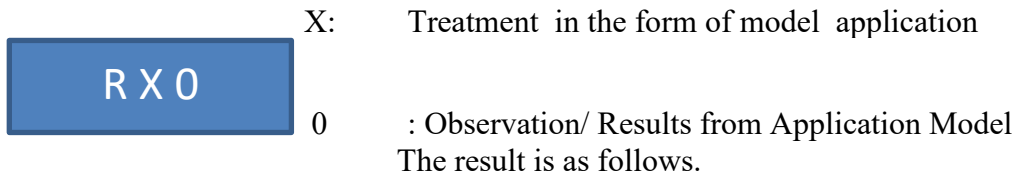

Chart1. Research Stage

FINDINGS AND DISCUSSION

Limited Testing

Limited testing was conducted on Live Music and Gathering with three tests: trial 1, trial two, and trial 3. The method used is the experiment method of the Single One-Shot Case Study model as follows.

X: Treatment in the form of model application

R X 0

0   : Observation/ Results from Application Model
The result is as follows.

Activities	N	Average	Standard Deviation	Calculated t value	df	t-table
Test Trial 1 Trial 2	36 36	68,67 71,28	2,00 1,80	10,45	70	2,00
Trial 2 Trial 3	36 36	71,28 71,19	1,80 2,79	9,34	70	2,00
Trial 1 Trial 3	36 36	68,67 76,19	2,00 2,79	14,14	70	2,00

Table 1. Limited Trial Results Data

Test Trial 1 (71.28>68,67; and t count 10.45>t table 2.00), the average test score of 3 is more significant and different in contrast to trial value 2 (76.19>71.18), and trial score 3 is more significant than trial value 1 (79.19 >68.67). The conclusion is that the hypothesized model proved effective based on limited testing.

In limited trials*(Live Music and Gathering)*, the application of model design obtained results:

Substance content and flexibility of the design structure of the model are included in the high category.

The application of model design provides ease for teachers in preparing learning plans, implementing learners, evaluating learning outcomes

Improve student achievement in a significant

Broader testing

Extensive model testing was conducted on the PCC's Live Music *and Gathering* Mall tasks, namely *Live Music and Gathering* in Mojosemi, Live Music *and Gathering* at LGF, and Live Music and *Gathering* Amaris Hotel one group pretest-postest design can be described As follows.

O_1 x O_2 ---------- *Live Music and Gathering* Mall PCC
O_1 x O_2 ---------- *Live Music and Gathering* di Mojosemi
O_1 x O_2 ---------- *Live Music and Gathering* di LGF
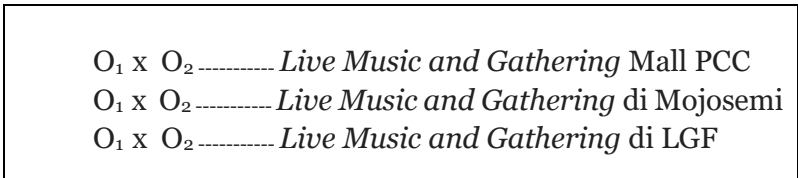
O_1 = *Pretest*
X = *Postest*
O_2 = *Tratment* model application

Each *Live Music and Gathering* was tested three times, namely trials 4, 5, and 6.

1. *Live Music and Gathering di Mall PCC*

Test results data with the number of students 36, shown in table 2 following. Based on table 2, it is seen that the test was done three times, namely trials 4,5 and 6. The model can be declared effective if the trial value to 5 is more significant than trial 4, and the test 6 is greater than the trial value of 5. Pre-test results for the three groups are the same so that the tested significance is only *post-test* results.

Activities	N	Average	Standard Deviation	Calculated t value	df	t- table
Test Trial 4	36	71,17	1,95	6,39	70	2,00
Trial 5	36	73,28	2,13			
Trial 5	36	73,28	2,13	8,45	70	2,00
Trial 6	36	76,61	2,06			
Trial 4	36	71,17	1,95	13,12	70	2,00
Trial 6	36	76,61	2,06			

Table 2. Data on Wider Trial Results at PCC *Live Music and Gathering*

Based on table 2, it appears that the trial point average of 5 (73.18) is greater than the average trial value of 4 (71.17); In the test significant obtained the treasure t count (6.39) greater than value t table (2.00). Thus the difference is declared significant. The trial average of 6 (76.61) is greater than the trial value of 5 (73.28), and the t count price of 8.45 is greater than the price of t table 2.00. The trial average of 6 (76.61) was also more significant than the trial average of 4 (71.17), and the t-count price (13.12 was more significant than the 2.00 thick t. So the difference is significant. In conclusion, the model is more effective at the Live Music and Gathering Mall PCC because each trial produces a value that tends to be higher.

2. *Live Music and Gathering in Mojosemi*

Basic Concepts of Islamic Education Data from the test results of *live* music *and gathering* models in Mojosemi with the number 38, shown in the following three-tab. Based on table 3, it is seen that the test was done three times, namely trials 4, 5, and 6. The model can be declared effective if the trial value to 5 is more significant than trial 4, and trial 6 is greater than the trial value of 5. Pre-test results for the three groups are the same so that the tested significance is only *post-test* results.

Activities	N	Average	Standard Deviation	Calculated t value	df	t- table
Test Coba 4	38	67,55	274	7,40	74	2,00
Trial 5		70,39	2,10			
Trial 5	38	70,30	2,10	9,56	74	2,00
Trial 6	38	73,05	2,27			

Trial 4	38	67,55	2,74	12,42	74	2,00
Trial 6	38	73,05	2,27			

Table 3. Broader Trial Results Data

***Live Music And Gathering* in Mojosemi**

Based on table 3 appears that the trial point average of 5 (70.39) is greater than the average trial value of 4 (67.55; Insignificant testing obtained the treasure t count (7.40) more significant than the table t (2.00). Thus the difference is declared significant. The trial average of 6 (73.05) is greater than the trial value of 5 (70.30), and the treasure count is 8.45, more significant than the table price of 2.00. The trial average of 6 (73.05) was also more significant than the trial average of 4 (67.55 and the counted treasure t (12.42) was more significant than t table 2.00. So the difference is significant. In conclusion, the model was effective at the Live Music and Gathering in Mojosemi, as each trial resulted in a value that tended to be higher.

3. *Live Music and Gathering in LGF*

Data from the model test results on Live Music and Gathering at LGF with a student number of 36 is shown in table 6 below. Based on table 6, it is seen that the test was done three times, namely trials 4, 5, and 6. The model can be declared effective if the trial value to 5 is more significant than trial 4, and the test 6 is greater than the trial value of 5. *Pre-test* results for three groups are the same so that the test is the result of *the post-test*. Number of samples = 38

Activities	N	Average	Standard Deviation	Calculated t value	df	t- table
Test Trial 4	38	63,09	2,32	11,41	68	2,00
Trial 5		67,91	2,48			
Trial 5	38	67,91	2,48	9,88	68	2,00
Trial 6	38	70,54	2,11			
Trial 4	38	63,09	2,32	15,08	68	2,00
Trial 6	38	70,54	2,11			

Table 4.   Broader Trial Results Data

***Live Music and Gathering* in LGF**

Based on table 4, it is seen that the trial point average of 5 (67.91) is greater than the average trial value of 4 (63.09; In testing the significance obtained, the treasure t count (11.41) is greater than the treasure t table (2.00). Thus the difference is expressed as significant, rata-average trial 6 (70.54) more excellent than the trial value of 5 (67.91), and value t calculated 9.88 more significant than the table price of 2.00. The trial average of 6 (7054) was also more significant than the trial average of 4 (63.09), and the value t count (15.08) was more significant than t table 2.00. So the difference is significant. In conclusion, the model was effective at live music and *gathering* at LGF, as each trial resulted in a value that tended to be higher.

Based on a broader trial of the three Live Music and *Gatherings,* it is seen that the learning model with Live Music *and Gathering* can improve student achievement when compared to other existing models.

In addition, in an extensive trial (3 *Live Music and Gathering),* the application of learning design with Live Music *and Gathering* obtained results:

1. Substance content and flexibility of the design structure of the high category model.
2. Facilitate the implementation of teacher tasks in preparing learning plans,   carrying out learning and learning evaluation.
3. Significantly improve student achievement.
4. On a specific school scale,   the application of the design model obtains tool/material support and support from high institutions

4. *Model Level of Implementation*

Data on the model's level of implementation is shown in table 5   below. Models were trialed at Live *Music and Gathering* at PCC, *Live Music and Gathering* in Mojosemi, and *Live Music and Gathering* at LGF, well-accredited, reasonable, and moderate.

Aspects	Level of uses	PCC (%)	MOJO SEMI (%)	LGF(%)	Data Source
Content Substance and Flexibility of *Live Music and Gathering* Design Structure	Tall	81.84	86,84	85,12	Teacher /Instructor
	Keep	13,63	13,05	14,88	
	Low	4.54	-	-	
Support for live music *and gathering*	Tall	88,54	82,63	83,72	Teacher /Instructor
	Keep	6,58	15,57	6,98	
	Low	4,88	1,89	9,30	
Increased Student Achievement		Significant	Significant	Significant	Objective Tests and Actions
Potential Willingness of Tools and Materials	Tall	88,45	82,44	19	Teacher and Observation Results
	Keep	11,55	17,56	78,84	
	Low	-	-	2,16	
Potential *Stakeholder* Support	Tall	89,16	78,12	19,76	Teacher and Observation Results
	Keep	10,84	21,88	80,24	
	Low				

Table 5. Observational Data   About The Level of **Keterterapan Model**

Based on the above exposure, it is seen that the design of the learning model with the application of Live Music *and Gathering* has a high level of exposure, especially for *LKP Doremi* Home Music Course accredited very well and well (Live Music and *Music Gathering* at PCC, *Live Music, and Gathering* in Mojosemi). A factor accredited LKP that is less supportive in applying models, especially concerning the productive learning tools and materials available and institutional support in the implementation of learning. Thus, those who are accredited need to strive for tools/facilities and materials to meet the minimum needs in implementing prescriptive learning with Live Music and *Gathering***.**

5.   *Model Validation*

Validation of the model Includes two things: the impact of applying models to the teacher's task in preparing a learning plan, carrying out learning, and evaluation of learning outcomes, and the impact of the application of models on student learning achievement.

a.   Support for teacher assignments

Based on questionnaires given to 14 teachers about the impact of implementing a prescriptive learning model with the implementation of Live Music and *Gathering,* data was obtained as shown in table 6 below.

Aspects	Description of Model Implementation Results		
	Easier	There are similarities	It is hard
Preparing a Plan for The Defense *live music and gathering*	79.92 on all 23.08% components of the training module	76.40%, not 15.07 on test preparation 8.53% on job sheet and module preparation	15% on the preparation of the test
Carrying out learning *live music and gathering*	72% on classroom management, service/training guidance, and test implementation 24% service and student guidance 4% on test implementation	80% not 16% of tests 4% on guidance services	5.66 in test 3.77 in student mentoring
Evaluating *Live* Music and Gathering	94.54% on preparation, test implementation, and	78,80% not	3.71% on test preparation

Learning Outcomes	remedial 5.46% preparation of tests	8.14% remedial implementation 13.06% implementation	

Table 6. Support for teacher duties

Based on table 6,   it is seen that the learning model is applied, then 79.92% of teachers stated that in preparing a more accessible learning plan, 71% explain in Learning is more manageable, and 94.54% of teachers state in terms of more straightforward learning evaluation.

b. Improve Student Performance

Impact testing uses the prescriptive l mode with Live Music and Gathering, using the quasi-experimental design method, a Nonequivalent Control Group model described in table 7 below. This quasi-experiment had an experimental and control group,   but taking experimental groups in the control group was not done randomly.   The effect of treatment (prescriptive learning model) is when the value of O2 is more excellent than O4, and the difference is significant.

Activities	N	Average	Standard Deviation	Calculated t value	df	t-table
Experiment 1	105	72,73	2,66	16,55	208	1,98
Control 1	105	66,01	3,94			
Experiment 2	105	73,55	2,55	20,47	208	1,98
Control 2	105	67,32	3.01			
Experiment 3	105	74,71	2,50	23,56	208	1,98
Control 3	105	68,59	2,32			

Table 7. Prescriptive Learning Model Validation Results Data

The table shows that the validation test was conducted three times with a sample count of 105 each in the experimental and control groups. Based on the calculation results obtained, the average value of the experimental group 1 = 72.73 and the control group 1 = 66.01, so the value of the control group. The price of t calculates = 16.55 and t table = 1.98. In conclusion, the prescriptive learning model with *Live Music and Gathering* can significantly increase learning. The second validation in the third also shows so, where the value of the experimental group is higher than the control group that does not get treatment and the t calculated price is greater than the price of the table t. In conclusion, effective models are used to improve students' learning achievement in productive programs.

CONCLUSION

The development of learning with Live Music and *Gathering* with PAIKEM methods can increase the learning achievement *of Putri violin school of music* program students. This method is considered significant in improving the psychomotor aspects of students, but this method is less effective if used in measuring the cognitive aspects, such as musical knowledge. Desain learning model Live Music and *Gathering* has a high level of disclosure. With the implementation of the learning model, 79.92% of teachers stated that in preparing a learning plan, carrying out learning and learning evaluation is more manageable. Based on these things, it can be concluded that the PAIKEM method developed through the live music and *gathering* process at *LKP Doremi Home Music Course* Ponorogo is an effective method to improve student learning achievement in music. This research can be a scientific contribution, a value of theoretical and pragmatic significance to the study of further musical arts learning. Researchers can make the results of the study as counteractive literature to explain the research distingsi.

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