

## Research Article

# Application of Learning Strategies and Emotional Intelligence on Learning Outcomes of Music Art Students of Tebing Tinggi Public 2 Senior High School

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This study aims to compare students' art learning outcomes through the application of accelerated learning strategies with expository learning strategies, emotional relationship intelligence with students' learning outcomes of music art. This research is an experiment (experiment) and treatment (treatment). The study population was all students of SMA Negeri 2 and 3 Tebing Tinggi. The sample was determined by cluster random sampling technique. This study used a quasi-experimental research method. The results of the study are differences in the learning outcomes of students who learn with accelerated learning strategies both in groups of students who have high emotional intelligence and students who have low emotional intelligence. Higher learning outcomes for students who are taught the art of music with accelerated learning strategies from the expository. The high emotional intelligence learning outcomes taught with accelerated learning strategies were better than students who studied expository learning, while the learning outcomes of students who had low emotional intelligence who were taught with accelerated learning strategies were better than students taught expository learning strategies. These results indicate that the acceleration learning strategy is more effectively applied in students' learning of the art of music in order to improve learning outcomes of high emotional intelligence.

**Keywords:** expository learning strategies; music art; emotional intelligence

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## 1. Introduction

Art or art is basically the result of human engineering (creation). However, the taste of art is not the result of engineering. Feelings exist and become an inseparable part of every human being. Art is manifested through the skills or power of human creativity in the form of works that are beautiful (aesthetic) and symbolic. In general, people divide art or art into four branches, namely music, dance, theater (drama), and fine arts. Art is certainly an outpouring of the heart and mind. Therefore the art of music also has its own emotions. Music is still used by humans but with different purposes both actively and passively, for example music in religion, struggle, entertainment, commerce, and

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in education. The art of music is an aesthetic and meaningful expression of ideas or feelings that are manifested through the media of "tones" (human voices / vocals or musical instruments) which are arranged according to certain principles. Music arts sub-subjects in the high school curriculum contain insight into art, regional music, popular music, contemporary music, art performances and basic music theory [1]. People who have artistic soul always like beautiful things, because beauty is part of art. In studying the art of music, especially songs, beautiful is not enough, it must be correct according to the notation that has been written by the composer [2]. Every form of music learning as an effort to achieve basic competencies that are determined both in the competence of appreciating, expressing, and creating music must be carried out through integrated activities by including music activities as one of its components. These musical activities can be in the form of listening to music, responding to music with rhythmic movements, singing, reading musical notations, playing musical instruments, and creating music [3]. Character education is obtained by students starting from their life in the family which can also be said to be the main non-formal education that must be owned. [4]. Learning is an interactive-communicative process between learning resources, teachers, and students, namely exchanging information. Learning is carried out in line with the existing curriculum and is developed according to student needs. Many factors influence the low learning outcomes of students' arts, where educators still use conventional strategies or lectures that seem rigid and dominated by teachers so that students become passive and are also caused by learning situations or conditions that cause tension. Teaching the art of music needs to pay attention to what strategies are most suitable to be given in learning activities. The strategy used also needs to be adjusted to the emotional intelligence of the students. Accelerated Learning is a way to make learning activities a fun process. Accelerated Learning is a learning model that is more advanced than those used today [5]. Learning is a process of creating a relationship between something (knowledge) that is new. The definition of the learning dimension contains several elements, namely: (1) the creation of a relationship, (2) something (knowledge) that has already been understood, and (3) something (knowledge) that is new. So in the meaning of learning here it is not starting from something right -true is not known (zero), but it is the relationship between two existing knowledge and new knowledge [6]. Learning is (a) a change (in the sense of a change behavioral, actual or potential), (b) the change is obtained from new skills, (c) the change occurs because of effort (intentionally) [7]. The learning strategy is the teacher's effort in creating an environmental system that allows the teaching process to occur so that the learning objectives that have been formulated can be achieved and effective [8]. Teachers are required to have the ability to generally

regulate learning components in such a way that there is a linkage of functions between the learning components in question.

So without emotional intelligence, music art lessons are very boring, difficult to even underestimate / consider the lesson not important. Learning the art of music at SMA Negeri 2 Tebing Tinggi cannot be said to be satisfactory, this is indicated by the not maximizing the learning outcomes obtained by students. There are still teachers who apply traditional learning strategies where students only listen, then take notes and make exercises so that ultimately the students are less creative, less active and less attractive to learning. The success of implementing learning strategies depends on the teacher's ability to use experience, knowledge, and style so that the strategies they use match the learning given. The function of the strategy in learning will be optimal if in use it is able to provide pleasure or joy for students. This can be achieved if each teacher can choose the right strategy in accordance with the learning objectives, students and subject matter [9]. The learning strategies that have been applied so far are the centering of learning activities for the teacher, the teacher as the provider of information (learning material) while the students are only limited to receiving and are occasionally involved which is also called the expository learning strategy. Usually the teacher conveys information about the teaching material in the form of explanation and oral narrative, which is known as lecture, lecture and lecture. This expository strategy is used when the teacher has speaking skills that can attract the attention of students, the teacher tries to introduce the most important points which are a unified framework of a new lesson and intends to make conclusions or take the essence of the lesson that was just given [10]. The expository strategy is defined as a way of presenting lessons through oral narrative to a group of temporary students [11]. The expository strategy is successful, so there are several things that must be done, both at the preparation stage and at the implementation stage. The expository strategy is a learning strategy that combines lecture, question and answer methods, and demonstration demonstrations. By integrating these various methods in learning activities, students are expected to be able to understand the teaching material [12]. Today we need to update our strategy towards learning to meet the demands of our highly metabolized culture [13]. This accelerated learning strategy is fun and satisfying learning for students and contributes fully to happiness, intelligence, competence and success as a human being. In addition to learning strategy factors in improving learning outcomes, it is necessary to also pay attention to learning conditions related to student characteristics. One of the characteristics that need to be considered is the emotional intelligence possessed by students. Emotions are very important to the educational

process because they attract and encourage the attention of the learning process and strengthen memory. The higher the emotional intelligence, the more likely it is that students have attention, motivation, interest, willingness, enthusiasm, and a strong memory so that they can improve their learning outcomes [14]. Intelligence as (1) the capacity to learn from experience and (2) the capacity to adapt to the environment [15]. Meanwhile, emotions are very important to the educational process because they attract and encourage attention that promote learning and strengthening memory. Emotional Question is the ability to motivate oneself, to withstand frustration, to control impulses and not to exaggerate pleasure, to regulate mood and to keep the stress burden from stifling the ability to think, empathize and pray [16]. Emphasizing that Emotional Questions are the basics of forming emotions that include skills to delay gratification, stay optimistic, channel emotions effectively, motivate and maintain a spirit of self-discipline, handle personal weaknesses, show empathy for others, build self-awareness and understanding Personal Next [17]. The characteristics of individuals who have high emotional intelligence have the ability and skills to control themselves, have high enthusiasm and persistence, are able to motivate themselves to do something and be able to interact well with others [18]. Meanwhile, the characteristics of individuals who have low emotional intelligence are: high emotional, quick to act based on their emotions, insensitive to other people’s feelings and usually has a tendency to hurt and be hostile to others.

## 2. Methods

Research method uses a quasi-experimental research method because the class used for the treatment class, both learning class with acceleration strategy and expository strategy class, is a class that has been formed before and the student’s characteristic is emotional intelligence. The study design was an experimental design with a 2x2 factorial. The research design in question can be seen in Table 2.1 below:

TABLE 1: 2x2 Factorial Experimental Design.

Learning strategies (A)	Emoional Intelligence (B)	Acceleration Strategy (A1)	Expository Strategy (A2)
EQ.High (B1)		A1B1	A2B1
EQ.Low (B2)		A1B2	A2B2

Note:

A1B1 : Students' learning outcomes of music using strategies acceleration and high emotional intelligence

A1B2 : Student learning outcomes in the art of music with strategies acceleration and low emotional intelligence

A2B1 : Student learning outcomes of the art of music with strategies expository and high emotional intelligence

A2B2 : Student learning outcomes for the art of music with expository strategies and low emotional intelligence

### 3. Results and Discussion

The results showed an interaction between learning strategies and emotional intelligence on learning outcomes for the art of music. The interaction of learning strategies and emotional intelligence can be visualized in graphic form in Figure ??:1:

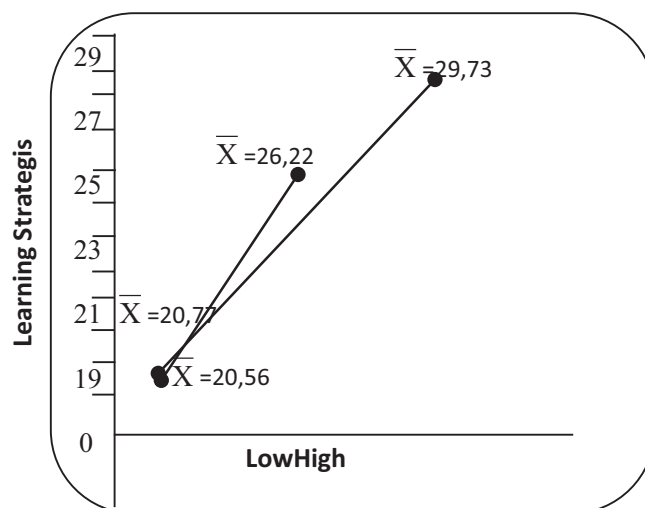


Figure 1: Interaction of Learning Strategies and Emotional Intelligence to The Results of Learning Music Art.

Shows the influence and interaction of learning strategies and emotional intelligence on students' learning outcomes for the art of music, the average learning outcomes of students who are taught with accelerated learning are higher than those with expository learning strategies. This study also proves that the emotional intelligence factor is one of the student characteristics that need to be considered because it is proven that emotional intelligence affects learning outcomes.

TABLE 2: Tabulation of the Number of ANOVA 2x2 Research Designs for Unequal.

Learning Strategy	Acceleration	Expository	Total
Height	$T_{11} = 654$	$T_{11} = 472$	$T_{11} = 1126$
	$X_{11} = 29,73$	$X_{11} = 26,22$	$X_{11} = 28,15$
	$n_{11} = 22$	$n_{11} = 18$	$n_{11} = 40$
Low	$T_{11} = 370$	$T_{11} = 457$	$T_{11} = 827$
	$X_{11} = 20,56$	$X_{11} = 20,77$	$X_{11} = 20,68$
	$n_{11} = 18$	$n_{11} = 22$	$n_{11} = 40$
Total	$T_{11} = 1024$	$T_{11} = 929$	$T_t = 1953$
	$X_1 = 25,60$	$X_2 = 23,23$	$X_t = 24,40$
	$N = 40$	$n = 40$	$n = 80$

### 3.1. The difference in the learning outcomes of students' music learning with accelerated learning strategies is higher than the expository learning strategy

Music art subjects are subjects that include vocals (human voice) and instrumental so that it demands the skills of a teacher in organizing learning material. The art of music is an aesthetic and meaningful expression of ideas or feelings which are manifested through the media of "tone" (human voice / vocals or musical instruments) which are arranged according to certain principles. The learning outcomes of students learning the art of music with accelerated learning strategies are higher than those taught with expository learning strategies.

### 3.2. The Difference in Learning Outcomes of Music Arts with High Emotional Intelligence and Low Emotional Intelligence

This indicates that students who have high emotional intelligence are more able to understand music learning materials than students who have low emotional intelligence. This study also proves that students who have high emotional intelligence are more suitable to be taught using accelerated learning strategies. Learning with an accelerated learning strategy is very appropriate compared to the expository learning strategy to be applied to students who have high emotional intelligence. Students who are able to control themselves, enthusiasm and perseverance, and the ability to motivate themselves are students who have high emotional intelligence.

### 3.3. Interaction between Learning Strategies and Emotional Intelligence on Learning Outcomes of Music Arts The

Results of this study have shown that there is an interaction between learning strategies and emotional intelligence in influencing student learning outcomes. The purpose of education is how to create an atmosphere of learning and the learning process so that students actively develop their potential according to their personal and community needs. To fulfill this, the teacher must be able to manage the learning process so that it can arouse students' emotional intelligence. Creative students are always curious, have broad interests and have creative activities. Student learning outcomes are influenced by the quality of learning and the characteristics of students who learn. Thus, the teacher as the person who is responsible for the success of the learning process must pay attention to one aspect, namely the characteristics of the students he teaches. In accordance with the results of the study, that students who have high intelligence have higher learning outcomes when taught with accelerated learning strategies than when taught with expository learning strategies, and students who have low emotional intelligence have higher learning outcomes when taught with expository learning strategies than if taught with strategies. accelerated learning. Although the accelerated learning strategy is good for students who have high emotional intelligence, it is possible that the learning strategy is used for students who have low emotional intelligence, if in the teaching and learning process students are trained to be able to work together and be able to consume learning outcomes in pleasant conditions, in this way students will be motivated in learning which in turn can improve their learning outcomes.

## 4. Conclusions

The conclusion in the study is that the learning outcomes of students' music art taught with accelerated learning strategies are higher than the learning outcomes of students who are taught using expository learning strategies, so this can be taken into consideration for music teachers to use accelerated learning strategies in learning, especially learning the art of music at the high school level. The characteristics of students in the form of emotional intelligence are proven to have an influence on the acquisition of students' learning outcomes for music. The learning outcomes of students who have high emotional intelligence are higher than the learning outcomes of students who have low emotional intelligence. The results of this study are taken into consideration for the teacher to understand the condition of students so that students who have low

emotional intelligence can get more improved learning outcomes for the art of music by trying to choose the right learning strategy and suitable for students who have low emotional intelligence. High emotional intelligence and low emotional intelligence have their respective advantages. With a variety of learning activities, students who have low emotional intelligence will be trained to be able to develop themselves so that they can increase their self-confidence and ability to understand music teaching materials. Meanwhile, students who already have high emotional intelligence should use and develop their characteristics so as to improve student achievement in learning. Students who have high emotional intelligence get higher learning outcomes when taught with accelerated learning strategies compared to students who are taught with expository learning strategies. The learning outcomes of students who have low emotional intelligence who are taught with expository learning strategies have higher learning outcomes than those who have low emotional intelligence who are taught with accelerated learning strategies. The use of learning strategies that are in accordance with the characteristics of students will make learning activities more meaningful, so that learning is carried out more effectively, efficiently, and has attractiveness. However, it needs to be realized that there is no single learning strategy that is most suitable for every student characteristic or subject matter characteristics. But the results of this study can be an input for teachers of music arts subjects to choose appropriate learning strategies in teaching subject matter. In accordance with the results of the research, it can be applied in designing learning tailored by paying attention to student characteristics, so students who have high emotional intelligence will have higher learning outcomes taught with accelerated learning strategies. For students who have low emotional intelligence, it is necessary to approach students in order to change their behavior in order to improve their emotional intelligence so that the learning outcomes of students who have low emotional intelligence are at least the same as students who have high emotional intelligence.

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