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The Effect of the Learn to Sing Learning Model and Creativity on Student Arts and Culture Learning Outcomes

Rohani Kristiani Damanik
Educational Technology, Postgraduate
Universitas Negeri Medan, Medan
West Sumatera, Indonesia

Efendi Napitupulu
Educational Technology, Postgraduate Leacture
Universitas Negeri Medan, Medan,
West Sumatera, Indonesia

Samsidar Tanjung
Educational Technology, Postgraduate Leacture
Universitas Negeri Medan, Medan
West Sumatera, Indonesia

Abstract: The aims of this study were: (1) to determine the influence of Learn to Sing media and creativity on student learning outcomes in arts and culture subjects; (2) to know the influence of student creativity with Learn to Sing media and creativity on student learning outcomes in arts and culture subjects; and (3) knowing the interaction of Learn to Sing media and creativity on student learning outcomes in arts and culture subjects. The research method used was experimental research in the first experimental group learning with Learn to Sing using an Android smartphone and the second experimental group learning directly. Creativity is divided into high and low creativity. The research was conducted at SMP Negeri 30 Medan. The population of this study was all students of classes VIII-1, and VIII-2. The research design is presented in a 2 x 2 factorial design with the analysis of variance technique (ANOVA). The results showed that: (1) there were differences in the learning outcomes of doing Learn to Sing between groups of students who were taught by the Learn to Sing learning model and students who were taught by the direct learning model, the results of doing Learn to Sing were higher than the group of students who were taught by the learning model. direct learning where (f count = 3.38 > F table = 3.26). (2) there are differences in learning outcomes that have high creativity with groups of students who have low creativity. Students who have high creativity get high learning outcomes than the group of students who have low creativity where (F count = 11.39 > F table = 3.26). There is no interaction between the application of learning with the learning model with the Learn to Sing learning model and the direct learning model with high and low levels of creativity towards learning arts and culture outcomes by doing Learn to Sing students where (F count = 0.45 < F table = 3.26).

Keywords: learn to sing learning model, creativity, learning outcomes of arts and culture

1. INTRODUCTION

Cultural arts learning is a programmed activity that teaches aesthetic values in which there are cultural aspects that are integrated with art. Cultural arts education has multilingual, multidimensional, and multicultural characteristics [1]. Multilingual means the development of the ability to express oneself creatively in various ways and media such as visual language, sounds, movements, roles, and various combinations. Multidimensional means the development of various competencies including conception, appreciation, and creation by harmoniously integrating elements of aesthetics, logic, kinesthetics, and ethics. Multicultural nature implies that art education develops awareness and the ability to appreciate the various cultures of the Archipelago and International. In general, learning arts and culture requires a basic understanding of the application and development of musical elements used for the learning process, including composition, arrangement, mastery of musical instruments, and knowledge of music [2].

Music is a branch of art that has long existed in the world and makes life more colorful. It is undeniable that music also changes the lifestyle of today's people. Music education has experienced very rapid development so various learning methods in music are also innovating. Mobile learning media using smartphones are very varied and interesting so we can spend a long time studying the material available in the application. Learning media must be packaged as attractively as possible so that students can comfortably understand it. Learn to Sing learning media installed on students' smartphones. Music lessons are usually given to junior high school students in the subject of Cultural Arts, especially Music.

Art and culture subjects are subjects that provide opportunities for students to be involved in various experiences of appreciation and creative experiences to produce a product in the form of real objects that are directly beneficial to the lives of students. Based on this, the means to assist in the delivery of learning material is to use tools. In order for students to learn more actively, feel challenged, and be interested in the learning process, one of the learning tools that can be chosen is to use Learn to Sing media.

The world is at your fingertips and students can get accessibility to all kinds of information from anywhere. This minimizes the opportunity to go into collections as well as lookup data. Therefore, mobile phones can be used for some of these functions. What makes information easily available is the mobile application. Each mobile application has a unique functionality that provides its own set of solutions. Mobile apps

for schools have done great for students, making learning fun as well as easy. The application's various attributes increase engagement through knowledge-oriented tasks. Based on the explanations that have been written on the background of the problem, this study aims to advance the Learn to Sing media experiment which will be applied in learning arts and culture for class VIII students of SMP Negeri 30 Medan. Therefore the researcher is interested in examining this study with the title "The Influence of Media Learn to Sing and Creativity on the Learning Outcomes of Arts and Culture for Grade VIII Students at SMP Negeri 30 Medan", namely the Experiment of Learn to Sing learning media to improve learning outcomes for Grade VIII students

1.1 Cultural Arts Learning

Learning arts and culture Art and culture are two things that cannot be separated. Because every art must contain a distinctive culture and vice versa, every culture must contain beautiful artistic values. According to Sachari [3] Art is an absorption word from Sanskrit, namely sani. Which means, worship, service, and offerings. So the word has close ties with a religious ceremony or commonly known as "art". Art itself can also be interpreted as the opposite of nature, namely as a result of human intervention (touch). Art is a diligent human self-management to change an object for the spiritual and physical interests of humans. Art is a human expression that will develop into human culture.

Culture also contains the results of activities in a society such as the opinion put forward by Edward B. Taylor in Ahmad [4] that culture is a complex whole, which includes knowledge, beliefs, arts, morals, laws, customs, and other abilities. other abilities that a person acquires as a member of society. From the explanation above, it can be obtained an understanding of culture as a system of knowledge that includes a system of ideas or ideas contained in human thought. So that in everyday life, culture is abstract, while the embodiment of culture is objects created by humans as cultured beings, in the form of behavior and objects that are real, for example, behavior patterns, language, living equipment, and organization. social, religious, artistic, and others, all of which are intended to assist humans in carrying out social life.

In the world of education, education itself is every effort, influence, protection, and assistance given to children aimed at the child's maturity, or more precisely helping children to become competent enough to carry out their life tasks. That influence comes from adults (or those created by adults such as books, schools, daily life cycles, and so on) and aims at immature people as stated by Langeveld in Hasbullah [5]. Which means education is a goal that is to help every younger person to be able to determine what to do in the future.

In arts and culture subjects, cultural aspects are not discussed separately but are integrated with art. Therefore, the subject of cultural arts is basically a culture-based art education. Arts and culture education as a subject in schools is felt to be very necessary for students because this subject has multilingual, multidimensional, and multicultural characteristics [6].

Cultural arts learning has a very important role, including instilling educational values in students to appreciate themselves freely. Rohidi [7] reveals: "art as a medium in education to increase the creativity of students" so that the potential that students have from birth moves freely and can be developed optimally. Cultural arts education according to Susanto [8] is given in schools because of the uniqueness, significance, and usefulness of a developmental need for students, which lies in the provision of aesthetic experiences in the form of an activity of expression or creation and appreciation of the "learning with art" approach. learning through art", and "learning about art". This role cannot be given by other subjects.

1.2 Learning Media

Learning media is anything that can be used to convey lesson information to students and can stimulate the thoughts, feelings, attention, and willingness of the learner so that it can encourage the learning process. This is supported by according to Arsyad [9], Learning media is anything that can be used to convey information in the teaching and learning process so that it can stimulate students' attention and interest in learning. According to Karim (2014: 7), learning media is an intermediary that connects the sender of the message with the recipient of the message, in this case, the message is in the form of learning material to achieve a goal in matters relating to educational programs. The definition of media refers to something that can transmit information (message) between the source (messenger) and the recipient of the message.

Media are all forms and channels used to convey messages or information [10]. Still from the same point of view, Kemp and Dayton [12], argued that the role of the media in the communication process is as a sender (transfer) that transmits messages from the sender (sender) to the recipient of the message or information (receiver) [13]. In line with this, Munadi [14] states that "media is anything that can convey and channel messages from sources in a planned manner to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively." Media has a very important role in education as a means or device that functions as an intermediary or channel in a communication process between communicators and communicants [15].

Media is any tool that can be used as a channel for messages to achieve teaching goals [16]. Where the media can display information through sound, image, movement, and color, both natural and manipulated, thereby helping teachers to create a more lively learning atmosphere, not monotonous and not boring. Learning media can be regarded as learning aids, namely, anything that can be used to stimulate the thoughts, feelings, attention, and abilities or skills of students so that they can encourage the learning process. This limitation is still quite broad and deep, including the understanding of sources, environment, humans, and the methods used for learning purposes.

1.3 Media Learn to Sing

Mobile Learning Ally [17] explains that mobile learning is learning through mobile wireless technology that allows everyone to access information and learning materials from anywhere and anytime. Learners can set their own when he wants to learn and from which learning resources he wants. So that people have the right to access learning materials and information to improve their quality of life regardless of where they live, their status, and their culture.

Darmawan [18] explains that mobile learning is an alternative that learning services can be implemented anywhere and anytime. Mobile learning is based on the premise that learning can be done anywhere and anytime. Has wide coverage because it uses a commercial cellular network. Can be

integrated with various e-learning systems, academic systems, and instant messaging service systems. Mobile learning in the current context is the ability given to someone to use mobile network technology to access relevant information or store new information regardless of their physical location. Technically it can be said to be private learning that connects students with cloud computing using mobile devices. Mobile learning is the opposite of learning that occurs in traditional classrooms where students just sit, move, and pay attention to the teacher standing in front of the class [19].

Through mobile learning, students can access learning materials and information from anywhere and anytime. Learners do not need to wait for a certain time to study or go to a certain place to study. They can use mobile wireless technology for their formal and informal learning needs. Darmawan [20] explains the development of mobile learning is motivated by the very fast penetration of mobile devices. The number of mobile devices is more than PCs. Mobile devices are easier to operate than PCs. Mobile devices can be used as learning media.

Figure 1. Learn to Sing

Learning media has a very important role in its use as a tool to create an effective learning process. Learning media is a component of learning resources or physical vehicles that contain instructions in the environment of students and can stimulate students to learn [21]. Media in the learning process has goals and benefits to help the learning process and the effectiveness of achieving learning outcomes. The expected learning outcomes from learning arts and culture can maximize students' singing knowledge by using Learn to Sing as a reference and used for singing practice.

1.4 Creativity

Creativity comes from the word creative which means to have creativity, and have the ability to create, while creativity is a person's activity to create something with the ability of creativity that is owned. Creativity is a personal trait of a person which is reflected in the individual's ability to create something new and different from what already exists either in the form of a product or an idea. This ability can be used as a way to solve problems. Soesilo [22] defines creativity as one of the amazing human abilities in understanding and deal with situations or problems differently.

Suharnan [23] defines creativity as a cognitive activity or thought process to produce new and useful ideas. Munandar [24] defines creativity as the ability to make new combinations, and new associations based on materials, information, data, or pre-existing elements into meaningful and useful things. Torrance in Ngalimun and Fadillah, et al. [25] defines creativity as the process of being able to understand the gaps or obstacles in his life, formulate new hypotheses, and communicate the results, as well as modify and test the hypotheses as much as possible. has been formulated. Csikszentmihalyi in Munandar [26], describes creativity as a product related to discovering something, producing something new, rather than accumulating skills or practicing knowledge and studying books.

The research problem formulations are: (1) Is there an influence of Learn to Sing media and creativity on student learning outcomes in arts and culture subjects?; (2) Is there an effect of student creativity using Learn to Sing media and creativity on student learning outcomes in arts and culture subjects?; (3) Is there any interaction between Learn to Sing media and creativity on learning outcomes in arts and culture subjects?

2. METHOD

The research was carried out at SMP Negeri 30 Medan, the objects of the research were students in class VIII-1 and class VIII-2, (even semester) for the 2021/2022 academic year. The population of this study was all students of class VIII consisting of classes VIII-1, and VIII-2. Of the four classes, it was determined randomly that one class was given the Learn to Sing learning model, Class VIII-1, and Class VIII-2 was given a direct learning model.

The research method used was an experimental research method involving two study groups, namely the first experimental group learning with Learn to Sing using an Android smartphone and the second experimental group learning directly. Creativity is divided into high and low creativity. The research design is presented in a 2x2 factorial design with the analysis of variance technique (ANOVA). Data collection is closely related to problems and objectives as well as in the process of submitting hypotheses, therefore data collection techniques need to be carried out carefully and with each other.

To measure student creativity in using a smartphone is through a questionnaire with 4 answer choices. The total number of questionnaire items is 25 questions. The questionnaires created are arranged based on the grid that has been prepared before. The following is a grid of questionnaire items:

Table 1. The lattice of creativity questionnaire items

No.	Indicator	Item Number Question	Total
1	Pleasure	1,2,3,4,5,6	6
2	Interest	7,8,9,10,11,12,13,14,15,16,17,18	13
3	Knowledge	19,20,21,22,23,24,25	7
	Total		25

Validity is a test to determine the validity of the questionnaire items so that they can measure the child's ability. The validation used is item validation by looking at the validity of each questionnaire item. The validity value of an instrument can be calculated using the Person Product Moment correlation formula.

$$rxy = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{N\sum x^2 - (\sum x)^2 (N\sum y^2 - (\sum y)^2)}}$$

Information:
rxy= Correlation coefficient between variable X and variable Y
$\sum xy$= Number of multiplications between variables X and Y
$\sum x2$= Sum of the squared values of X
$\sum y2$= Sum of the squares of the Y values
$(\sum x)2$= The sum of the values of X is then squared
$(\sum y)2$= Sum of Y values then squared

Validity is defined as a measure of how accurately a test performs its measuring function. The test can only carry out its function carefully if there is "something" being measured.

The results of the validity test of the questionnaire items, of the 25 questionnaire items made, it turned out that 6 items were invalid, namely questionnaire items number 5,12,15,21,24, and 25, so the number of questionnaire items used was 19 items.

To test the research hypothesis, data analysis techniques were used with two-way analysis of variance (ANOVA) with a significant level of 0.05. To use a two-way ANOVA, several requirements need to be fulfilled, namely: (1) the data used must be normally distributed, so a normality test is performed using the lieliefors test, and (2) the data must have a homogeneous population variance, so a homogeneity test of variance must be carried out using F test and Bartlett test.

The test criteria for the normality test are: if Lo < Ltable, then the sample is normally distributed; if Lo ≥ Ltable, then the sample is not normally distributed. The test criteria for the homogeneity test are: If Fcount < Ftable, then the sample has a homogeneous variance; if Fcount ≥ Ftable, then the sample does not have a homogeneous variance.

Hypothesis test
For the purposes of the hypothesis, it is necessary to formulate statistics:

Hypothesis 1:
Ho : μA1 ≤ μA2
Ha : μA1 ≥ μA2

Hypothesis 2:
Ho:μB1 ≤ μB2
Ha: μB1 ≥ μB2

Hypothesis 3:
Ho: interaction AXB = 0
Ha : interaction AXB ≠ 0

Information:
A = The average value of student learning outcomes in the Learn to Sing group
A = The average value of student learning outcomes in the Direct teaching group
B = The average value of student learning outcomes with high creativity
B = The average value of student learning outcomes with low creativity
AXB = 0, there is no interaction between learning and creativity models
AXB ≠ 0, there is an interaction between learning and creativity models

3. RESULTS AND DISCUSSION

The data presented in the study consisted of learning scores for the Cultural Arts subject for class VIII students of SMP Negeri 30 Medan who were taught using the Learn to Sing learning model and learning outcomes scores taught with the Direct Learning Model which were grouped on low creativity. Before the hypothesis is tested, it is necessary to test the data analysis requirements. The data requirements needed to test the hypothesis are data that are normally distributed and homogeneous so that the research results can be accounted for by research if the sample is taken randomly (random sampling). The data analysis requirements test was carried out by Liliefors for the normality test, the homogeneity test was carried out by the Bartlett test. For each research variable, the distribution is normal and homogeneous after being tested.

Testing the first, second and third research hypotheses was carried out using a 2 x 2 factorial analysis of variance. Complete calculations can be seen in the appendix. The summary of the calculation results in table 2 is as follows:

Table 2. Table Anava 2 x 2

Creativity	Statistics	learning model		Total
		Learn to Sing	Live	
Height	N	19	20	39
	∑X	544	480	1024
	$\sum X^2$	19960	11602	27562
	M	28.63	24.00	52.63
Low	N	21	20	41
	∑X	424	274	698
	$\sum X^2$	15217	5612	20829
	M	20.19	13.70	33.89
Total	N	40	40	80
	∑X	968	754	1722
	$\sum X^2$	31177	17214	48391
	M	48.82	37.70	86.52

Table 3. Summary of 2 x 2 Factorial Anava Calculations

Source Variation	JK	db	RJK	F_h	F_{tab}
A	572,45	1	572,45	3,830*)	3,26
B	1703,54	1	1703,54	11,397*)	3,26
Inter AB	68,102	1	68,102	0,456^{ns})	3,26
In	8980,86	36	149,47	--	--
Total	11324,95	39	--	--	

^{ns}) non significant
*) significant

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FA = 3.830*) → significant, meaning: There is a significant difference in student learning outcomes between those taught with the Learn to Sing and Direct learning models. The learning model influences the increase in student learning outcomes.

Thus Ho was rejected and Ha stated that there was a significant difference between the learning outcomes of students who were taught by the Learn to Sing learning model and the learning outcomes of students who were taught by the learning model which was directly tested for truth. In this case learning using the Learn to Sing learning model is better than learning using it directly because the average value of student learning outcomes taught by the Learn to Sing learning model (27.43) is higher than the average value of student learning outcomes. taught by the direct learning model (20,25).

FB = 11.397*) → significant, meaning: There is a significant difference in student learning outcomes between students who have high and low creativity. creativity affects the increase in learning outcomes.
FAB = 0.456ns) → non-significant, meaning: There is no interaction between learning models and creativity on student learning outcomes

First Hypothesis
Testing the first hypothesis to determine the effect of using the learning model on learning outcomes is written mathematically:
Ho: There is no difference in learning outcomes between students who are taught using the Learn to Sing learning model and students who are taught with the direct learning model.
Ha : There are differences in learning outcomes between students who are taught using the Learn to Sing learning model and students wo are taught with the direct learning model.
Based on table 3 it can be seen that the Fount value between columns is greater than Ftable (Fount = 3.830 > Ftable = 3.26) at a significant level of 5%. Thus Ho was rejected and Ha stated that there was a significant difference between the learning outcomes of students who were taught with the Learn to Sing learning model and the learning outcomes of students who were taught with a learning model that was directly tested for truth. In this case learning using the Learn to Sing learning model is higher than learning using direct use because the average value of student learning outcomes taught by the Learn to Sing learning model (18.7) is higher than the average value of student learning outcomes taught with the direct learning model (13.5).

Second Hypothesis
Testing the second hypothesis to determine the effect of creativity on learning outcomes mathematically written:
Ho: Student learning outcomes in the subject of Cultural Arts with the Learn to Sing learning model who has high creativity are the same as those who have low creativity
Ha: Student learning outcomes in the subject of Cultural Arts with the Learn to Sing learning model have higher creativity than those with low creativity

Based on table 4.12 it can be seen that the Fcount value between columns is greater than Ftable (Fcount = 11.397 > Ftable = 3.26) at a significant level of 5%. Thus Ho was rejected and Ha stated that student learning outcomes in the Arts and Culture subject with the Learn to Sing learning model which had higher creativity were higher than those with low creativity tested for truth.

Third Hypothesis
Testing the third hypothesis to determine the effect of using the learning model and creativity on learning outcomes is written mathematically
Ho: There is no interaction between learning models and creativity using applications on smartphones on student learning outcomes in the subject of Cultural Arts with the Learn to Sing learning model.
Ha : There is an interaction of learning models and creativity using applications on smartphones on student learning outcomes in the Subject of Cultural Arts with the Learn to Sing learning model.

Based on table 4.15 above, it can be seen that the Fhitune value between columns and rows (interaction) is smaller than Ftable (Fcount = 0.456 <Ftable = 3.26) at a significant level of 5%. Thus Ho was rejected and Ha who stated that there was no interaction between the use of learning models and creativity in influencing learning outcomes was not verified.

For more details regarding the description of the interaction between the use of learning models and creativity can be seen in the following graph.

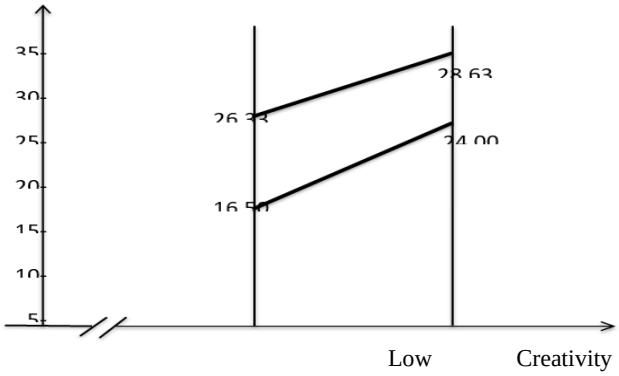

Figure 1. An overview of the interaction between the use of learning models and creativity

3.1 Learn to Sing and Learning Direct learning model

The Learn to Sing learning model is a model that is used as a model in the learning process. The use of the Learn to Sing learning model can provide real experiences for students. The real experience referred to in this case is the direct interaction of students with what they learn themselves. Models in the learning process are the most effective tools for involving the various senses in learning. This is because the Learn to Sing learning model has active, creative, effective, and fun delivery. The real experience involves the learner as a whole, both physically and senses and intellect. In this case, learning stimulates the desire to know more. Learning from books is one method. We can learn from books well if the lessons contained in them are related to something real in a real environment. All such lessons are easier to understand and better remain in memory when learned through contact with real things.

Learning using the Learn to Sing learning model is a learning process in which students are taught by associating the subject matter with the environment of the subject matter being discussed. Students are introduced directly to the original object of the subject matter. Each part of the benada is introduced directly, so students can understand more. In this

learning process, the teacher explains the subject matter with the help of using visual aids. For example, to explain the correspondence material. The teacher explains the material and introduces letters and how to write letters using computer equipment and explains each of its parts.

In this study, based on testing the first hypothesis, it was obtained that the application of learning using models gave a significantly different effect on learning outcomes where Fcount > Ftable so that for the first research hypothesis Ho was accepted and Ha was rejected. Based on the results of learning research using the direct model is less effective in facilitating students in learning. because in this learning the senses of students are less involved as a whole so it affects the process of students' comprehension of the subject matter. So that the knowledge they acquire is not as much as that obtained by students who are taught using the Learn to Sing learning model. In the Learn to Sing learning model, educators foster student creativity by explaining what the benefits are for students, bringing learning experiences that are generally understandable to students and all students naturally, giving students natural learning experiences, providing opportunities (in a variety of ways) for students to demonstrate what they learn into learning, provide opportunities for students to teach or impart their new knowledge to others and motivate students to summarize lessons and ask students to repeat them simultaneously, give students recognition for completion, participate by giving applause, praise, singing, make public posters.

So, from this research, it is clear that learning using the Learn to Sing learning model will have a better effect. on learning outcomes compared to learning using direct learning models.

3.2 Differences in Learning Outcomes from Students who Have High Creativity and Students who Have Low Creativity.

Learning is an activity to change behavior continuously through practice and experience until it becomes a new behavior that is relatively permanent. Creativity can be interpreted as a feeling of interest possessed by students in behavior-change activities that they do continuously through practice and experience.

Creativity level gives a sense of preference and a sense of interest in the field of study. About learning, a student will be more interested in learning based on his desire for something to be learned. A person who has high creativity will have a strong desire to master the material and solve the problems that will be taught so that in the end they can achieve maximum results. But on the other hand, someone who has low creativity tends to give up on the problems they face and lacks a strong desire to master the material to be taught so that in the end they are unable to achieve maximum results.

In this study, based on testing the second hypothesis it is proven that high and low levels of creativity have a significantly different effect on learning outcomes where Fcount > Ftable so that for the first research hypothesis Ha is accepted and Ho is rejected

3.3 The Interaction Between Learning Models and Creativity In Influencing Learning Outcomes

This study concluded that there was no interaction between learning using learning models and students' creativity on learning outcomes. In this study, based on testing the third hypothesis, it was found that the application of the learning model did not have a significant interaction effect with student creativity on learning outcomes, where Fcount < Ftable. It can be seen in the graph on page 82 that this study shows the application of learning with the Learn to Sing learning model and direct application give a significantly different effect on student learning outcomes regardless of student creativity. In contrast, students' high creativity and low creativity have a different influence on learning outcomes regardless of the learning model used. So the proposed hypothesis is rejected (Ha rejected). For this reason, it is necessary to review the theoretical studies in research, because the research and data analysis techniques have been carried out by the research design.

Many factors influence student learning outcomes, namely internal factors, external factors, and learning approach factors, one of which is the completeness factor of students' learning facilities, or the different perceptions of each student in viewing these subjects. These factors are also in many ways often interrelated and influence one another, but it is also possible if these things do not influence each other. This may be because these students have high internal actor intelligence so they are more likely to choose a learning approach that only prioritizes learning outcomes. Many other approach factors also influence student learning outcomes.

For this reason, the reason why there is no interaction between learning using models and student creativity on learning outcomes is possibly due to the influence of student creativity with the existence of learning models that can match other conditions in the subject that cannot be observed by intervening variables). If so, it may be accepted that student creativity and learning using models have a different effects on learning outcomes.

With the application of the Learn to Sing learning model, the learning model does not interact with student creativity. High creativity in the cultural arts lesson "Learn to Sing" is a motivation and encouragement for them to study more actively, to get high learning outcomes, besides that the Learn to Sing learning model will grow the habit of positive competition among them to achieve the best results. This encouragement also causes effective and efficient learning. So that the Learn to Sing learning model will improve student learning outcomes, even though they do not yet have high creativity in the lesson. Therefore this research is to describe what factors cause learning problems, especially in the right learning model to use and master the factors that hinder the student's learning process.

4. CONCLUSION

1. There are differences in the learning outcomes of doing Learn to Sing between groups of students who are taught with the Learn to Sing learning model and students who are taught with the direct learning model get higher results from doing Learn to Sing than the group of students who are taught with the direct learning model where (Fcount = 3.380 > F table = 3.26)
2. There are differences in learning outcomes in carrying out administrative procedures between groups of students who have a high interest in learning and groups of students who have a low interest in learning. Students who have a high learning interest obtain high learning outcomes than the

group of students who have a low learning interest where (F count = 11.397 > F table = 3.26)

3. There is no interaction between the application of learning with the learning model with the Learn to Sing learning model and the direct learning model with high and low creativity towards arts and culture learning outcomes by conducting Learn to Sing for class VIII students of SMP Negeri 30 Medan where (F count = 0.456 < F table = 3 , 26).

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