



## Revitalizing the student's learning motivation using interactive Angklung media during Pandemic

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### ABSTRACT

The study aims to regenerate students' learning motivation by focusing on the use of culture-based learning media owned by the Indonesian nation. This research is a type of qualitative descriptive research, the problem will be described in words by minimizing the use of numbers, the process of collecting and analyzing data is carried out in a narrative manner. Data collection techniques in research at SD Negeri Mojowarno I Jombang were carried out using observation, interviews and documentation studies. In this study, several stages were applied, namely the pre-field stage, the field work stage, data analysis and data report generation. The results of this study indicate that it is concluded that the interactive angklung media that is applied in Social Sciences (IPS) material is an effective learning media to foster student learning motivation, especially during the Covid-19 pandemic, through this interactive angklung learning media the enthusiasm of students in learning begins to grow. and rekindled again.

### INTRODUCTION

Indonesia has several areas of development that are currently the focus of the government and still need to be improved so that they are more organized in each of their fields because certain fields related to state development are likely to result in a better quality of life than before. Developing countries such as Indonesia are required to continue to innovate and adapt to various conditions that often change rapidly. Global problems that have emerged lately stem from the health sector which triggers a health crisis for citizens in various parts of the world and triggers problems in the economy, such as a statement from the Deputy for Economic Affairs who said that Indonesia's economic growth was getting weaker than the previous year. especially during the pandemic, BAPPENAS (2020:14). A decline in the rate of economic growth in Indonesia will also potentially lead to a decline in the quality of education in Indonesia.

The health crisis that occurred was caused by a virus called Corona Virus Disease (Covid) which appeared in early 2019 which until now has not completely disappeared. This condition demands system changes in almost all fields that are strengthened by government regulations in order to accelerate the handling of Covid 19

and to suppress the death rate which had soared high. According to dr. Panji Fortuna Hadisoemarto, MPH, who is a Health Expert, stated that the death rate in Indonesia due to Covid 19 reached 2,048 as of August 10, 2021, so the efforts of the government and Indonesian citizens in fighting this virus continue to be intensified, one of which is through the making of regulations by the government. . The regulations in question are very varied, starting from the regulation on Large-Scale Social Restrictions (PSBB) according to article 4 of the Government Regulation which states that Large-Scale Social Restrictions (PSBB) are applied from the smallest scope which includes a system of holidays for school or work activities, restrictions on some religious activities. as well as restrictions on public activities and even restrictions on the use of public facilities. This is quite a challenge for all groups to adapt to natural phenomena, especially in the field of education, where the system must be shifted to using an online system so as not to cause more intense direct interaction which will have an impact on the health of teachers and students which will trigger the emergence of clusters. new in the case of this Covid 19 pandemic. These restrictions that must be applied create pros and cons in the application of

the education system in all education-providing agencies, considerations of good and bad as well as adaptive demands that require educators and students to remain involved in it. Learning conditions during the Covid-19 pandemic have become a historic story for education providers, which throughout the history of its implementation only occurred in the 21st century, the impact of which was felt. The challenges felt by educators and students are of course accompanied by the following impacts, positive and negative impacts will always be there in every incident. The positive impact that has arisen due to the Covid-19 pandemic in the field of education is that it triggers a faster transformation of education where the parties involved in learning will be forced to be literate and familiar with technology so as to accelerate the era of the industrial revolution from 4.0 to speeding up to the era of the industrial revolution 5.0, that way the use of the internet will be more positive because on assignments students are asked to access information according to teaching materials such as accessing e-books or e-books learning videos sourced from YouTube, the next positive impact is the emergence of online learning which encourages the use of online learning applications which is often followed by the implementation of courses by several learning platforms that contribute to providing assistance in the form of discounts, even many of which free participants who take the course. The pressures that arise during a pandemic like this can actually trigger creativity without any limitations from various parties, namely from researchers, lecturers, teachers and parents to jointly try to do simple experiments by trying effective learning for their students, from unlimited creativity. This requires collaboration from teachers and parents to continue to monitor, consult and cooperate with each other in providing efforts to maintain and improve education for students, especially in the current pandemic conditions. PSBB regulations that cause school activities to be limited have actually become an opportunity for students to have the opportunity to try to apply the knowledge gained from school to a family, students are required to open small discussions with their families and can even apply it to other family members, so that students will become better understand the science because a science will be remembered better if students do it or better known as learning by doing. Limited learning can provide a lot of time for students and families so that supervision is carried out directly by parents so that the student's social environment can be controlled properly, Pangaribuan (2021).

The impact caused by the Covid 19 virus is not only positive but also negative in the field of education, according to Aji (2020) explaining that the negative impact that has emerged is the limited use of technology both from the teachers and students. The limitations of the use of

technology are more felt by teachers born in the 1980s because they are not used to applying it in online learning, while on the part of students they experience difficulties in understanding the use of applications that are accessed. The Covid 19 disaster also requires facilities and infrastructure to be equipped to support the learning process, but in certain conditions there are still some students who come from underprivileged families so that they are constrained in using SmartPhone communication tools. The lack of support for learning facilities and infrastructure is also indicated by the limited internet access, not all educational institutions from the Elementary School (SD) to the Higher Education (PT) level have a stable internet network, even in some corners of the country there are still areas that are very difficult to get Internet Network.

Things that also arise as a result of the Covid 19, which has an effect on students' psychology when doing online learning, this is supported by Yazid's (2021) research which states the same thing. It is stated that there are several impacts that accompany online learning, namely the emergence of behavioral symptoms of frustration, anxiety and feeling confused. This behavior arises because the activity of accessing the internet is maximized in order to participate in online learning that must be followed by students, besides that there are difficulties in accessing the internet network plus the demands of completing assignments from the teacher also makes students tend to be more stressed so they are lazy to follow the next lesson. Students are also less focused when participating in online learning because most online learning only requires students to pay attention to the teacher's explanation through their respective SmartPhone screens.

The results of Hastutiningtyas' research (2021) regarding children's psychological reactions when carrying out online learning activities mostly show poor psychological reactions, this is considered very worrying for the psychology of students in the future, because the success of a learning can be seen from the condition of students who have psychological good and normal conditions as well as stable or normal student mood conditions, in Hastutiningtyas's research emphasizes the cooperation between parents and teachers in seeking learning that is fun but still meaningful.

The impacts described above are also relevant to the results of observations at the Mojowarno 1 Jombang State Elementary School which found several facts in the process of implementing learning in the midst of the Covid 19 pandemic. The learning process carried out in the odd semester of the 2020/2021 academic year implemented learning in accordance with the provisions based on the Joint Decree Number 03/KB/2021 which states that the learning process during the Covid 19 pandemic is carried out face-to-face limited while still implementing strictly

enforced health protocols, besides that this Joint Decree also gives authority to organizers education to provide two learning options, namely limited face-to-face learning and distance learning. Parents of students can choose what kind of learning model will be implemented for their children so that the presence of parents is still needed in decision-making involvement, besides that parents are also encouraged to participate in the supervision of children during the learning process. The Joint Decree was implemented wisely at the State Elementary School 1 Mojowarno Jombang, during the observation activities it was found that its implementation was in accordance with the standard provisions of the applicable health protocol. The learning process carried out by teachers and students went well, but it was found that some students seemed less enthusiastic about participating in learning, from the physical appearance they also looked sluggish, did not show a sense of pleasure and could not follow the lesson well. The interest in learning the material together with the teacher is less prominent and looks bored with the learning process.

The characteristics of the students above indicate the possibility of students being too stressed and bored with learning carried out during the Covid 19 pandemic. The condition of students experiencing psychological fatigue which has an impact on student performance in participating in face-to-face learning. This phenomenon cannot be allowed to continue, given that the success of the learning process is said to be successful if it is supported by the excellent psychological condition of students. Another fact that supports the psychological importance of students to learning is shown by the existence of research that discusses psychological factors that affect learning achievement. The study succeeded in finding the influence of student psychological factors, namely self-concept, learning motivation, gender, age, and level of learning intensity on student achievement. The implementation of learning at the Mojowarno 1 Jombang State Elementary School is dominated by conventional learning models with the characteristics of one-way learning, theoretical in nature, feels monotonous and the most dominant is on the part of the teacher.

The explanation from the class teacher who taught stated that there were limited time and demands on the mastery of the teacher in completing the teaching material so that the process of delivering material was carried out more quickly and focused on the core material. The class teacher also said that the problem of theoretical understanding was quite difficult for the Social Science material with the theme of Cultural Diversity of My Nation, the material has quite a lot of sub-materials and requires students to understand it in a shorter duration. Boredom increases when the teacher conveys the theoretical material verbally, it is often seen that students are more

often daydreaming and yawning when the teacher delivers the teaching material. Every now and then students express their boredom to the teacher and want to end learning immediately, the learning media used by the teacher is also limited to just using a theme book and showing pictures without any real media that can be explored to support students' ability to understand the teaching material on that day's learning.

The importance of using learning media in delivering teaching materials is quite necessary for teachers to consider, in line with research conducted by Mismiati (2017) stating the results of his research that there is a positive influence of student learning motivation with the learning media used on student achievement, especially the material contained in Social Studies subjects, from the results of the research, problems in class on Social Science subjects, especially material about the cultural diversity of my people, need concrete media to spark students' curiosity which can trigger students' interest in learning, the material on my nation's cultural diversity is authentic material that contains a variety of variations. culture that is owned by the Indonesian people and not owned by other countries. This uniqueness attracts the attention of many people from abroad, foreign residents are amazed by the traditional characteristics of the arts in the form of traditional musical instruments, folk songs, traditional clothes, various regional languages, traditional houses to regional specialties in Indonesia.

This unique characteristic needs to be maintained and preserved from generation to generation so that the cultural diversity of the nation can be passed on to the next generation of the nation so that it does not become extinct due to the increasingly modern era with all its sophistication. The younger generation must care about cultural preservation, because the attractiveness of Indonesian culture has been glimpsed by many people from abroad and not infrequently there are still cases of claims that recognize Indonesian culture as belonging to other nations' cultures. Launching information from Kompasiana (2021) states that there are claims from other countries due to the lack of comprehensive information through the media to other parties to introduce the cultural wisdom of the Indonesian nation, the role of the government is also fairly slow in seeking international patents and copyrights for original works from Indonesia. so that other countries are familiar with Indonesian culture and are reluctant to admit it as their own. Today's society is also less responsive to the preservation of the nation's culture, the lack of appreciation for the people who play a role in preserving culture is also the most important factor in the effort to preserve the local wisdom of Indonesian culture.

One of the learning materials about the diversity of Indonesian culture is the introduction of the names of traditional musical instruments, musical instruments in

Indonesia are very diverse. One of the traditional Indonesian musical instruments that have been recognized by the world today is the angklung traditional musical instrument. Angklung traditional musical instrument comes from West Java, this type of angklung traditional musical instrument is made of bamboo. Dated November 16, 2010 angklung has been recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as the original cultural heritage of Indonesia, Repjo (2021). The existence of angklung on the world stage is highly considered, so this is an important concern for the entire community and the Indonesian government to continue to preserve the traditional angklung musical instrument. Support from many parties is the main thing to maintain mutual recognition from the UNESCO world-level organization, so it would be nice if the use of angklung musical instruments was used as a medium in learning so that the current generation directly got experience in recognizing and playing angklung.

Angklung has many virtues including a means of building student character such as mutual cooperation to work together in achieving certain goals, forming student discipline, practicing student accuracy, growing student self-agility, teaching responsibility that all of these characters will be able to arouse students' attention to learn culture. archipelago, Setiawan (2019). Learning media using angklung according to research conducted by Putri (2012) gives the result that by applying a learning method using traditional musical instrument angklung through a learning while playing method is an effective strategy that can attract students' interest in learning, so that with this interest able to liven up the learning atmosphere in the classroom and outside the classroom.

Jombang State Elementary School which found a problem in students' learning motivation during learning during this pandemic, it is necessary to conduct an in-depth study to solve problems by finding effective and efficient solutions and to see an overview of strategies for using media. based on local wisdom on students' learning motivation through interactive angklung.

## METHODS

This research is a type of qualitative descriptive research. The problem will be described in words by minimizing the use of numbers, the process of collecting and analyzing data is carried out in a narrative manner (Sugiyono, 2018: 3). In this study, several stages were applied, namely the pre-field stage, the field work stage, data analysis and data report generation (Moleong, 2014:4).

In the first stage, namely pre-field activities, the researcher prepares all the needs needed when going into the field, starting from the preparation of the research design along with the selection of research sites related to problems and theoretical studies. The thing that the

researchers did not miss was preparing a permit letter from both the campus and the intended agency and determining the research schedule and making research instruments. This research was conducted at SD Negeri Mojowarno I, Mojowarno District, Jombang Regency which is located at Windu Street No. 17, Mojowarno Village, the researchers took the research subjects in fifth grade students, then at the stage of going into the field the researchers began to collect the necessary data. Data collection techniques in research at SD Negeri Mojowarno I Jombang were carried out using observation, interviews and documentation studies. The third stage is data analysis that begins with the data reduction process, the data collected is the result of collecting observational data by observing how educators interact in a lesson that is being carried out, interviews with educators about learning carried out especially during the pandemic and the obstacles experienced educators in teaching and the results of the documentation are selected and analyzed and grouped according to their type. The fourth stage is making research reports, at this stage the results of data analysis are presented with several main points, namely from writing titles, abstracts, introduction to methods, results and discussions as well as conclusions, all of which are sourced from references written in the bibliography.

## RESULTS AND DISCUSSIONS

This research at SD Negeri Mojowarno I Jombang aims to regenerate students' learning motivation by focusing on the use of culture-based learning media owned by the Indonesian nation. The research was conducted during the pandemic on Saturday, September 18, 2021, provided that face-to-face learning activities were permitted but in a limited number. The study took 1 day to get maximum results. It was carried out in 1 high class, namely class V with 35 students, the selection of high class was due to the characteristics of class V at SD Negeri Mojowarno having a good level of focus in receiving information from the teacher so that it became a distinct advantage for students. researchers so that research can run smoothly.

This research went through several stages, starting with the observation of learning activities carried out at the scheduled time. Face-to-face learning at SD Negeri Mojowarno I is carried out in 2 shifts and continues to apply health protocols. It can be seen from the existence of several activities entering the school gate by measuring body temperature by the educator on duty, students who are sick or have symptoms of fever are not allowed to take part in learning, there is no physical touch in the form of kissing the educator's hand as in general students are directly directed to wash their hands with running water. and use hand sanitizer, the use of masks must be applied to all school residents without exception, student chairs and desks are arranged at least 1 meter apart, after shift 1

learning is complete the officer will spray disinfectant in all classes to minimize the transmission of Covid 19 at SD Negeri Mojowarno I. The number of students who take part in learning in shift 1 in the morning class is an average of 19 students while for the afternoon class in shift 2 it is attended by 16 students. take advantage of the level of student focus in the morning, in the afternoon the average student focus is slightly reduced so that learning also experiences obstacles. One day in 1 learning educator teaches the same material with 2 repetitions, namely the material taught in shift 1 is the same as that taught in shift 2, there is no differentiating material or methods and media used in learning in 2 shifts, the duration of face-to-face learning in SD Negeri Mojowarno I is 2 hours 30 minutes in each shift, the efforts of educators in maximizing face-to-face learning are limited enough time and energy.

The learning atmosphere in class V of SD Negeri Mojowarno I Jombang went smoothly, the faces of joy shown by students because they could return to school were felt by both educators and students themselves. Learning begins with the educator who conveys the theme and basic competencies to be studied at that meeting. Educators instruct students to also listen to the theme book and discuss teaching materials together, on the theme 1 Diversity of my Nation learning 1 with Basic Competencies (KD) 3.2 identifying socio-economic, cultural, ethnic, and religious diversity in the local province as the identity of the Indonesian nation and its relationship to the characteristics of space.

The educator tries to give an apperception through a picture of a child dancing a traditional Balinese dance and continues with a discussion about traditional clothes, traditional houses and regional specialties in Indonesia, after the next discussion the educator asks students about the ethnic origin of each student. The formation of a question and answer group consisting of 2 students is carried out by educators to add to the lively atmosphere of interaction between students in social studies learning, educators evaluate the results of group work and jointly make conclusions about the Indonesian nation which consists of various ethnic groups and various cultures. remain under the auspices of the Unitary State of the Republic of Indonesia (NKRI). This diversity is a special gift for all Indonesian citizens who should be grateful for its existence, in the material on the diversity of traditional musical instruments, educators will display several pictures of traditional musical instruments spread across Indonesia, there are pictures of traditional musical instruments angklung, harp, saluang, drums and tifa. In order to increase students' understanding of traditional musical instruments, educators provide a table containing the names of traditional musical instruments, regional origins and how to play them.

Explaining the material of traditional musical instruments through pictures is deemed less effective to attract students' interest and motivation to learn, the educators will present one of the traditional musical instruments which is played in bulk so that all students get a part and experience in playing original traditional musical instruments owned by Indonesia. . Among the traditional musical instruments that have been displayed, the traditional angklung musical instrument has criteria that are easy to apply to elementary school students, besides the price is cheap and affordable by funds, it also has a culturally festive side which will later be able to attract students' interest in learning so that learning motivation grows. It is hoped that on this occasion the traditional musical instrument angklung gives an educational impression because it is delivered in tandem with the delivery of thematic learning materials about the diversity of the Indonesian nation. One by one students get an angklung with various tones, the application of angklung learning media uses a tone of 1 octave consisting of 8 tones, namely do, re, mi, fa, sol, la, si, do high notes, along with the number and tone in question. :

**Table 1.** Angklung scales

Numerical notations	Tone
1	Do
2	Re
3	Mi
4	Fa
5	Sol
6	La
7	Si
I	Do Tiggi

Joyful expressions can be clearly seen on the faces of students who have never held a musical instrument before traditional angklung. Students usually only see pictures of angklung in books, television, and buskers on the roadside. The pleasant impression is reflected in the broad smile and the initiative to ring the angklung instrument without any warning so that the class atmosphere becomes busier than usual, in order to respond to this, the educator gives a signal to the students to pay attention and follow the instructions.

The initial instructions given by the educator to the students' attention are regarding the parts of the angklung, there are 3 tubes namely the first tube is the base tube which is located at the bottom as a support for the establishment of 2 tubes and 3 other supports, the second tube is a large tube which is the highest in size than the other tubes and there are numbers as an indication of the tone of the angklung, the third tube is a small tube that is right next to the large tube, between angklung is hung on small pieces of bamboo and roped using rattan. The natural materials used in the manufacture of angklung are taken

from Indonesian produce, the bamboo used is white bamboo and black bamboo.



**Figure 1.** Angklung Traditional Musical Instrument

Submission of information about the angklung section is important enough for all students to pay attention to so that in the next explanation students can understand it quickly and easily.

Next, the educator explains how to hold the angklung correctly in order to produce a harmonious sound and avoid feeling tired when you have to ring it for a long time, here's how to hold the angklung correctly:

1. Position the big tube to the right of the player or student
2. The right hand holds the bottom of the base tube
3. The left hand grips the middle support
4. The hand position is relaxed and slightly straight

After explaining how to hold it, the teacher then tried to test the sound of the angklung produced by the students, starting to test the angklung tones of do, re, mi, fa, sol, la, si, do high so it was found that the distribution sounded less harmonious. To make it easier to monitor the tone, students are grouped based on the angklung note they are holding. The do tone angklung gathers on the far right bench, then the re tone angklung gathers in the row next to the do tone angklung, and so on to form groups of tones. Students in groups are required to maintain a safe distance according to applicable health protocols, after the group is neatly formed, the educator and students will try to sound and feel the cohesiveness resulting from playing angklung in tone groups. Students are trained sensitivity and sense of intuition in assessing the harmony of a tone.

Students understand the importance of cohesiveness in playing the angklung tone in each group, the next step the

educator explains and gives examples of how to sound the angklung correctly, namely only vibrating the bottom of the base tube while the support is still tightly gripped, the collisions that occur between the tubes will result in the distinctive sound of this angklung traditional musical instrument. The amazement expressed by the students added to their curiosity and desire to explore the typical Indonesian musical instruments they played. To answer students' curiosity about the application of the angklung musical instrument that harmonizes with the tones given to each student, the educator invites students to try to play it on a folk song entitled Manuk Dadali originating from West Java which was created by Sambas Mangundikarta in In the 1960s, to add meaning to this folk anthem, educators also conveyed the message required in the lyrics of the song Manuk Dadali, which means an image of the garuda bird that is dashing and can fly high and becomes the symbol of the Indonesian state. The teacher writes the song title, songwriter, number notes and lyrics on the blackboard with a size large enough so that it can be seen by students from the bench in front, middle, side or back. Responding to the reaction of students who were very enthusiastic about playing the traditional angklung musical instrument, the educators also prepared numeric notes for the song Lir-ilir originating from Central Java, this song was created by Sunan Kalijaga in the 16th century which has deep enough meaning to be studied as life values. Humans, don't forget the educators also write down the lyrics of the song Ibu Kita Kartini which is the national anthem, this song has a numbered note that represents all the notes in 1 octave of angklung so that no student just stands still without playing the musical instrument that is being held, all students take turns will ring the angklung. Each number note in a song is practiced using angklung then together the educator and students sing the lyrics written on the blackboard, the experience of educators in exploring pedagogic abilities is clearly seen in increasing their mastery so that they become conductors or guides in playing angklung musical instruments in groups. increase the confidence of educators and students. The activities depicted in class V at SD Negeri Mojowarno I Jombang are very different from usual learning, learning with interactive angklung media changes the classroom atmosphere to be more lively and indicates the growth of student learning motivation.

Appreciation to the most compact group in playing the angklung is given by educators through praise and asking the group to take pictures as the best group, with this, students will feel appreciated for all their efforts in playing the angklung musical instrument. adding to his sense of pride in his love for this nation which means that students' sense of nationalism is also nurtured from an early age, then the best group photos will be published in classrooms and student reading corner magazines. This effort is carried out because the benefits that will be felt by students are an

increase in student learning motivation, in the future students will be more enthusiastic in studying diverse Indonesian cultures so that this is an educator's effort to moral responsibility by keeping the nation and the nation's culture to continue to be grounded so far from the word extinct.

Appreciation activities to students in front of their friends will be followed by reflection activities on learning which also need to be carried out to find out the meaning felt by students in learning the interactive angklung musical instrument learning media. Students are given a question that is answered using words that are made themselves verbally and are fully listened to by the educator, this also functions as a medium of interaction in understanding what students are feeling during the learning process, educators can also know the ability of students both in terms of understanding the material, emotional maturity and skills that support students to grow in their fields. Reflection activity is one of the activities in an effort to control the regulation of students' emotions, students are taught to understand what they feel, what to do with what they are feeling, challenge themselves, students are also led to understand several types of emotions both positive and negative emotions followed by how to channel it properly and correctly, students are also taught to take lessons in every incident that students are experiencing from the learning they are following.



**Figure 2.** Musical Instruments

In line with the application of concrete media through interactive angklung, there are several obstacles experienced by educators during face-to-face learning, namely:

1. Instruct students to focus on interactive angklung conductor directions. There are some students who do not focus on the conductor's instructions so that when playing the angklung it is not played according to the instructions.
2. The regulation of emotions raised by students is sometimes uncontrolled. The reactions of students in groups that demand cohesiveness are not controlled, so there are students who release their emotions towards students who are less alert in playing the

angklung musical instrument, these emotions are poured in their words to the students concerned and cause a little noise.

3. There are groups who lack confidence in playing the angklung musical instrument. Several times the conductor had to give words that were able to create a sense of trust in the group so that this was followed by other students to encourage each other.

Responding to the obstacles faced by educators in the application of angklung musical instruments, the things that interactive angklung conductors do are as follows:

1. Make an agreement in advance to be more focused and make an ice breaker to bring students back to focus on the instructions requested
2. Responding to students' emotional regulation that is less controlled, the educator will provide example sentences to remind students or friends without causing conflict and noise.
3. Conductors provide more support to students who are less confident when playing the angklung musical instrument so that students feel that playing the angklung instrument is not something that threatens their psyche in expression.
4. Appoint students as group leaders who are selected based on emotional maturity among other students. The student who becomes the group leader will assist the conductor in providing direction to other students who are members of his group, so this will make it easier for students to overcome their problems in each group.

## CONCLUSIONS

Based on the research entitled "Growing Learning Motivation Using Interactive Angklung Media during the Covid-19 Pandemic" at SD Negeri Mojowarno I Jombang, it can be concluded that interactive angklung media applied in Social Sciences (IPS) material is an effective learning media to foster learning motivation. Students, especially during the Covid-19 pandemic, through this interactive angklung learning media, the enthusiasm of students in learning began to grow and was rekindled again.

Understanding of teaching material through interactive angklung media is also well helped because with the experience of students in playing it, the mentality of students will be easy to remember and in such a position the students' memories will be opened about the things they are studying, besides that educators act as conductors in the implementation of angklung. Interactive learning for social studies will increase experience and mastery of teacher competency standards in terms of pedagogics so that students and educators will be motivated to learn and implement lifelong learning missions. The feeling of laziness, boredom or boredom experienced by students will

disappear when studying various Indonesian cultures, especially being able to play directly and touch the angklung traditional musical instrument concretely in learning can increase the love for the Indonesian homeland.

The appreciation given by educators in playing interactive angklung learning media is able to grow and increase students' self-confidence to introduce indigenous culture from Indonesia, so that hopes from the older generation to the younger generation can continue the struggle of Indonesian culturalists so that Indonesian culture is still moved in each generation without worrying of the extinction of the nation's culture.

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