

## ABSTRAK

Penelitian ini mengkaji tentang pembelajaran musik keroncong melalui pendekatan konstruktivistik di SMP Damian School. Metode penelitian yang digunakan adalah *desain based research* melalui pendekatan kualitatif, suatu kajian sistematis untuk merancang model pembelajaran. Keempat fase DBR disesuaikan berdasarkan kesepakatan antara peneliti dengan tim kolaborasi serta berdasarkan persoalan yang terjadi dilapangan. Hasilnya yang pertama yaitu desain pembelajaran meliputi tahapan, materi, strategi, media, sintaks, dan evaluasi. Kedua implementasi pembelajaran meliputi tahap apersepsi, eksplorasi, diskusi dan penjelasan konsep, serta pengembangan dan aplikasi. Peran dari pendekatan konstruktivistik ini siswa dapat mengkonstruksi sendiri pikirannya tentang musik keroncong. Untuk proses asimilasi siswa mampu menginterpretasi suatu fenomena musikal musik keroncong. Untuk proses akomodasi siswa mampu mengkonstruksi aspek musikal dari keroncong kepada alat musik lainnya seperti pianika, rekorder, keyboard, gitar. Untuk proses equilibrium siswa mampu menerapkan pola irama engkel ke dalam lagu sipatokaan dengan menemukan sendiri progress akor dan melodi utamanya. Dengan demikian model pembelajaran musik keroncong dapat diterima sebagai alternatif dalam pembelajaran seni budaya di SMP Damian School.

**Kata Kunci:** Pembelajaran, Musik Keroncong, Pendekatan Konstruktivistik

## **ABSTRACT**

*This study examines the learning of Keroncong Music through a constructive approach in Damian Junior High School. The research method used is design based research through a qualitative approach, a systematic study to design learning models. The four DBR phases are adjusted based on agreement between the researcher and the collaboration team and based on the problems that occur in the field. The first result is learning design includes stages, material, strategy, media, syntax, and evaluation. The two implementations of learning include the stage of apperception, exploration, discussion and explanation of concepts, and development and application. The role of this constructivistic approach is that students can construct their own thoughts about keroncong music. For the assimilation process students are able to interpret a musical phenomenon of keroncong music. For the accommodation process students are able to construct musical aspects from keroncong to other musical instruments such as piano, recorders, keyboards, guitars. For the equilibrium process students are able to apply the ankle rhythm pattern to the sipatokaan song by finding their own progress chords and main melodies. This the keroncong music learning model can be accepted as an alternative in learning arts and culture at Damian School Middle School.*

**Keywords:** *Learning, Keroncong Music, Constructivistic Approach*