BAB V

PENUTUP

5.1. Kesimpulan

Berdasarkan hasil pengujian hipotesis penelitian, kreativitas musikal dalam penelitian ini terbukti mendukung kinerja memori kerja anak dengan gangguan pendengaran (nilai Sig. (2-tailed) = 0,003 < 0,05). Perlakuan yang diberikan juga terbukti cukup efektif untuk mendukung kinerja memori kerja anak dengan gangguan pendengaran (*N-gain score* 60,2083 atau 60%).

Proses kreatif dalam pelatihan musikal penelitian ini menghasilkan improvisasi dan komposisi irama yang melibatkan kemampuan anak untuk mengingat serta memproses informasi musikal menjadi sebuah ide baru. Kemampuan anak dengan gangguan pendengaran dalam mempersepsikan irama musikal ini didukung oleh kemampuan mereka dalam berpikir serta menyerap informasi melalui indera visual. Informasi tersebut disimpan dan diolah dengan mengandalkan kemampuan figural. Hal ini menjadi bukti bahwa anak dengan gangguan pendengaran dapat memperoleh persepsi musikal melalui indera visual dan kemampuan figural.

5.2. Saran

1. Besarnya manfaat aktivitas kreativitas musikal terhadap memori kerja anak dengan gangguan pendengaran membutuhkan perhatian dan perencanaan jangka panjang. Hendaknya para pelaku bidang edukasi musik dan peneliti dapat meneliti hubungan aktivitas musikal dan fungsi kognitif lainnya bagi anak berkebutuhan khusus, terkhusus anak dengan gangguan pendengaran.

2. Bagi penelitian selanjutnya yang hendak membahas topik serupa diharapkan dapat melakukan eksplorasi manfaat musik untuk kemampuan lainnya bagi anak dengan gangguan pendengaran maupun anak berkebutuhan khusus lainnya. Metode pembelajaran musik yang semakin berkembang juga patut diberi perhatian sehingga menemukan metode yang efektif dalam memberikan pendekatan musikal bagi anak berkebutuhan khusus.
3. Karakteristik tugas eksperimental mempengaruhi hasil penelitian, sehingga perlakuan musikal yang diberikan pada penelitian selanjutnya dapat memberikan hasil yang berbeda. Penulis merekomendasikan perlakuan musikal yang diberikan pada penelitian selanjutnya mungkin dapat mempengaruhi persepsi melodi anak dengan gangguan pendengaran.

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