BAB V

PENUTUPAN

A. Kesimpulan

Penelitian ini menunjukkan bahwa mendengarkan musik instrumental jazz dapat meningkatkan *selective attention* mahasiswa, ditunjukkan oleh penurunan *response time* (RT) dan *error rate* (ER) secara signifikan dari kondisi hening (*pretest*) ke kondisi saat stimulus musik diberikan (*posttest*). Musik instrumental jazz bergaya *bebop*, yang memiliki tingkat *arousal* lebih tinggi dengan karakteristik musikalnya seperti tempo yang cepat, mampu menurunkan RT yang secara signifikan lebih besar dibandingkan *ballad jazz*. Penurunan RT tersebut menunjukkan pengaruh peningkatan kecepatan respons. Meskipun tidak menurunkan RT sebesar *bebop*, musik instrumental jazz bergaya *ballad* juga terbukti menurunkan RT dan ER secara signifikan, yang menunjukkan kontribusinya dalam memfasilitasi *arousal* secara optimal guna mendukung kinerja *selective attention*. Tidak terdapat perbedaan signifikan pada ER dan skor *attention* EEG antara kedua gaya tersebut, walaupun terdapat tren yang menunjukkan bahwa *bebop* sebagai *high-arousing music* cenderung sedikit lebih efektif dalam menjaga akurasi yang ditunjukkan oleh ER dan *alertness* yang ditunjukkan oleh skor *attention* EEG. Temuan dalam penelitian ini menunjukkan bahwa melalui mekanisme dimensi *arousal*, musik instrumental jazz terbukti dapat memengaruhi *selective attention* mahasiswa secara signifikan. Namun,

efektivitas pengaruhnya dapat bervariasi tergantung pada karakteristik dari gaya musik yang digunakan, seperti kompleksitas musikal dan tempo serta potensi *overstimulation*-nya, yang secara spesifik turut memodulasi kinerja *selective attention* tersebut.

B. Saran

Berdasarkan temuan yang diperoleh dan keseluruhan penelitian, peneliti merumuskan beberapa saran yang kiranya dapat digunakan baik dalam konteks praktis pendidikan ataupun sebagai titik dasar eksplorasi lebih lanjut dalam penelitian serupa di masa mendatang.

1. Musik instrumental jazz dapat dijadikan opsi musik latar yang efektif untuk meningkatkan *selective attention* pada mahasiswa saat dalam proses belajar atau pekerjaan kognitif lainnya. Pemilihan gaya musikal sebaiknya disesuaikan dengan kebutuhan kognitif terkait.
2. Bagi praktisi pendidikan, temuan penelitian ini dapat menjadi acuan yang patut dipertimbangkan dalam merancang lingkungan belajar yang memperhatikan stimulus *auditory* secara menyeluruh dan kontekstual berbasis empiris, dalam rangka mendukung kinerja kognitif mahasiswa seperti halnya *selective attention*.
3. Peneliti merekomendasikan bagi peneliti selanjutnya untuk mengeksplorasi pengaruh spesifik dari aspek-aspek lainnya baik dari sisi musikal ataupun dimensi lainnya, dan juga membandingkan dengan instrumen lain ataupun format yang berbeda. Selain itu, peneliti selanjutnya disarankan untuk menambahkan metode

pengukuran yang lebih komprehensif dan akurat. Peningkatan pemahaman mendalam terkait teori dan mekanisme *attention system* serta penambahan jumlah dan diversitas partisipan pun sangat disarankan bagi peneliti selanjutnya. Turut dianjurkan pula untuk penggunaan EEG dengan spesifikasi perangkat yang lebih tinggi apabila data neurosains dijadikan sebagai salah satu variabel utama, guna hasil dan interpretasi yang lebih presisi serta mendalam.

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