

## BAB V

### KESIMPULAN DAN SARAN

#### A. Kesimpulan

Berdasarkan hasil penelitian dan pembahasan yang telah diuraikan, dapat ditarik kesimpulan bahwa terdapat perbedaan kompetensi sosial siswa sebelum dan sesudah aktivitas *body percussion* yang dapat dilihat dari rata-rata skor *pretest* dan *posttest*. Secara deskriptif nilai rata-rata 37,31 pada saat *pretest* mengalami peningkatan menjadi 40,13 pada *posttest*. Selain itu, hasil uji Paired sample t-test menunjukkan nilai signifikansi Sig. (2-tailed) sebesar  $0,000 < 0,05$ , sehingga  $H_0$  ditolak dan  $H_1$  diterima. Penurunan standar deviasi dari 3,381 (*pretest*) menjadi 2,754 (*posttest*) menunjukkan bahwa peningkatan kompetensi sosial terjadi secara merata di seluruh siswa, bukan hanya sebagian.

Aktivitas *body percussion* memberikan pengaruh yang besar terhadap kompetensi sosial siswa kelas IV SD Kanisius Kintelan. Hal ini diperkuat oleh hasil perhitungan *effect size* Cohen's  $d = 1,476$  yang tergolong dalam kategori *large effect*. Besarnya pengaruh ini disebabkan karena sifat *body percussion* yang kolektif dan kinestetik, sehingga proses menyamakan ritme antar siswa menciptakan rasa kebersamaan dan mendorong terbentuknya hubungan antar siswa yang positif. Melalui proses inilah berbagai dimensi kompetensi sosial

dalam kerangka CASEL, meliputi *self-management*, *social awareness*, *relationship skills*, dan *responsible decision-making* secara bertahap berkembang pada diri siswa.

## B. Saran

Berdasarkan temuan dan keterbatasan penelitian ini, peneliti merumuskan beberapa saran yang bisa digunakan dalam konteks tenaga pendidik maupun untuk peneliti selanjutnya di masa mendatang. Saran yang dirumuskan oleh peneliti adalah sebagai berikut:

### 1. Bagi penelitian selanjutnya

Penelitian ini terbatas pada aspek kompetensi sosial secara umum, sehingga peneliti selanjutnya disarankan untuk mengeksplorasi pengaruh *body percussion* terhadap variabel psikologis lain, dengan durasi pelaksanaan yang lebih panjang atau subjek penelitian yang lebih luas untuk memperkaya temuan ilmiah.

### 2. Bagi tenaga pendidik

Temuan ini diharapkan dapat menjadi salah satu alternatif metode pembelajaran yang inovatif untuk membangun keterlibatan siswa di dalam kelas dan membangun dinamika kelas yang lebih positif. Siswa yang kurang percaya diri bisa menjadi lebih terlibat aktif dalam aktivitas berkelompok tersebut. Selain itu, aktivitas musik berkelompok yang berbasis pengembangan

karakter, terutama yang terdapat dalam SEL, dapat diterapkan ke dalam kegiatan pembelajaran harian atau ekstrakurikuler sehingga dapat menciptakan lingkungan belajar yang positif dan mendukung kesejahteraan psikologis anak.



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