

Efforts to Improve the Ability Technique Play Music *Keroncong* Uses the Drill Method in Extracurricular in SMAN 1 Pemalang

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Abstract—The research was distributed by duration and extracurricular learning instrument which is still lacking. This research aims to know the technical upgrade play *Keroncong* music instruments using the drill method in extracurricular Design of this study using the Kurt Lewin model in the second cycle consisting of planning, implementation and observation, and reflection. Data collection through assessment tests. The results of the study show that technical ability to play *Keroncong* music from pre-cycle which earned an average of 66.41 with the details of 75% of students are not completed in the extracurricular at SMA N 1 Pemalang. After applying the drill method results obtained from the first cycle test obtained by 24 students or 100% of students completed and 0 or 0% of students have not finished with an average value of 82.55. then on the results of the cycle II test shows that 24 100% of students have finished and 0 or 0% of students have not finished with an average score of 91.93.

Keywords—*Keroncong*, extracurricular, drill method

I. INTRODUCTION

From some extracurricular activities in SMAN 1 Pemalang, *Keroncong* is extracurricular activities that were recently formed by the school. *Keroncong* music is one of them the type of music that is much favoured by adults. Music that plays with a distinctive rhythm this is very popular with adults in the Pemalang area.

Holding of extracurricular music is seen from the lack of time in the activities of intra-school or during class hours so not all material is conveyed to students, but in the process of learning *Keroncong* music on extracurricular activities found obstacles, among others: lack of interest in students on the genre of *Keroncong* music, the lack of the ability to play *Keroncong* instruments using correct technique because students have never known *Keroncong* music before so that students do not understand the music playing techniques, lack of time for *Keroncong* extracurricular activities, inadequate *Keroncong* musical instruments, and methods learning that is less effective in learning *Keroncong* music [1, 2, 3].

At first the students are following this *Keroncong* extracurricular activity is not very good at playing instruments *Keroncong* music, can be seen during practice, students are still unfamiliar with the beat so that in the technique of playing musical instruments and mastery of *Keroncong* harmonization is not really true mastered. In playing the *Keroncong* rhythm with the appropriate rhythm still guided, participants students have not been able to play on their own, so the trainers still

join in singing the rhythms together the rhythm then the students follow the appropriate *Keroncong* rhythm. On displacement chords are also still assisted by the trainer, the students cannot learn themselves and look for chords itself.

Can also be seen musical instrument playing techniques, students do not know the technique playing violin, *cak*, *cuk*, cello, guitar, bass correctly [4, 5]. In playing a violin for example, students do not use techniques in playing violin, so students are still original just swipe and sound. The same is true when playing *cak*, *cuk*, and guitar students playing it without technique is just the origin of picking it. In playing the cello also with students not using the right technique, the method of picking it is also not correct.

To improve the ability of the technique to play the music *Keroncong*, we uses the method of drill (exercise), the application of this method emphasize on exercises that are done in over and over again to improve the skills of learners in a learning aspects so that learners are able to do it well. By using the method repeatedly expected to facilitate the next exercise, and the ability of learners in play tool *Keroncong* music can be increased.

The problem formulated in this research are given as follow:

- The lack of ability of the students in the technique of playing a *Keroncong*.
- In short duration of extracurricular learning, so that students also obtained the material a little.
- Availability of very little musical instruments is often the obstacle while the exercise lasted
- The use of a less varied learning methods causes less students obtaining study new shades.

This rest of this paper is organized as follows. Section II explain the definition of *Keroncong* music and drill method. Section III describes the proposed research method. Section IV presents the results and following by discussion. Finally, Section V concludes this work.

II. THEORETICAL BACKGROUND

A. *Keroncong*

According to Becker [6, 7], *krincing* dancers *ngremo* (a dance from the island of Madura) is probably the connotation or association to the word *Keroncong*. Music experts say the origin of the name "*Keroncong*" is derived from the translation of the sound of the tool music is a kind of small

guitar from Polynesia (ukulele) who is roped the five [8]. Mack [9] mentions that before the term *Keroncong* used for music, these terms are only intended refer to a type of musical instrument small guitar which is called ukulele brought from Southeast Asia by the Portuguese around.

Sastrowardoyo in [10] states that the music *Keroncong* is a type of music that his soul contains touch (appeal) reaching nature of real life in a direct and realistic. According to some of the statements of the experts that have been outlined above it can be concluded that music *Keroncong* is a type of musical instrument, emphasis on musical instruments guitar is the object being studied through the techniques of the game. Hence, a musical instrument that became the hallmark of music *Keroncong* is a ukulele.

B. The instruments of music

Keroncong musical instruments in *Keroncong* includes cak, cuk, cello, guitar, bass, flute, and violin. In the old days tool music *Keroncong* not like that there is now need of time or the evolution of a very long. Each instrument incorporated in *Keroncong* has the function of each. According to the function of the tool *Keroncong* music has two the term of that instrument front and instruments behind. According to Harmunah [11], game *Keroncong* is already said to be complete if there is already an instrument front that serves the holder of the melody, and instruments as accompaniment.

C. The drill method

In this research the author using the method of drill, which, according to the author of this method is the most appropriate method for research. According to Djajadisastra [12] method of drill is an activity do it the same, repeated in earnest with the aim of we can strengthen an association or perfecting a skill in order to become permanent. Sagala in [13] argue the drill method is a way of teaching that is good to inculcate the habit of - certain habits, as well as a means to acquire a dexterity, the accuracy, opportunity and skills.

From some the opinions above, it can be concluded that drill is method or way of teaching in its application emphasize on exercises that do over and over again to improve the skills of students in an aspect of learning so that students able to do this automatically and with better. The drill method can be used to install a particular skill to students with perform repeatedly, until the student was able to do it yourself without the help of the supervisor or coach again. According to Roestiyah [14] the method of drill aims to:

- Have the skills of motorist or motion such as memorizing words, writing, using tools or making an object, carry out the motion in the sport.
 - Develop the skills of the intellect,
 - Have the ability connect the state with other things.
- Therefore, from the above statement it can be said that in using the method of drill to find advantages and disadvantages on the methods of drill.

III. MATERIAL AND METHODOLOGY

A. Data

Research procedure are arranged in order to facilitate the course of the process research. The procedures are arranged in the form of stages that will be implemented by the

researcher, in addition the stages are arranged is also a guide to the research process to be more focused. According to Kurt Lewin (See Figure 1) stated that the Classroom Action Research (PTK) consists of several cycles, each cycle consists of four steps, namely: (1) planning, (2) the action or actions, (3) observation, (4) reflection (see Figure 1).

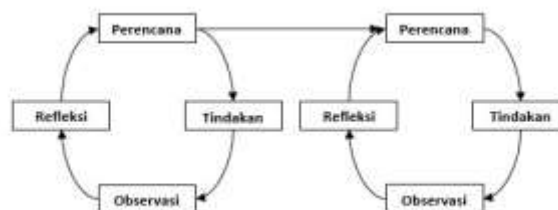


Fig 1. The design of the PTK

Data collection used as the basis for the use of the report either oral or written. Data collection was performed by the method of test and non-test because in this study the data revealed through the qualitative research method of classroom action research. Data collection is pursued through the appearance of the subject of research, diary, observation, interview and documentation.

B. Method

This research uses qualitative approach with any method of classroom action research (classroom action research). Classroom action research is a form of activity of self-reflection carried out by the perpetrators of education in a situation education to improve the fairness of a) practices of their educational, b) their understanding of such practices, and c) the situations in which such practices implemented. Classroom action research can also be defined as a scientific activity conducted by the teacher in a class of its own with the way of designing, carrying out, observing and reflecting and participatory aims to improve or enhance the quality of learning process in class [7].

C. Research Instrument

The Table I below describes Rubik's Assessment of The Game *Keroncong*.

TABLE I. RUBIK'S ASSESSMENT OF THE GAME *KERONCONG*

No.	Aspect Asses	Score	Description
	<i>Keroncong</i> music techniques	4	Very good, students have done techniques the game perfectly.
		3	Good, the students have already done the technique properly.
		2	Enough, students doing engineering game with good but not perfect
		1	Less good, students do a rudimentary game technique.
	Rhythmic accuracy	4	Very good, students are already playing the rhythm perfectly.
		3	Good, students are already playing the rhythm nicely.
		2	Good enough, students play a rhythmic less than perfect.
		1	Less good, students play a rhythmic yet perfect.

	Compactness	4	Very good, the cohesiveness of the students in the play <i>Keroncong</i> is already very compact.
		3	Good, the cohesiveness of the students in the play <i>Keroncong</i> already compact.
		2	Good enough, the cohesiveness of the students in the play <i>Keroncong</i> less compact.
		1	Less good, the cohesiveness of the students in the play <i>Keroncong</i> is not compact.
	Harmonization in <i>Keroncong</i>	4	Very good, harmonization in the game of <i>Keroncong</i> is perfect.
		3	Well, harmonization in the game perfect <i>Keroncong</i> .
		2	Good enough, harmonization in the game <i>Keroncong</i> less than perfect.
		1	Less good, harmonization in the game of <i>Keroncong</i> is not perfect.

D. Analysis Data

According to Arikunto [15] how the calculation of the overall value of students who follow the process learning can be calculated using the following formula:

$$\text{Value} = \frac{\text{score valuation}}{\text{score maximum}} \times 100\% \quad (1)$$

Next, to determine the increase the average value of the beginning and end of the study, then used calculation according to Hajar and Evan [16], namely:

$$\text{Increase} = \frac{\text{final score} - \text{initial score}}{\text{initial score}} \times 100\% \quad (2)$$

IV. RESEARCH REASULT AND DISCUSSION

A. Discussion

Before conducting research, researchers must find out how the initial conditions of the students in SMA Negeri 1 Pemalang. At the stage of the pre-cycle or often called with the initial conditions, researchers conducted tests to determine the condition of the ability to play the technique of *Keroncong* music through the practice of playing music. The initial test results can be used as a reference for researchers to carry out actions that are subsequently Based on the results of the pre cycle, 6 students or 25% students completed and 18 students or 75% has not been completed. Based on the description of proficiency level, can be seen the results of the test to determine the ability of playing technique music *Keroncong* predicate less because the average score obtained by students on aspects of the assessment is still less than two (< 2).

B. The results of the Research

- Cycle I, based on the results of cycle I, 24 students or 19% of the students completed and 0 students or 0% has not been completed. In detail at the cycle I level the ability to play music students have average 82.55, the value of at least 75 and a maximum value of 93.75.
- CYCLE II, based on the results of the cycle II, 24 students or 100% of students completed and 0 students or 000 have

not been completed. From the obtained value of the average of 91.93, at least to 81.25 and a maximum of 100 (see Figure 2).



Fig 2. Graph The Results Evaluation/Test Of The Ability Of The Technique To Play The Music Of *Keroncong* From Cycle 1 To Cycle 2

C. Explanation Research

Implementation cycle begins with the planning process, the Researchers devised a program that will be implemented for improving the ability to play the technique of *Keroncong* music. Research A Class action covering 2 cycles consisting of cycle I and cycle II. Each cycle consists of several stages, namely planning, action, observation, and reflection. In the second cycle stage-stage is an improvement on the previous cycle. The results obtained on this research consists of test data in the form of technical ability to play *Keroncong* music on extracurricular in SMA N 1 Pemalang. The results of the second cycle are used to determine the increase student learning completeness with the drill method.

The Data obtained before and after the implemented actions indicate the presence of increase mastery learning students indicated with an increase in the ability of the technique to play the music *Keroncong*. Before the implementation of the learning method drill acquired the ability, technique play *Keroncong* music as much as 6 students or 25% complete and 18 students or 75 percent have not been completed. After the implementation of the method of drill obtained test results of cyclus I obtained as many as 24 students or 100% of students completed and 0 students or 0% have not been completed with the value of the average 82,55 Then on the results test cycle II showed 24 students or 100% of students completed and 0 students or 0% have not been completed with the value of the average 91,93 Based on the results obtained can be said to be an increase 75% in cycle I and cycle II of the pre-cycle. While the increase based on the average value of on cycle, I increase amounted to 24,31% of the pre-cycle and on cycle II an increase of the 11.36% of the cycle I.

D. Discussion

The results obtained through this research prove that the method of drill done by the teacher can affect the

improvement of the skills of playing techniques *Keroncong* music students. The researcher felt satisfied with the results obtained because it corresponds with what thought by the researcher before conducting the research. The results of this study expected can be additional knowledge for research before and afterwards.

V. CONCLUSION

Based on the results of the research has been conducted, it can be concluded that an increase in the ability the technique of playing music *Keroncong* on the extracurricular in SMA N 1 Pemalang. After the implementation of the drill method obtained results of the test cycle I gained as much as 24 students or 100% of students completed and 0 students or 000 have not been completed with the value of the average 82,55. Then on the results of the test cycle II shows 24 students or 100% of students completed and 0 students or 0% have not been completed with the value of the average 91,93 Based on the results obtained can be said to be an increase of 75% in cycle I and cycle II of the pre-cycle. While the increase based on the average value on the cycle I an increase of 24,31% of the pre-cycle and on cycle II an increase of the 11.36% of the pre-cycle.

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