

# The Influence of Knowing How to and Continuity to Play Piano Toward the Ability of Performing Solfeggio

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## Abstract

Educational improvement at the level of universities is certainly impacted by all the efforts from stakeholders in managing the process of learning. Learning music at PMG Department, majoring on church music at IAKN Tarutung North Sumatera, Indonesia, has a regulation that all the students of music department have a compulsory to practice continually how to play piano practically as to practice solfeggio to perform harmony to the church songs, and this process they do as the extra drills out of formal schedule of learning in the campus. Sample consists of 55 students using in quantitative research. The result of data analysis proved that the equation of regression  $Y = 4.165 + 0.250 (X1) + 0.010 (X2)$ , whereas adjusted r-square 0.43 (43 %) of continuity to play piano variable influenced the variable of ability to create the harmony of church songs, and 57 % was by other factors that did not researched.

**Keywords:** *playing piano continually, knowing how to play piano, ability to create harmony of church songs*

## Introduction

There are two types of education namely formal and non-formal schools, formal school is an organized in a certain system, integrated, having curriculum and goals, see (Sumarno, 1997). On the other hand, non-formal education is a system of school that differs from formal school which is prepared separately or integratedly to fulfill the society needs in education. Learning and teaching are two folded sides that run together whilst the process, and those two are the core of learning process. During the learning process there are some segments which need to care : goals and the strategy to obtain, students, teachers, content of curriculum, material of learning, media and evaluation, see (Mujiono 1994).

Good learning is lasting by good output that comes from good design of curriculum. In a college, lecturer is a designer and manager of learning in the classroom, he has a power to design his syllabus and lesson plan and to run it together with the students. Musical lecturer needs to be innovative in designing his curriculum/syllabus concerning to kinds of music, especially piano. Piano is the most liked music to play by all levels, ages, and characters of people. It is unique and perfect music to play and long lasting to enjoy for all era.

Playing piano is rather difficult, it needs discipline and frequency to play continually so that whoever plays piano by discipline and frequently drilling how to play well, he must be able to create harmony or to play solfeggio.

IAKN Tarutung has many academic department, one of them is church musical education department. The department prepares learning for the students based on the designed curriculum. At this department, subject matter named piano is taught from the 1<sup>st</sup> semester to the 4<sup>th</sup> semester. Nevertheless, the ability of the students at the church musical department at the academic year 2017-2018 were still low though they had 4 semesters to learn piano. From the problem, it was reasonable to conduct a study on the process and frequency of learning piano by the students at the church musical education department of IAKN Tarutung. The problems were limited on the influence of discipline, continuum of drills towards the ability of playing piano and creating harmony to songs of church, by the students.

The population of the study were all the students of church musical education department in academic year of 2017-2018.

## Discussion

Discipline comes from Greek it is *discere*, which means learning. discipline derived from that word which is then expanded the meaning to obedience on rules/law or obedience on controlling and supervising. Furthermore, discipline also can be interpreted as a means of drills that aim to improve one's personality to be disciplined and obedient. Henceforth, discipline is one's acts to obey the rules which aims to nurture and

improve the quality of his personality. Continuum means an action that is done repeatedly or even it can be an action that has been taken as habitual.

Piano is an oldest musical instrument and the most expensive in the world. Piano derived from Italian language namely *pianoforte* created by Bartolomeo Cristofori in 1720. Piano can be played by single, duet, trio, or quartet. Whatever kinds of piano, from bad to excellent quality, the only key for all is discipline and continuum of playing or drills to obtain masterful playing.

According to Thoha, the ability to play or to create harmony is correlated with maturation of skill and knowledge throughout education, coaching, and experiences. Having ability to play piano needs motivation physically or mentally or psychically, see (Gibson 1994). To be a good pianist it needs good motivation, both inner and outer motivations, so that he can play well having strong self-confidence.

As a matter of fact the students of church musical department of IAKN Tarutung in academic year 2017-2018, had low ability to play piano and to create harmony with the church songs. It was certainly assumed that the lowness of ability to play was caused by low motivation for them during the learning process. Since they had low motivation, it impacted to their strategy and spirit of learning for instance, firstly their frequency or discipline to have drills that became lazy to practice, let say that the standard of drills in a week was  $3 \times 7 = 21$  times but he only had 15 from 21 frequency. Such a discipline or frequency of course impacted the quality of playing. Secondly, it impacted the continuum of drills, since continuum was assumed as one of the main factors that influences the students' ability of playing piano. As the result, if the continuum is crashed then the ability is automatically crashed, too.

What is the importance of creating the harmony of melody or solfeggio to the church songs? In the church there is a worship, and in the worship there are songs to sing for the purpose of glorifying the Lord. Worship derived from the worth "worth-ship" which means to respect someone. Based on Fisher team, worship is a medium for meeting the Lord, with His words, with His people or community. The main important thing in worship at the church is glorifying, see (Hebrew 13:15). So, why is important to sing at the church? Singing at the church is a part of worship that aims to create a pleasure for God, to show human thanks, happiness, and prayers for God upon His blesses, care, and kindness. Church songs for Christian are important, since by singing Christian can express out their hearted and minded feeling to God as their creator and savior. Singing at the church is a compulsory for Christian as to glorify, honor, and respect God.

Therefore, harmonizing the songs and music at the church is a worth effort for God, because by the harmony there is a valuable art created for God. From this importance a pianist is needed to be able to create harmony to bridge between songs and music which results a beauty or arts of worship in the church. The ability to harmonize both the songs and melody depends on the students' strategy of learning. Harmonizing the melody to the lyric of the songs, there is a process of a concord of two or more different tones, and also by many tones which are produced orderly (like in arpeggio). Besides, creating a harmony of three tones or more together (accord).

A good pianist should be able to create a harmony of the songs to the melody he plays with. Someone is able to be a good pianist as the result of his frequency and continuum in playing the piano as his drills. Rooting from the problem of the research, this article aims to display the result of the research and some findings regarding the ability of playing piano as the independent variable of the research.

Data gathering resourced from 55 students as the sample of the research by distributing questionnaire of which the content asking about how discipline or frequency of the students drills and how the continuum influenced their ability of playing piano. The validity of the questionnaire was taken by using content validity, it was done by consulting the content to the expert of music. Whereas reliability of the instrument was taken by using spearman Pearson product moment.

The method of the research was using associative quantitative to see the correlation between or among the variables by using statistical function. In this case, the researcher tested the influence of independent variable (frequency and continuum) upon dependent variable (ability of playing piano and creating harmony). Sampling technique was using proportional stratified random sampling technique, the result was 55 sample of the study.

From the literature study and questionnaire used it was found that equation of regression :  $Y = 4.166 + 0.25 (X1) + 0.01. (X2)$ ,  $R^2 = 0.43$ . It was interpreted that 43% of continuum variable influenced the students' ability in playing piano and in creating harmony to the church songs, and the rest 57% was affected by the other variables that were not researched by the researcher.

To see the influence of continuum variable upon the ability of playing and creating the harmony of piano, it was used t-test of which the result of  $t\text{-obt.} = 4.047 > t\text{-tab.} = 1.669$  with the significant level  $\alpha = 0,05$ . It means that the continuum variable (X1) was very significant to affect the students' ability in playing piano. As the result, Ha-1 was accepted and automatically H0-1 was rejected. its interpretation is that the higher the continuum of playing piano, the better the students' ability in playing piano and creating harmony upon the church songs. This result is backed up by Robert R. Katz (Moenir, 2018) ability is an element of personality of which continuum as an outer can encourage it in playing music so that resulting an excellent performance.

To see the influence of knowledge variable upon the ability of playing and creating the harmony of piano, it was used t-test of which the result of  $t\text{-obt.} = 0.132 < t\text{-tab.} = 1.669$  with the significant level  $\alpha = 0,05$ . It means that the knowledge variable (X2) did not significantly affect the students' ability in playing piano. Henceforth, Ha-2 was rejected and automatically, H0-2 was accepted. It means that autodidactic drills supported by continuum and frequency are more significantly influence the ability of playing piano and creating the harmony instead of knowledge. Real practice and drills can improve the ability of playing piano without formal knowledge, but the vice versa, knowledge without real practice and drills lasting nothing regarding ability of playing music, since knowledge without action equals to zero.

To test the third hypothesis by using F-test, it resulted that  $F\text{-obt.} > F\text{-tab}; 26.32 > 3.24$  with the significant level of  $\alpha = 0,05$ . It means that the simultaneous two variables continuum frequency/ drills and knowledge, were significant positively influence the ability of playing piano and creating harmony with the church songs. For this reason, 26.32 was far bigger than 3.24, which means that if continuum and knowledge were combined became 1 variable (independent variable) simultaneously the result was so significant to influence dependent variable, instead of separately knowledge itself stand alone as independent variable, it was seen from the result description above that knowledge itself without any drills did not influence the ability of the students in playing the piano and in creating harmony to the church songs. Unlikely, from the first finding that continuum itself stand alone as independent variable was significantly impact the ability of playing piano and creating the harmony with the church songs in fact, the data analysis result showed that the bigger continuum, the better the ability of the students to play piano and creating the harmony with the church songs. It is so clear now for the lecturers or teachers to never give learning only by transferring knowledge without any practice or drills continually to sharpen the students' competence in cognition, attitude and psychomotor simultaneously as their achievement during the learning process to make them as potential and gorgeous pianist as the output of the school or college.

## Conclusions

The research result and the findings of this study prove that learning or teaching music formally for students is not as simple as autodidactic self-learning, it has a rule for the students and the lecturers, as well no matter how hard the rule is but functioning to lead the both sides to be folded engaging during the learning process, the rule is designed in the form of curriculum.

This study proved that hypothesis-1; Ha-1 was accepted and automatically H0-1 was rejected which means that continuum, frequency or discipline to have drills was significantly influence the students ability in playing piano and creating harmony with the church songs. Reversely, hypothesis-2; Ha-2 was rejected and H0-2 was automatically accepted which means that variable independent, namely knowledge did not significantly influence dependent variable (ability). knowledge without real practice and drills lasting nothing regarding ability of playing music, since knowledge without action equals to zero. Hypothesis-3; Ha-3 was accepted and automatically H0-3 was rejected which means that the simultaneous two variables continuum, frequency/drills and knowledge, were significantly positive influence the ability of playing piano and creating harmony with the church songs by the students.

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