

The Effect of Learning Methods and Learning Interests on Music Playing Skill Ensembles in State Junior High School 6 Academic Year 2019-2020

Tommy Supermard^{1*}, Harun Sitompul², Muhammad Badiran³

^{1,2,3} *Post Graduate School of Technology Education, State University of Medan, Medan, Indonesia*

**Corresponding author. Email: tsupermard92@gmail.com*

ABSTRACT

This study aims to determine: (1) the effect of ensemble music playing skills taught by drill and demonstration methods on music playing skills, (2) the effect of ensemble music playing skills who have high learning interest with ensemble music playing skills who have low learning interest, 3) the interaction between learning methods and learning interest in ensemble music skills. This research was carried out in Medan VIII State Junior High School 6 grade odd semester 2019-2020. The research method used was an experiment with a 2x2 factorial design, the data analysis technique used was two-way ANAVA with a significance level $\alpha = 0.05$ and continued with the Scheffé test. The results showed: (1) students' ensemble music playing skills that were taught using the drill learning method were higher than the ensemble's music playing skills using the demonstration method with $F_{count} > F_{table}$ ($4.228 > 4.00$), (2) the ensemble music playing skills have high interest better than ensemble music playing skills who have low interest with $F_{count} > F_{table}$ ($6.606 > 4.00$), 3) there is an interaction between learning methods and learning interest in influencing ensemble music playing skills with $F_{count} > F_{table}$ ($7.472 > 4.00$). The conclusion, that the Drill method can improve the music playing skills of the ensemble.

Keywords: *Drills, Demonstrations, Learning Interest, Ensemble Music, Playing Skills*

1. INTRODUCTION

Music Art Subjects have a goal that must be achieved, so that learning can be done. According to Jamalus (1992: 113) the general instructional objectives of music art are: (a) Students can have knowledge about rhythm, rhythm experience through experience and appreciation of senior music, have sensation of rhythmic musical movements, make simple rhythmic patterns, (b) Students can have knowledge of melodies, (c) Students can have knowledge of harmony, (d) Students can have knowledge of song shape / structure, (e) Students can have knowledge of influence. The aim of learning the art of music is expected to be able to understand students 'music better supported by learning methods that can stream music to students' abilities.

Music learning, is also considered to have an effect on psychological aspects (mental). There are times when music is made as a human friend in activities, and

a place to express one's feelings or contents. Learning music can also train the sharpness of hearing and feelings, so that children are accustomed to the sounds and characters of musical instruments.

In connection with the above, it can be said that the subjects of art and culture especially Music Education is an education that provides an objective in being able to express art creatively for the development of students' personalities. Art of music forms discipline, tolerance, socialization, democratic attitude which includes sensitivity to the environment. In other words music art education is a subject that plays an important role to help the development of individual students which will later have an impact on the growth of reason, thought, socialism, and emotional.

The ideal condition of learning ensemble is seen from several things such as students 'enthusiasm in participating in activities, availability of musical instruments, students' ability to play instruments, and

achievements. Diliht from the interest of students in attending ensemble learning activities in schools is very enthusiastic, but this is not supported by the ability to play ensembles that are influenced by difficulty playing instruments and the lack of facilities available at school. This will affect the achievements.

Supposedly, music activities, especially in ensemble music play as a forum for developing student talent in playing music. The ensemble music playing activity is expected to be a fun activity so that students in participating in the activity will enjoy, so understanding the material provided is easier to understand.

The drill method or called the training method or training method is a good way to instill certain habits. Through drill methods to improve students' ability to play ensemble music, students can practice individually or in groups actively. The use of the drill method is a form that can improve students' ability to play ensemble music with groups.

Great interest in its influence on learning, because student interest is the main factor that determines student activity. According to Syaiful Bahri Djamarah (2011: 166) interest is a permanent tendency to pay attention and remember some activities. If the subject matter being studied is not in accordance with the interests of students, students do not study as well as possible, because there is no attraction for the student. Meanwhile, according to Slameto (in Djamarah, 2011: 191) interest is a feeling more than like and sense of interest in a thing or activity, without anyone asking. To find out student interest in learning can be seen from several indicators of interest, namely participation, attention and feelings.

So based on the background of the problem outlined above, the researcher intends to examine this problem in a study entitled "The Effect of Learning Methods and Learning Interests on Music Playing Skills in Ensemble Junior High School 6 Medan.

1.1 Theoretical Description

1) *The Nature of the Music Playing Skill of the Ensemble.* In essence, skills are the ability of humans to develop the skills they have that need to be developed or explored again so that the skills are more skilled. Skills are knowledge that already exists in humans and should be studied and developed in depth. Skills possessed by humans vary, all of which can be learned not only used as one's own skills but can also be used to open the inspiration of others who want to think about it because it refers to the ability to use reason, thoughts, ideas and

creativity, change or make things become more has results as work values.

Skill comes from the word skilled, which means capable, capable, and workmanlike. Iverson (2001: 133) says skills require the training and basic skills that everyone has can help produce something more valuable more quickly. Sri Widiastuti (2010: 49) The term skilled is usually used to describe a person's varying level of ability. Skill (skill) is the ability to operate work easily and carefully. Meanwhile according to HariAmirullah (2003: 17) the term skilled is also interpreted as an act or task, and as an indicator of a level of proficiency. According to Singer quoted by Amung (2000: 61), skill is a degree of success that is consistent in achieving a goal effectively. Based on the expert understanding above, it can be concluded that the ability to operate a job easily, carefully and proficiently requires basic skills.

The success of student learning in the skills section, psychomotor aspects can be seen from five levels, namely: (1) Imitation, students observe a movement and begin to respond similar to what is observed, and in general imitation occurs and is usually imperfect. (2) Manipulation, the development of the ability to follow directions, the appearance of movements and determine the appearance through practice. (3) Provisions in accuracy, higher certainty in appearance. (4) Articulation, emphasizes coordination in a series of movements with sequences and the existence of internal consistency between different movements. (5) Experience, the behavior displayed at least emits physical and physical energy, besides that the movements are also carried out routinely.

Art music is in the subject of art and culture. Playing musical instruments is given by the school because of the benefits to the development needs of students, lies in providing aesthetic experience in the form of expression and appreciation activities. In managing learning for art subjects, the process of students obtaining information in learning plays an important role. This means that the activities given by the teacher in each stage of learning, whether there is a learning process for students to interact. Teachers who carry out teaching activities without involving students in the learning process to the fullest, then the learning will lose direction. Thus learning the art of music for music playing skills is a development of students' taste, creativity and taste in the arts, awareness, social, and ability to develop ethics.

2) *Factors that Influence Skills.* Music playing skills of students in this study include the ability of students to understand the knowledge of the art of music

and applying it to solving problems in ensemble music games for students

3) *Overview of Music Ensembles*

a) *Definition of Music Learning.* According to Jamalus (1988: 3), Learning the art of music is learning about sound. Whatever is discussed in a music learning must start with the sound itself. Music is a work of sound art in the form of songs or musical compositions, namely rhythm, melody, harmony, song structure or structure, and expressions as a whole (Jamalus, 1988: 1).

From this description it can be explained that the learning of music art is a process of teaching and learning activities to experience music experience, namely the activities of listening to music, singing, playing music, moving to follow music, reading music, and building student creativity in music.

b) *Definition of Music Ensembles.* The ensemble comes from the French "Ensemble" which means together. The ensemble game is to play a song together, two or more people by using various kinds of two or more musical instruments (Hartoyo, 1994: 92). The same opinion expressed by Banoe (2003: 133) ensemble is a musical group in small units, playing together in small units of musical instruments. The ensemble is more directed at the tool used. According to A. YudanaBasuki et al (1994: 2) Ensemble music is a form of presenting music played by several people using certain musical instruments, as well as playing simple songs. According to the role and function of musical instruments used in playing music the ensemble can be grouped into three types, namely melodic musical instruments, rhythmic musical instruments, and harmonious musical instruments.

To improve the skills and professionalism of the players, training is needed to play musical instruments that are used in a variety of basic tones or scales. This is intended to get the quality of the game in the ensemble music presentation as optimal as possible (A. Yudana Basuki, 1994: 2). Music ensemble as a serious musical concept. The seriousness of the Music Ensemble is seen from the game of the instrument used, the arrangements made, its enjoyment, and the atmosphere of silence. According to Sugiyanto et al (2003: 16) based on its function, the ensemble music is divided into 2 types, namely: (1) Melodic Musical Instrument is a musical instrument used to play a series of notes or melodies of a song. For example: recorder, pianica, trumpet, guitar, fiddle, angklung, mandolin, flute, glockenspiel. (2) Rhythmic Musical Instrument is a musical instrument in which the game gives a certain rhythm (rhythm). This also relates to beats (pulses) and bars. Rhythmic instruments included bass, gongs, drums, costanets, cymbals, tympanic, tamburin, triangel, bongo, drum set.

c) *Types of Music Ensembles.* Music Similar ensembles there is one type of musical instrument in large quantities. Usually the names of similar ensembles are mentioned according to their instruments, for example guitar ensembles, ensemble music recorders, pianics, rhythmic instruments, or violins. Mixed ensemble music uses melodic, harmonious and rhythmic instruments that are played simultaneously. This togetherness is very important to produce a musical presentation that is integrated and pleasing to the ear. The tempo used must be stable to provide discipline and peace of mind, especially for music players (DyahPurwaniSetianingsih et al, 2004: 96).

d) *Music Learning Process of Ensembles.* According to Kurniawati, (2007: 16) the ensemble learning process includes three parts namely; a) division of groups, division of musical ensemble groups is determined by the music arts teacher. For example, each group consists of seven to eight students consisting of three piano players, two recorder players, one acoustic guitar player, one triangel player, and one castanet player; b) the placement and selection of musical instruments, this step is carried out by music art teachers by considering the expertise and potential possessed by each student in playing music. Especially the placement of acoustic guitar musical instruments; c) learning of each instrument (musical instrument), learning of instruments or musical instruments carried out by the teacher in groups. Students in the group already know the position of each according to the instrument being played. Each group was given a briefing by the teacher about reading sheet music, playing a musical instrument with the correct finger position, paying attention to the tempo of the song, and so on.

e) *Pianika Musical Instruments.* A pianica instrument is an instrument that has a construction or arrangement of tones that is almost similar to a piano instrument, but the difference is the way it produces sound through the air that is blown on the connecting pipe. In the pianica music dictionary described as the name of a patent portable reed inflatable device with an inflatable mechanism (banoe, 2003: 334). Meanwhile, according to Purwanto (2006: 83), Pianika is a musical instrument that is played by blown and pressed. Pianika consists of white and black keys like keys on a piano or organ. By learning to play pianica, students basically learn the basics of keyboard musical instruments. After playing piano, students are expected to be able to learn and play other types of musical instruments such as an accordion, piano, or organ. In playing pianica, breathing that is best used is diaphragmatic breathing. Diaphragmatic breathing is breathing that draws or takes the power of breath to fill the lungs by developing the

abdominal cavity followed by developing ribs (Pramayuda, 2010: 67).

f) *Musical Instrument Recorder*. According to M. Soeharto (1997: 1) states that the recorder flute is one type of wind instrument that is played by blowing a hole in the base of the instrument. At the same time, the tips of the fingers working open and close the holes that function as a tone producer. One of the recorders is that it can produce beautiful and charming sounds.

4) *The Nature of Learning Methods*. Teaching and learning activities we can call a learning activity where simply that learning can be called as an interaction between students (people who learn) with teachers (people who teach). This is in line with Dick & Carey (2001) that the learning process which is also called learning or instructional activity is an effort to manage the environment intentionally so that someone forms themselves positively in certain conditions. Learning is both science and tips. And a good learning program must meet the criteria of attractiveness, usability and usability. Kemp (1995) suggests that the learning method is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. This is in line with Dick & Carey (1985) that the learning method is a set of learning procedure material that is used together to produce learning outcomes for students. The method is used to realize the strategy set. Strategy refers to a plan to achieve something, while the method is a way that can be used to implement the strategy.

5) *Drill Learning Method*. The drill method, also known as the training method, is a certain customary method. Also a means to maintain good habits. In addition, this method can also be used for dexterity, accuracy, opportunity and skills. Understanding the drill method according to several opinions has the following meanings: (1). Roestiyah N.K (2010: 125), A technique that can be interpreted as a way of teaching students to do training activities, students have dexterity and skills higher than what is learned, (2). Zuhairini (2008: 106), a method in education and teaching by training students in the subject matter that has been given, (3). Saladin (2008: 100), An activity in doing the same thing over and over again and seriously with the aim to perfect a skill so that it becomes permanent, (4). In Nana Sudjana's book (2011: 86), the drill method is an activity of doing the same thing, repetitively in earnest with the aim of perfecting a skill to become permanent. The distinctive feature of this method is the activity in the form of repeated iterations of the same thing.

6) *Definition of Interest in Learning*. According to MuhibbinSyah (2011: 152), "interest means a tendency

and high enthusiasm or a great desire for something".Djaali (2008: 121),argues "interest can be expressed through statements that show that students prefer one thing to another, can also be manifested through participation in an activity. Understanding interest is also expressed by Slameto (2010: 180), "interest is a sense of preferability and a sense of attachment to a thing or activity, without anyone asking". Interest is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest. Furthermore, according to Suryosubroto (1988: 109), argues that "interest is the tendency within individuals to be attracted to an object or like an object". Interest can arise on its own and some arise because of being raised intentionally or intentionally. Elizabeth B. Hurlock (1993: 214) says that at all ages, interest plays an important role in one's life and has a great impact on behavior and attitudes, especially during childhood. Because a child's personal type is largely determined by the interests that develop during childhood. In addition, the learning experience of children is also very influential on the development of children's interests.

2. RESEARCH METHOD

The treatment procedure in this study is planned as follows: (1) Establishing research subjects ie all students who take music music lessons. (2) Divide students' classes based on high and low learning interest. (3) Divide students into two groups. The first group used the drill learning method with high and low learning interest, the second group used the demonstration learning method with high and low learning interest. (4) The learning environment is pursued. (5) Music art learning material is presented by two teachers for two classes. (6) This treatment is attempted six times. (7) After completing all six topics of the meeting, a musical ensemble playing skill test is conducted.

The treatment was carried out after all the factors involved in the study were controlled except for the drill learning method and the demonstration method. The treatment was carried out in two experimental classes, namely class VIII2 with the drill method and VIII1 with the demonstration method. The teacher prepares teaching material to be given, sets the learning methods, resources and tools used.

3. RESULTS AND DISCUSSION

The results showed: (1) students' ensemble music playing skills that were taught using the drill learning method were higher than the ensemble's music playing skills using the demonstration method with $F_{count} > F_{table}$ ($4,228 > 4.00$), (2) the ensemble music playing skills have high interest better than ensemble music playing skills who have low interest with

Fcount>Ftable (6,606 > 4.00), 3) there is an interaction between learning methods and learning interest in influencing ensemble music playing skills with Fcount>Ftable (7,472 > 4.00). The conclusion, that the Drill method can improve the music playing skills of the ensemble.

4. CONCLUSION

1. The ensemble music playing skill learned using the drill learning method is higher than the ensemble music playing skill learned using the demonstration method.
2. The ensemble playing skills that have high learning interest are higher than the music playing skills that have low learning interest.
3. There is an interaction between the learning method and the interest in learning who have a high interest in learning ensemble music playing skills taught by the drill method, while students who have low interest have higher learning outcomes using the demonstration method.

REFERENCES

- [1] A Yudana Basuki, (1996). *Crafts and Arts Music Arts*, Surakarta. Light of Science.
- [2] Adiarto, (1996). *Crafts and Arts*, Semarang: Adiswara.
- [3] Arikunto (2006: 130), *Research Procedure for a Practical Approach*. Jakarta: Rineka Cipta.
- [4] Ary, D. Jacobs, & L.C. Razavieh. A. (1982). *Introduction to Research in Education*. (Furchan translator, A). Surabaya: National Business
- [5] Bahri Djamarah, S. (2011). *Psychology of Learning*, Jakarta PT. Rineka Cipta.
- [6] Banoe, P. (2003). *Music Dictionary*. Yogyakarta: Canisius.
- [7] Dalyono, M. (2009). *Educational Psychology*. Jakarta. Rineka Cipta
- [8] Dick, Walter, Carey, Lou, and James O. Carey. (2001). *The systematic Design of Instruction*, (5th ed). New York: Longman.
- [9] Djaali (2008). *Educational Psychology*. Jakarta: Earth Literacy.
- [10] Djamarah, B.S. (2011). *Psychology of Learning* Jakarta: Rineka Cipta
- [11] Hartoyo, Jimmy. (1994). *Conventional music with fixed "do"*. Yogyakarta: Nusatama Library Foundation
- [12] Hurlock, E.B. (1990). *Developmental Psychology: An approach throughout life span*. Jakarta: Erlangga
- [13] Jamalul. (1988). *Teaching Guide book Teaching music through music experience*. Jakarta. Educational Institution development project.
- [14] Prier, Karl-Edmund. (2004). *Music Forms*. Yogyakarta: Liturgical Music Center
- [15] Rahma Findra, (2013). *Easy Playing Flute Recorder Autodidact*. Jakarta: Aksara Warriors.
- [16] Robbins. (2000). *Basic Skills*. PT. Raja Grafindo. Jakarta.