

The Development of Main Stringed Instrument Module (Violin) for Beginner Level in the Music Study Program

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ABSTRACT

The main stringed instrument subject for beginner level is the first semester practicum subject in music art study program *Universitas Negeri Surabaya*. However, there are many obstacles in the implementation such as the variety of the students. Scale charts, etude, and songs given by the lectures which to the students who have zero skill or in the level of beginner does not effective enough to improve their skill significantly. This study aims to develop and test the affectivity and the quality of the main stringed instrument module for beginners in music art study program, *Universitas Negeri Surabaya*. The development method used in this study is ADDIE (Analysis- Design – Develop – Implement – Evaluate) learning design module. The reason for choosing the method is because it is used to develop instructional model product which the system orientation is to produce accurate, effective, and dynamic teaching and learning process. The product of this development is a learning module to help students in improving their musical abilities and skills. The product will be presented in a seminar and printed to be used by music art study program students in the faculty of languages and arts, *Universitas Negeri Surabaya*.

Keywords: *Development, Module, Learning, Violin*

1. INTRODUCTION

Art education is one of the scientific fields in the world of education related to aesthetic education. It is said so because the implementation of education has several important aspects. These aspects include creativity, skills, and taste of sensitivity. The statement supported by Hajar Pamadhi [1] that art education is a means of developing children's creativity and educational aesthetics which aims to restore a sense of beauty education. Art education needs to be implemented in various educational institutions because of the decrease of senses and creativity among Indonesian children nowadays.

Music education is one of the most important parts of implementing art education. This is reinforced by Plato's opinion in Djohan Salim [2] which states that "In education, music occupies the highest position because there is no single discipline that can penetrate the soul and accompany the layer of abilities beyond rhythm and harmony". Based on this opinion, it can be concluded that music education is on of the scientific disciplines that trains the sensitivity of taste and soul. Music

education in its implementation is education that trains and cultivates sensitivity through things that are often found in music plays. It can be in the form of playing music to feel the harmony, rhythm, melody, and tempo. The implementation of music education in Indonesia can be seen from various levels of education formally and informally. The higher education level is one of the formal education levels that implements music education.

Universitas Negeri Surabaya is one of the higher education which implements music education as one of the study program in faculty of languages and arts. It is one of the outstanding major in the faculty which has achieved lots of achievements. The curriculum in this study program offers of both practicum and theory. Besides practicum, the music instrument specialization also needs to be mastered by the students. The specialization includes wind instruments (aerophones), stringed instruments (chordophones), percussion instruments and vocal. They are also still divided into several divisions such as in stringed instruments there are soprano violin, tenor violin, baritone violin, and

contrabass violin. The stringed instrument specialization is implemented through main stringed instrument course.

The course of main stringed instrument has six levels, namely beginner level, intermediate level, advance level, proficient level, expert level, and specialist level. Each level is divided into soprano violin, alto violin, and cello contrabass violin. It has three credits and spends 150 minutes for one meeting a week.

The beginner level course is taken in the first semester. Based on the previous observations, the students' input who took the subjects is varied. The differences can be seen from the students who have good musical skill, especially for stringed instrument such as violin. However, there are also students who just started learning the violin or even zero skill. This condition enforces the lecturers to be more creative, such as giving musical scale charts, etude and songs for them who has mastered the basic stringed instrument, and give the others some alternative scale charts to motivate them catching up with their classmates who have played well.

Based on the problems above, this study wants to provide alternative or a new effective module formula which is matched with the current situation. Therefore, the developmental model in this study is used to develop a module for stringed instrument (violin) course for beginner level.

1.1. Related Work

1.1.1. Development

This study is a research and development study. It is a process which is used to develop and validate products on education to test the effectiveness. The method is to study, construct, produce, and test the validity of the product [3]. This study does not test a theory but to develop a product which in this study is a module for stringed instrument (violin) course for beginner students.

1.1.2. Teaching and Learning

Activities carried out by humans in the form of thoughts, ideas, and concepts are contained in a learning activity. Learning can be carried out anywhere in the sphere of formal, non-formal, and informal education. Learning is a process of interaction between students and educators and learning resources in a learning environment [4]. Based on the explanation, it can be said that learning is one form of activity that involves the role

between teachers and students to achieve a learning goal. Learning objectives can be achieved if in the learning process there are several aspects, namely cognitive, psychomotor, and affective aspects. In other words, a learning process can be said to be successful if it fulfills these three aspects.

In the teaching and learning activities at schools, every teacher has various ways of carrying out a learning process. Educators, of course, have their own ways and different perspectives on a learning process. This is emphasized by Johnson, et.al. [5] that in every class, whatever the subjects are, teachers have choices to design their own learning process for the students to:

- (1) stay in a win-lose struggle to see who is the best (competition),
- (2) work independently based on their respective learning objectives to achieve the criteria of excellence (individualism), and
- (3) work together in small groups, to ensure that all members master the material given (cooperatives).

One of the aspects expected in during the learning activities is the learning effectiveness. Effective learning is when students acquire specific skills; knowledge and attitudes and make students enjoy the process. In other words, learning can be called effective if there are changes in cognitive, affective, and psychomotor aspects [6]. There are four criteria of effective learning based on Reigeluth [7] which are accuracy of mastery, speed of performance, rate of transfer of learning and rate of retention. Slavin in Djamarah [8] also mentioned four aspects that measure the effective learning, namely the learning quality, appropriateness of learning levels, incentives, and time.

Learning can be said effective if the learning can achieve the expected goals. Effective learning can also overcome student learning difficulties. This can be seen from the reduction in difficulties experienced by students before and after learning is carried out. In other words, the reduction of students who experience learning difficulties, the difficulties experienced by students can be overcome. In order to increase the effectiveness of teaching, one of them is by preparing the lessons as well as possible and by adjusting the readiness of students in learning new information. Therefore, adjust the characteristics and abilities of the students so that good results will be obtained and the implementation of learning will run well as well.

The learning process can take place properly if there is an application of models, methods, strategies, and learning techniques that. The learning methods and models are almost the same in the learning process. The difference between the method and the learning model is that there is a systematic syntax and procedures in the learning model [9]. In other words, the learning model emphasizes more complex systematic procedures, which include the structures of the entire learning process.

1.1.3. Learning Aids and Learning Materials

1.1.3.1. Learning Aids

Learning aids are one component of a learning activity. According to Nana Sudjana and Ibrahim [10] It is any sources that can be used to make it easier for someone to learn. The form is unlimited; it can be printed, video, software format, or a combination of various formats that can be used by students and teachers. Thus, learning resources can also be interpreted as any place or environment, objects and people that contain information can be used as a tool for students to carry out the behavior change process.

1.1.3.2. Learning Materials

Teaching and leaning materials are a very important component of a learning activity. Teaching materials are all forms of materials used by teachers in carrying out teaching and learning activities. The material in can be in the form of written material or unwritten material. The groups of teaching materials according based on *Faculte de Psychologie et des Sciences de l'Education Universite de Geneve* are integrated written (print), audio-visual, electronic, and interactive media (mediamix). The teaching material in this development research is the practical instrument module for the sensory level. Meanwhile, this type of teaching material is written (printed) media teaching material. Printed teaching materials can be displayed in various forms, such as handouts, books, modules, student activity sheets, brochures, leaflets, wall charts, photos / pictures, or models / mockups.

1.1.4. Violin Instrument

There are some clustering in the music instrument, those are orchestra, mini orchestra, music ensemble, and band. This grouping cannot be separated from the compositions of musical instruments that play a role. Like the western format of the orchestra, western

musical instruments have an important role in an orchestral format. The musical instruments that form the orchestra consist of stringed, wind and percussion instruments. Stringed instruments still consist of the soprano (violin), the alto violin, cello, and contra bass. The violin has an important role in an orchestra format, because it becomes the backbone of an orchestra.

The violin first emerged in Central Asia region in the 8th century. In 1555, the first modern four-stringed violin was invented by Andrea Amati. In the 18th century, the manufacture of violin instruments underwent another change. These changes can be seen from the angle of the neck on the violin which becomes long. This result in changes in the sound emitted when playing the instrument. Over time, changes also occurred in the bow or violin bow becoming straighter. The shape of the bow used today is very different from the baroque bow which was shaped like a bow. These changes are intended to make the sound volume louder. Until now, the violins have been used widely by world musicians and the general public.

1.1.5. Beginner Students

Adolescence is a period of transition from children to adults. It is emphasized by Hurlock [11] that generally, adolescence period is divided into two parts, namely the beginning and the end of adolescence. Moreover, the beginning of adolescence lasts from thirteen to sixteen or seventeen years, while the late adolescence starts from the age of sixteen or seventeen to eighteen years, which is the legal age of maturity. The end of adolescence is a very brief period. Based on the theory that has been described, it can be said that most of the students involved in the sensory level of the main string instrument (violin) practice subject associated with this study showed an average age range of eighteen to nineteen years. This is because this practical course is in the structure of the curriculum for the music arts study program in the first semester. Therefore, it can be said that the students involved show the age range of adolescence and are in the late phase of adolescence.

The characteristics that distinguish adolescence from the period before and after the period include adolescence as an important period, adolescence as a transitional period, adolescence as a period of change, adolescence as a problematic age, adolescence as a period of seeking identity, adolescence as an age which experience fear, adolescence as an unrealistic period, and adolescence as the threshold of adulthood [10]. Based on the theory that has been described, it can be said that

there are several special characteristics that are shown in adolescence. Thus, learning activities must be packed in such a unique, interesting, innovative, and fun way for students. This is due to the complexity that exists in the characteristics of the teenage phase so that the role and creativity of students in the learning process is very influential for the development of the students as a whole. Therefore, this research is focused on developing a learning module for the practical subject of the sensory level stringed instrument (violin) which is packaged in an attractive manner. It is intended as a means or a forum in an effort to increase student interest and enthusiasm in following the learning practice process. Indirectly, the learning process carried out by students is accompanied by a sense of interest and pleasure. It will be very influential and have an impact on the overall personality and development of students at present and in the future.

2. METHOD

The type of research used in this research is development research, by developing a module product that contains the technique of playing a stringed instrument (violin) which is applied to the product needs of lecture teaching materials.

This study used ADDIE (*Analysis-Design-Develop-Implement-Evaluate*) model on the basis of the consideration that the model is applied to develop systems-oriented instructional model products to produce targeted, effective, dynamic learning. As what has been stated by Mollenda [12] ADDIE model design serves as a guide in building learning program tools and infrastructure that are effective, dynamic, and support learning performance itself.

3. RESULTS AND DISCUSSION

There are five steps used in this study to develop the product, those are analysis, design, development, implementation, and evaluation. The first product development includes all those steps. The result of the steps will be shown and discussed in this section.

3.1. Result of the Analysis

At this stage, there were two steps carried out by the researcher, namely the librarian study and field study. It was conducted from September to December 2019. The field study aims to determine the conditions of the learning place, students, facilities and infrastructure, as well as analyzing the needs of lecturers and students in the process of teaching and learning. The methods used in this stage are observation and interviews. The

literature review is carried out to explore the information needed in developing products obtained from various regulations. In this research and development, library study is carried out on the violin instrument material in order to determine the focus of the material to be developed. Based on the results of literature review, it was determined that the material to be used in this research and development was the basic position of playing the violin, scales, etude, and songs. Furthermore, the collection of material about learning was carried out. The results of this literature study are used to convey material in a way that is in appropriate with the level of ability and characteristics of students in playing the violin instrument.

3.2. Result of the Design

3.2.1. The Result of the Development Planning

Development planning consists of competences to be achieved and infrastructure.

- (1) Competencies that will be achieved in learning the practice of the main string instrument (violin) are being able to play scales, etude, and songs in a good position to play the violin.
- (2) The facilities and infrastructure needed are violin instruments, music stand, scores, books, and the violin practice room.

3.2.2. The Result of the First Product

The product is in the form of a subject module of string instrument (violin) courses for the beginner level that is aimed to the lecturers. In addition, there is a CD (compact disc) containing slides about the outline of the discussion in the manual with the aim of making it easier to publish. This manual is intended as a means to assist the learning process. The development of this guidebook consists of three stages, namely pre-learning, learning and post-learning.

3.3. The Result of the Development

3.3.1. The Assessment Instrument of Validation

Before the product assessment instrument is used by the material experts, evaluators, and trainers, it is validated by the instrument validator. The instrument validator for this assessment is Agus Suwahyono, S.Sn., M.Pd. which was carried out on September 1-2, 2020. The results of the instrument validation indicated that

the research instrument was feasible to be implemented with a few revisions.

3.3.2. The Assessment of Product

Before a product was used by a lecturer, it is validated by the expert on product assessment. The product evaluator is Drs. Heri Murbiyantoro, M.Pd. which was conducted on 3-4 September 2020. The results of the product assessment indicated that the product was feasible to be tested with a few revisions.

3.4. The Product Trial Result

The limited trial in this development was applied to 10 students outside the Music Arts Study Program, *Universitas Negeri Surabaya*. Product trials were carried out twice with a duration of 90 minutes at each meeting.

3.5. The Product Revision

3.5.1. Product Revision based on the Material Expert

The advice given by the material expert is the addition of the techniques used in the written scales. This is to let the students' mastery of skills or the ability to play the violin is more visible.

3.5.2. Product Revision based on the Result of the Trial

After a revision was made according to the advice of material experts and the results of limited trials, the product was implemented on the subject. They are ten students in the experimental group. The product is implemented in 15 meetings, which were held once a week which lasts about 150 minutes because it has three credits in a semester. In the field test that was carried out with an experimental research design, suggestions were obtained from the lecturer as a product user. It was in the etude section to add more variation of exercises.

3.6. The Last Stage of Product Review

3.6.1. Product Feasibility Analysis

After the revisions complete, the product was tested more extensively. Field tests were carried out in the Music Arts Study Program with ten subjects in the experimental group and ten subjects in the control

group. At this stage, the lecturer as a product user gives an assessment on a questionnaire which contains four aspects to be assessed, namely the scope of learning, learning objectives, material, learning stages and time allocation.

4. CONCLUSION

In the implementation of stringed instrument practicum, there are many problems that need to be fixed to improve the teaching and learning process. These constraints and problems are the input of students who take this lecture which is very diverse. The scale, etude, and songs given by the lecturer to students who have zero skills or the basic violin learning stage are not effective enough in increasing skills or abilities with fast progress. This is also not the only problem, it also can be caused by various factors, namely ineffective training duration, inappropriate individual learning methods, and so on. Another factor is also due to the Covid-19 pandemic condition which requires students to study from home via online which is currently being implemented. Therefore, the increase in student abilities or skills was also cannot be seen significantly. In addition, this course is a practical subject that must be carried out by face-to-face mentoring. Therefore, an effective learning module is urgently needed to adapt the current conditions. Meanwhile, the idea of the Ministry of Education and Culture of Higher Education requires every university to implement an independent learning curriculum which has an impact on students who are required to learn quickly and effectively. For those reason, this research tries to present an alternative or a new formula for an effective learning module to adapt in current situation through the subject module of the main stringed instrument (violin) at the beginner level. This research is intended to develop and test the effectiveness and quality of the main stringed instrument (violin) course module for beginner.

The results of development research indicate that the use of the product can improve the skills and insights of students in the implementation of the main stringed instrument course for beginner level. Thus, the product in the form of a subject module of the main string instrument (violin) for beginner level students has a positive effect and is suitable to be used as a supplementary material for the implementation of the course subject.

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