

# The Development of Indria Level Piano Learning Material With Practical Tutorial Methods for Music Study Program Students

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## ABSTRACT

Piano major is a music program that is well-known in the Music Study Program, Universitas Negeri Surabaya. With the availability of pianos in each class, even the Music Study Program, Universitas Negeri Surabaya is the only university in East Java that has baby grand piano facilities for lecture activity. This shows that the piano major can be featured as a form of representative lecture facilities. The learning process must also be supported by comprehensive learning resources. This has become an important point or urgency of this research. The absence of a learning resource that can be used by students to develop their ability, this should be found a solution. Based on the needs analysis, a research entitled "Development of Indria Level Piano Learning Material with Practical Tutorial Methods for Music Study Program Students - Language and Art Faculty – Universitas Negeri Surabaya". This paper was a Research and Development, in the form of a learning material that contains the exposure of skills in areas related to the criteria as a classical piano musician. The research empirically is able to show significant results in the learning process of piano major course. This is shown in the results of the effectiveness test of the course modules which show percentage rates up to 90%, where students are able to absorb and implement every material and also practical video tutorials contained in the module. Referring to the "Merdeka Belajar" concept, this module shows that it can facilitate students to learn and practice independently.

**Keywords:** Piano, Learning Material, Technique

## 1. INTRODUCTION

Piano major is a major course that is excellent in Music Study Program, Universitas Negeri Surabaya. With the availability of pianos in each lecture room (3 baby grand pianos and 4 upright pianos), even Music study programs, Faculty of Language and Art, UNESA is the only university in East Java that has baby grand piano facilities for lecture activity. It shows that piano major has a high selling power and can be featured as a form of representative lecture facilities. The representative lecture process can not only be supported in terms of meeting facilities, but must also be supported by comprehensive learning resources, which can achieve the development of cognitive aspects, psychomotor aspects, and affective aspects of students. This has become an important point or urgency of this research. The absence of a learning resource that can be used by students to develop the three domains of learning optimally.

Referring to "Merdeka Belajar" concept that was echoed by the Minister of Education and Culture, it is the Education unit including the Education agencies and also students must have freedom such as a freedom to innovate, to learn independently and creatively. Due to the "Merdeka Belajar" is required to study independently, this concept is raised in the preparation of learning resources (in the form of modules) in piano major course of piano music instruments. Starting from the preparation of the basic level module (as the subject of the Indria Level Piano Major Course), materials presented on the basic techniques as well as basic knowledge of piano instruments. This module described skills in areas related to criteria as classical piano players. Those are the technical aspects, hearing acuity (Aural Section), and the ability to appreciate a classical piano in the scope of the basic level (Indria level). In addition, the module also contains materials to hone the ability to comprehend concepts and theoretical classical piano material include terminology in playing classical piano, music history, and other matters relating to

classical piano music comprehensively (music contours, textures, chord progressions used, etc.). Supporting independent learning (in accordance with the “*Merdeka Belajar*” concept), this module is also equipped with a Compact Disk (CD) which contains piano playing technique demonstrations, in accordance with the training material (Etude [4]) and song composition (Repertoire) covered in the Indria Level Piano Major course.

Based on the needs analysis, a research entitled "Development of Indria Piano Major Course Module with Practical Lesson Tutorial for Music Art Study Program Students of Language and Arts Faculty at Universitas Negeri Surabaya". With a combination of adequate lecture facilities and comprehensive lecture modules, it is expected to be a mutually integrated force and synergy with each other which can be optimized by lecturers to develop the abilities and skills of Piano Major students.

### **1.1. Concept of Teaching Materials**

The concept of teaching materials used to assist teachers in carrying out teaching and learning activities. The material in question can be either written material or unwritten material. Through teaching material, it enables students to learn competencies in a coherent and systematic manner so that they are able to master all competencies in an integrated and integrated manner [7]. The classification of teaching materials according to the *Faculte de Psychologie et des Sciences de l'Education Universite de Geneve* are written (printed materials), audio visual, electronic, and interactive methods (mediamix).

Printed teaching materials can be displayed in various forms, such as handouts, books, modules, Student Activity Sheets, Brochures, Leaflets, Wallcharts, photos/drawings, or models. Ballstaedt in Majid [7] suggests several advantages in preparing printed teaching materials, including: (1) Written material generally has a table of contents that makes it easier for teachers to show students which parts are being studied; (2) the procurement costs are small relatively; (3) written material is quickly used and easily moved; (4) Written material offers broad convenience and creativity for individuals; (5) Relatively light and can be read anywhere; (6) Good teaching materials will be able to motivate readers to carry out activities such as marking, taking notes, and so on; (7) Can be enjoyed as a document of great value; and (8) The reader can adjust the tempo independently.

In the process of preparing learning resources and printed teaching materials, there are several important components that must be considered. According to the *Badan Standar Nasional Pendidikan* (BSNP, 2007) there are 4 (four) components in compiling learning resources and printed teaching materials, including:

#### **1.1.1. Eligibility Content Component**

In this component, it consists of 3 (three) sub-components which include in it, including: (a) The suitability of the description of the material with the competence standards and basic competencies, which includes the breadth of the material and the depth of the material, (b) The accuracy of the material which includes the accuracy of the facts, the accuracy of the concepts, and also the accuracy of the illustrations, (c) Supporting material which includes: (1) Conformity with the development of science, (2) Recency of features, examples and references, (3) Contextual, (4) Science, environment, technology and society.

#### **1.1.2. Presentation Eligibility Component**

In the presentation eligibility component, there are 3 (three) sub-components, which include: presentation techniques, presentation of learning, and completeness of the presentation, with details including: (a) Presentation techniques that include conceptual wrangling, systematic consistency, and balance between chapters, (b) Presentation of learning which includes focusing on students, developing process skills, paying attention to aspects of work safety, and variations of presentation, (c) Completeness of presentation, namely introduction, table of contents, list of references, summary of concept maps, evaluations, proportions of images and the right text, and also illustrations that support the message.

#### **1.1.3. Language Feasibility Component**

Consists of 3 (three) sub-components, namely: conformity with the level of students' development, communicative, ruffle, and unity of ideas. The details of the 3 sub-components are as follows: (a) Conformity with the level of students development which includes conformity with the level of thinking development and the level of social-emotional development, (b) Communicative, in the sense of: understanding the message, grammar and spelling, and the progress of terms and symbols, (c) The complexity and unity of ideas which include: the meaning in chapters, sub-chapters, paragraphs, and the observance of chapters, sub-chapters, paragraphs and sentences.

### 1.1.4. Graphic Feasibility Components

Graphic Feasibility consists of 5 (five) sub-components, including: (a) Book cover (overall attractive design of the cover, font selection, illustrations, colors, etc.), (b) The contents of the book are displayed attractively, (c) Readability (suitability in the selection of letters, illustrations, and formats), (d) Print quality (clarity, flatness, and color printing), (e) Physical strength of textbooks (paper content, leather material, and binding system).

## 1.2. Piano

Piano is a musical instrument that includes clavicle and *idiocordo* which is a musical instrument with the working principle of strings or in other words, strings that are sounded by being hit. The original name for the piano is actually the piano forte. Initially, Bartolomeus Christofori in 1707 was pioneered the development of the harpsichord, which initially functioned with the working principle of string picking, was transformed into the principle of string striking and was called the *clavicembolo piano e forte*. From the name of the *clavicembolo* that then developed in such a way, both in terms of tools and mechanisms of work, until finally found the piano forte for or better known as the piano [1]. Based on the physical form and way of working, the piano is divided into 2 (two) types, namely:

### 1.2.1. Grand Piano

A type of piano with a horizontal strings position with a wide and wing-like resonance box cover when it is opened. Grand Piano is shaped like a clover leaf which is split into two. Grand Piano itself is of two types, namely: (1) Grand Piano with large size, commonly referred to as Concert Grand Piano, (2) Grand Piano with smaller size, commonly referred to as Baby Grand Piano. There are several piano producing countries, including: Japan (Yamaha and Kawai brands), South Korea (Sammick), Germany (Stainway and Son brands), China (Pearl River and Ritmuller piano brands), and so on.

### 1.2.2. Upright Piano

Also called the piano wall with vertical strings so that the position is high and usually placed parallel to the walls of the room [1]. Upright piano has 2 (two) pedals. The right pedal functions as a sustain (to extend the quality of the sound produced), while the left pedal (referred to as the *una corda* pedal) functions to weaken the sound quality of the piano keys when pressed. In the process of development, around the 1980s, an upright piano was added to the middle pedal called the practice

pedal, which served to softer the piano sound produced. The resonance board of the upright piano is located behind the piano in a vertical position, where the resonance board acts as a pedestal of the piano's sound source.



Figure 1 Grand Piano



Figure 2 Upright Piano

## 2. METHOD

### 2.1. Development Type

This type of research is development research. Development research is a research method that intentionally, systematically, aims to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods/strategies/ways, services, certain procedures that are superior, new, effective, efficient, productive, and meaningful [10]. The development in question is in the form of developing the Indria Piano Major Course Module with Practical Lesson Tutorial for Music Study Program Students of Languages and Arts Faculty at Universitas Negeri

Surabaya. This Indria Piano Major Course Module with Practical Lesson Tutorial contains a presentation of skills in areas related to criteria as classical piano players, ranging from the technical aspect, hearing acuity (Aural Section), as well as the ability to appreciate a classical piano in the scope of the basic level (Indria level).

In addition, the module also contained material to hone the theoretical ability to understand classical piano music concepts and materials, including terminology in playing classical piano, music history, and other matters relating to classical piano comprehensively (contour music, textures, chord progressions, etc.). As a support for independent learning (in accordance with the “Merdeka Belajar” concept), this module is also equipped with a Compact Disk (CD) which contains that play a piano technique demonstrations, in accordance with the training material (Etude [4]) and

song composition (Repertoire) included in Indria Level Piano Major course subjects.

Indria Piano Major Course Module with Practical Lesson Tutorial is a compilation of various material notes, technical exercises etude [4], melodic training etude [4], song composition (repertoire) to be studied and trained at the basic level (Indria level). The selection of material included in this module is based on the consideration that the material etude [4] or repertoire is a standard piano learning material in the international realm. In the future, this module will be arranged in stages. It starts with the Indria Level Piano Major Module, the Pra Muda level, the Muda level, the Pra Madya level, the Madya level, and up to the Utama level. The following below is a list of lecture material in the Indria Piano Major Course Module with Practical Lesson Tutorial:

**Table 1.** Learning Material for Indria Piano Major Course Modul

| Level  | Materials  |
|--------|--|
| Indria | <ul style="list-style-type: none"> <li>• Scales: a). Major: C, G, D, A, E.; b). Minor (Harmonic and Melodic): a, e, d. Formations: Similar motion (<i>legato</i> and <i>staccato</i>), contrary motion, <i>triad</i> broken chords, <i>arpeggios</i>, broken chords (all in 2 octaves).</li> <li>• Technique <i>Etude</i>: Hanon: for The Virtuoso Pianist [6], Czerny op. 599 [3].</li> <li>• Melodious <i>Etude</i>: Burgmuller op. 100 [2], Duvernoy op. 176 [5].</li> <li>• <i>Repertoar</i>: Sonatina Compilation Book [11], Piano Pieces for Children volume III (Grade 1) [9].</li> </ul> |

**2.2. Development Models**

The model used in the research development of the Indria Piano Major Course Module with Practical Lesson Tutorial for Music Study Program Students of Language and Arts Faculty at Universitas Negeri Surabaya is the ADDIE Model. Prawiradilaga [8] states that the ADDIE Model is a learning design that is based on a systems approach. The components contained in the ADDIE Model include: (1) Analyze: includes analysis of material needs and the needs of students; (2) Design: the scope of designing the formulation of competencies, strategies; (3) Develop: includes the development of teaching materials, as well as media development; (4) Implement: include face-to-face assessment; and (5) Evaluate: in terms of evaluating learning and improvement programs.



**Figure 3** ADDIE Model Reiser Version

Reiser in Prawiradilaga [8] formulates the ADDIE model by using verbs (design, develop, implement, evaluate). Explicitly, Reiser also outlined the need for revision or improvement that occurred between each phase.

By applying the ADDIE model, the development research process will be carried out coherently starting from the analysis phase, designing, developing, and so on, so that a song book development product that is detailed/precise, targeted, and effective, especially for students taking the Piano Major course.

### **2.3. Trial of Product Development**

The product development test is carried out on a small scale, namely to students of the Music Study Program who take Indria Piano Major courses (small class, a maximum of 7 students). Implementation is carried out to determine whether the course modules can be used effectively and right on target. The expectation is that the lecture material delivered can be absorbed quickly and optimally by students so that this course module product can be measured effectively.

### **2.4. Development Instruments**

#### **2.4.1. Validation**

Onwuegbuzie and Johnson [13] state that the validation process for mixed methods (quantitative and qualitative) in development research is referred to as legitimacy. The process of legitimacy of data validity is carried out by several parties who have competence in the field of education and also the field of music. The validator team is as follows:

##### 2.4.1.1. Validity test of the content and presentation feasibility components.

For the content and presentation feasibility component, the validator whose role is Endang Retnowati Tjiptoheningsih. Endang Retnowati is the owner and instructor at Primafermeza music house. In charge of piano and vocal skills, Endang Retnowati is also registered as a senior lecturer at the Association Board of Royal Schools of Music (ABRSM Royal) located at the *Yayasan Musik Indonesia* (YASMI) on Sambas Street, Surabaya.

##### 2.4.1.2. Validity test of the language feasibility component

The validator who has a role in the language feasibility component is Prima Vidya Asteria, S.Pd., M.Pd. Ms. Prima is one of the lecturers at the Department of Indonesian Education and Literature, Faculty of Language and Art, Universitas Negeri Surabaya. Aside from being a lecturer, Prima Vidya Asteria is also active in writing scientific papers and

also contributes to the Universitas Negeri Surabaya (UNESA) Arts and Culture Study Center.

##### 2.4.1.3. Validity test of the feasibility component of graphics

Referring to the purpose of the product produced in this study is in the form of a course module and also a CD product demonstration of lecture material, then the graphic component which covers aspects of readability, print conditions and so on, will be validated by Ro'is Abidin, S.Pd., M.Pd. Mr. Ro'is is one of the lecturers of the Graphic Design Study Program, Department of Design, Faculty of Language and Art, Universitas Negeri Surabaya who is also active as a product designer, active as a national and international jury in the design expertise until now.

#### **2.4.2. Validation Indicator**

There were several components that become the main points in the process of validity test of the Development of Indria Piano Major Course Module with Practical Lesson Tutorial, including:

##### 2.4.2.1. Eligibility Content Component

- The material used in the Indria Piano Major Course Module with Practical Lesson Tutorial includes a basic understanding of piano, the basic theory of musical notation, preliminary practice material for fingering, and short *repertoire* song materials.
- The material in the module can be applied independently by students (student center).
- Reference material used in the course modules can be applied to date.

##### 2.4.2.2. Presentation Eligibility Component

- The title that is displayed in the Indria Piano Major Course Module with Practical Lesson Tutorial is in accordance with the overall song material concept.
- The material is presented in a coherent, gradual manner, and can direct student understanding into the learning process of music notation material on a piano instrument in stages.
- Indria Piano Major Course Module with Practical Lesson Tutorial is presented in full, starting from the introduction, table of contents, the exact size of the text and according to the standard.

##### 2.4.2.3. Language Feasibility Components

- The grammar used is easily understood by students.
- The grammar used is in accordance with the *Pedoman Umum Ejaan Bahasa Indonesia* (PUEBI).

- Systematics of writing Indria Piano Major Course Module with Practical Lesson Tutorial in accordance with the rules of writing learning material modules.

**2.4.2.4. Eligibility in Graphics Component**

- Regarding book covers (including CD covers and packaging).
- The readability aspect (the size of the letters used can be read easily).
- Print quality of letters and music notation (regarding the clarity of the appearance of letters and music notation).
- Physical module strengths (regarding paper materials used, printing equipment used, binding system module courses).

**2.5. Product Effectiveness Test Development**

The product effectiveness test of the Indria Piano Major Course Module with Practical Lesson Tutorial was conducted in four meeting phases. The instruments used in the effectiveness test include the following:

Student activity observation sheet is used in obtaining information about the stages of learning and practicing carried out by students during the lecture process of the Indria Level of the Piano Major using a course module. This sheet is filled in by Music experts who are tasked with observing and giving assessments during the course of the lecture using the Indria Level of the Piano Major course. The points observed in the learning process include: (1) The implementation of every stage of learning activities, (2) Independence of students in using the Indria Piano Major Course Module with Practical Lesson Tutorial, (3) The ability of students to recognize and recall the basic concepts of music notation on the piano during the learning and practice process, (4) The ability of students to understand and apply the basic concepts of music notation on the piano into a simple song form when learning activities take place.

**2.6. Data Analysis**

The process of data analysis in the development of the Indria Piano Major Course Module with Practical Lesson Tutorial is classified into 3 (three) main activities, including: (1) The Development Process of Indria Piano Major Course Module with Practical Lesson Tutorial, (2) Quality of Indria Piano Major Course Module with Practical Lesson Tutorial, (3) Effectiveness of Indria Piano Major Course Module with Practical Lesson Tutorial.

**3. RESULTS AND DISCUSSION**

In the process, the results analysis of the validity in the development products was arranged in the form of a scale questionnaire. The type of scale used is a Likert Scale. Riduwan [12] suggests that the Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social events or symptoms. In the research process, this social phenomenon has been specified in detail and specifically by the researcher, hereinafter referred to as the research variable. Every answer or statement describing aspects of the validity test of product development, in accordance with the *Badan Standar Nasional Pendidikan* (BSNP), will be linked to the form of statement or attitude support expressed in the following words: (1) Scale 1 = Very Poor/Very Disagree; (2) Scale 2 = Poor/Disagree; (3) Scale 3 = Fair/Moderate; (4) Scale 4 = Good/Agree; and (5) Scale 5 = Very Good / Very Agree.

This questionnaire was handed over to the validator team during the process of testing the validity quality of the Indria Piano Major Course Module with Practical Lesson Tutorial. Examples of the application of a Likert scale (with checklist form) in the quality validity test questionnaire Indria Piano Major Course Module with Practical Lesson Tutorial of Feasibility Content Component (Table 2):

**Table 2.** Score Results Analysis of Feasibility Components Validity Test

| NO. | STATEMENT  | Alternative Answer |   |   |   |    |
|-----|--|--------------------|---|---|---|----|
|     |  | 5                  | 4 | 3 | 2 | 1  |
|     |  | VG                 | G | F | P | VP |
| 1.  | The material used in the Indria Piano Major Course Module with Practical Lesson Tutorial includes basic understanding of piano, basic theory of musical notation, preliminary practice material for fingering, and short repertoire song material. | √                  |   |   |   |    |
| 2.  | The material in the module can be applied independently by students (student center).  |                    | √ |   |   |    |
| 3.  | Reference material used in the course modules can be applied to date   |                    | √ |   |   |    |

The formula for calculating the score used in the Likert Scale is by calculating the percentage of each item, based on the validation results from the validator team that has been determined. Overview of calculating the score:

Answering 5: 1 item; Answering 4: 2 items; Answering 3: 0; Answering 2: 0; and Answering 1: 0.

Calculate scores by:

The number of scores for 1 item answered 5:  $1 \times 5 = 5$ .

The number of score for 2 items answered 4:  $2 \times 4 = 8$ .

The number of scores for 0 items answered 3:  $0 \times 3 = 0$ .

The number of scores for 0 items answered 2:  $0 \times 2 = 0$ .

The number of scores for 0 items answered 1:  $0 \times 1 = 0$ .

Total Score Achieved ( $5 + 8 + 0 + 0 + 0$ ) = 13.

Explanation of Percentage Interpretation of Scores for Likert Scale [12]:

Figures 0% - 20% = Very Less.

Figures 21% - 40% = Less.

Figures 41% - 60% = Enough.

Figures 61% - 80% = Good.

Figures 81% - 100% = Very Good.

Based on these data, the quality validity test of the Indria Piano Major Course Module with Practical Lesson Tutorial - Content Feasibility Component has a

percentage:  $13/15 \times 100\% = 86.67\%$ , classified as very good.

So, the Likert Scale formula used is [14]:

$$\text{Percentage Result} = \frac{\text{Test Score} \times 100\%}{\text{Highest Score Achieved}}$$

$$= 13/15 \times 100\%$$

$$= 86.67\% \text{ (Very Good).}$$

This research was one form of development research that implemented knowledge about the music, especially the piano practice expertise, by combining the concept of learning independence in the form of a Practical Lesson Tutorial Compact Disk as one of the learning resources developed in this study. Output that generated after this research is: (1) Product Indria Piano Major Course Module, (2) Compact Disk which contains a demonstration video of repertoire playing from lecturers, as a guide for students to practice independently.

**Table 3.** Score of Assessment Test for the Effectiveness Test of Indria Piano Major Course, Phase I

| NO | ASSESSED ASPECTS  | Alternative Answers |   |   |   |    |
|----|---|---------------------|---|---|---|----|
|    |   | 5                   | 4 | 3 | 2 | 1  |
|    |   | VG                  | G | E | L | VL |
| 1. | The implementation of each stage of learning activities.  |                     | √ |   |   |    |
| 2. | Independence of students in using the Indria Piano Major Course Module.   |                     | √ |   |   |    |
| 3. | Students' ability to recognize and recall the basic concepts of music notation on the piano when the learning and practicing process takes place.             |                     |   | √ |   |    |
| 4. | The ability of students to understand and apply the basic concepts of music notation on the piano into a simple song form when learning activities take place |                     |   | √ |   |    |

First Trial Score Recapitulation (Highest Score Amount:  $5 \times 4$  items = 20):

No item gets Score of 5:  $5 \times 0 = 0$ .

There are 2 items that have score of 4:  $4 \times 2 = 8$ .

There are 2 items that get score of 3:  $3 \times 2 = 6$ .

No item gets Score of 2:  $2 \times 0 = 0$ .

No item gets Score of 1:  $1 \times 0 = 0$ .

Total Score Achieved ( $0 + 8 + 6 + 0 + 0$ ) = 14.

$$\text{Percentage Result} = \frac{\text{Test Score} \times 100 \%}{\text{Highest Score Achieved}} = \frac{14/20 \times 100\%}{70} = 70\% \text{ (Valid, Quality, Can be used with minor improvements).}$$

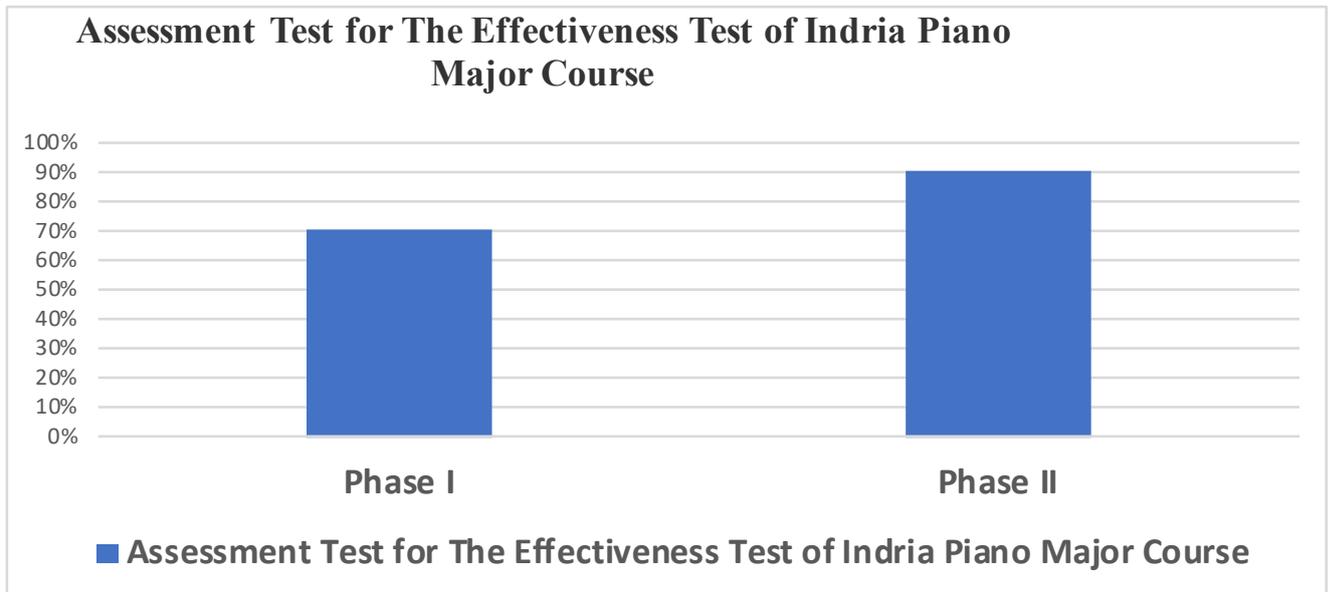
**Table 4.** Score of Assessment Test for the Effectiveness Test of Indria Piano Major Course, Phase II

| NO. | ASSESSED ASPECTS  | Alternative Answers |   |   |   |    |
|-----|---|---------------------|---|---|---|----|
|     |   | 5                   | 4 | 3 | 2 | 1  |
|     |   | VG                  | G | E | L | VL |
| 1.  | The implementation of each stage of learning activities.  | √                   |   |   |   |    |
| 2.  | Independence of students in using the Indria Piano Major Course Module.   | √                   |   |   |   |    |
| 3.  | Students' ability to recognize and recall the basic concepts of music notation on the piano when the learning and practicing process takes place.             |                     | √ |   |   |    |
| 4.  | The ability of students to understand and apply the basic concepts of music notation on the piano into a simple song form when learning activities take place |                     | √ |   |   |    |

Summary of Second Trial Score (Highest Score Amount: 5 x 4 items = 20):

- There are 2 items that get Score of 5: 5 x 2 = 10.
- There are 2 items that have score of 4: 4 x 2 = 8.
- No item gets score of 3: 3 x 0 = 0.
- No item gets Score of 2: 2 x 0 = 0.
- No item gets Score of 1: 1 x 0 = 0.
- Total Score Achieved (10 + 8 + 0 + 0 + 0) = 18.

$$\text{Percentage Result} = \frac{\text{Test Score} \times 100 \%}{\text{Highest Score Achieved}} = \frac{18/20 \times 100\%}{90} = 90\% \text{ (Very Good, Very Valid).}$$



**Chart 1** Assessment Test for the Effectiveness Test of Indria Piano Major Course

Regarding the percentage classification in the trial process of Indria Piano Major Course Module, it can be described in the following table:

**Table 5.** Percentage Classification in the Trial Process of Indria Piano Major Course Module

| No | Criteria for Achieving | Validity Level  |
|----|------------------------|---|
| 1. | 76 % - 100 %           | Very valid, very high quality, can be used without improvement. |
| 2. | 51 % - 75 %            | Valid, quality, can be used with minor improvements.            |
| 3. | 26 % - 50 %            | Invalid, not qualified, cannot be used.                         |
| 4. | 1 % - 25 %             | Very invalid, very not qualified, cannot be used.               |

#### 4. CONCLUSION

The development of Indria Piano Major Course Module with Practical Lesson Tutorial, empirically is able to show significant results in the learning process of piano major course. This is shown in the results of the effectiveness test of the course modules which show percentage rates up to 90%, where students are able to absorb and implement every material and also practical video tutorials contained in the module. Referring again to the application of the “*Merdeka Belajar*” Concept, Indria Piano Major Course Module shows that it can facilitate students to learn and practice independently.

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