

Creating Multimedia Audio Visual Learning of Western Music History for Calvary Baptist Theological Seminary

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Abstract—The history of Western music is one of basic knowledge in Ecclesiastical Music course. It is inseparable with the development of ecclesiastical music to the present. But the most of students at Calvary Baptist Theological Seminary have difficulties to understand Western music history without music background. These facts have pushed the educator into more creative to give the materials. One of the ways to develop learning is to use multimedia learning. This paper describes the creating process of multimedia audio-visual learning of Western music history using development research. The given materials of Western music history include periods of music development, musical characteristics, composers, instruments, culture, and social patterns in every era of Western music development. This multimedia is made by using audio-visual software named KineMaster. The process generates a learning multimedia product in form of movie clip video. At the end, this multimedia audio-visual learning has ability to make students more interest, easy to understand, and be learning resources addition for Ecclesiastical Music course.

Keywords—*learning multimedia, audio-visual, history of western music*

I. INTRODUCTION

As of today, it is known to all the development of technology. The use of technology has grown into all aspect of life. The school, instructors, students and parents have no choice to go into this phenomenon. This development has pushed the educational world into more creative use of it. What really interesting is, this technology growth is still going even stronger and faster from year to year, month to month and week to week. A teacher or educator needs to follow current technological developments, so in providing material in their field, it will be more interesting and full of innovation. Especially in using learning media [1]. In addition, the existence of learning innovation will helpful for students in receiving the given materials.

Therefore, as an educational institution, Calvary Baptist Theological seminary needs to adapt to this phenomenon. Calvary Baptist Theological Seminary is a Christian religion

based higher education. Being the ecclesiastical school, one of the courses that should be into the curriculum is “Church Music.” In this course, the student will begin to learn with the very basic principle of music, namely the history of Western music. This fundamental knowledge is so important for them to realize how ecclesiastical music develop into today Church’s music. The impossibility has become unbearable for student to understand ecclesiastical music without its historical back ground.

Knowing these facts, the writer has chosen to generate the multimedia audio visual learning for the campus. In it, the writer will describe step by step the process in generating this multimedia. The hope of writing this is to help the students to understand better, easier, and even generate the interest of learning the ecclesiastical music as part of the preparation for their future ministry.

The writer is using this introduction to describe the importance of developing this multimedia. The next sections will attempt to give clear path into the entire development of generating the multimedia audiovisual learning for the course. Section II will cover the literature review. Section III will describe the methodology research of this paper. Section IV will show the discussion and the result of the research. Section V will present the conclusion and final result of its research.

II. LITERATURE REVIEW

A. Learning Multimedia

Media is all forms that are used for the process of distributing information [2]. Media is any tool that can be used as a channel for messages to achieve learning objectives [3]. Learning is a process of communication between learners, teachers, and teaching materials. Learning is an effort to teach students to learn [4-5]. Based on the description above, the functions of learning media are tools, intermediary, the information introduction as well as messages containing the learning intentions of the educators and learners. So the use of learning media can achieve learning objectives.

Multimedia is media that combines two or more media elements consisting of text, graphics, images, photos, audio, video and animation in an integrated manner. There are two categories, namely: linear and interactive multimedia. For linear multimedia, the user cannot control or operate over the equipment. This multimedia is running sequentially. For example: televisions and films. Whereas for interactive multimedia, the user can control or operate over the equipment. So the user can choose what he wants for the next process [6].

B. Audio-Visual Media

Audio-visual media is a series of electronic images accompanied by a sound element and an image element that poured over the tape. Then a device plays that electronic image series, such as a video cassette recorder or video player [7]. The three main elements of this media are sound, visuals, and motion. Meanwhile, for the visual, there are three forms: visual images, lines (linear graphics) and symbols [8].

Audio-visual media also have two types of audio, namely still and motion audio-visual. Still, audio-visual displays sound and still images. For example: sound frame films (sound slides), sound series films, and sound prints. Motion audiovisual can display sound elements and moving images. For example: sound films and video-cassettes.

C. History of Music

History of Music is pretty similar to general historical study with a slight difference that can be found in the use of the history of sound aspects (audible). The chronological order of the history of Western music and including the importance of each era as follow:

- Ancient Greece (6000 BC to 500 BC);
- Middle Ages (500 BC to 1200 AD);
- Renaissance (13th to 16th century);
- Baroque (17th century);
- Classical (18th century);
- Romantic (19th century); and
- Modern (20th Century to Present). All of them is within the scope of Western European culture (Western Culture).

Beside of being fully historical, the typical of Western music history can be seen in the writing of the notations. By doing so, the music can be reproduced, and replay by other musicians. In that written notations others will able to see, feel and play according to the composers intend, such as his or her musical form, style, types of music, instruments, culture, traditions, art, and the social scope. This History of Western music closely related to the architecture and fine arts from the Ancient period into the Modern period of the West [9].

III. METHODOLOGY

A. Data

In collecting the data for this paper, the writer has concluded that there should be five stages of the process in developing this multimedia.

- Pre-research. Identifying the needs and determining the standard of competency in the given subject.
- Designing Multimedia. From creating the scribe, the content, into the final design by using the necessary software.
- Collection Material. Images and Audio materials.
- Making the multimedia of learning.
- The implementation of the multimedia.

B. Method

The approach into this research is using qualitative library development research. Development research is an attempt to develop an effective product for school, and not for testing theory [10]. This system will enhance the writer in the process to produce the final result of the multimedia material for its common used such as training materials for teachers, learning materials, media, questions, and management systems in learning. The final product of this research will be in a form of video production consists of movie clips, moving images, audio, and text by using the KineMaster software.

IV. RESULTS AND DISCUSSION

A. Pre-Research Results

The writer is an assistant lecturer who teaches Ecclesiastical Music course at Calvary Baptist Theological Seminary. Based on competency standards in the syllabus, students must be able to understand the historical development of Western music. During the learning process, the writer gives the learning material by the lecture method, the discussion method and group assignment method. The writer divides students into groups with different period topics of the history of Western music. The students have to look for references. And then the students present about all things in the music development of each period in front of the class. After that, the writer will invite the students to have a discussion together. Then the writer asks the students to explain the material presented by the previous students.

Based on interviews with the students, it turns out that the material on the history of Western music is quite difficult for students. Especially for students without a musical background. The student can follow the methods that have been used in class. But the materials are only for memorization and not fully understood by students. Students can easier to understand when a group use samples in the form of audio or video when making a presentation.

B. Making Learning Multimedia Design

At this stage the writer begins by determining the concept of the video to be made. The writer wants the concept of storytelling along with visuals that match the content of the story. After getting the concept, the writers look for references on audio-visual multimedia, either through literature or the internet. Furthermore, the writer made a material list of the Western music history that will appear in the video. After describing the material, the writer writes the order of the content in the video. It starts from the opening, the main content, and the ending. In the next stage, the writer finds out an editing software to make the video.

The writer finally decides to use the KineMaster software. KineMaster is a mobile application specifically designed to help Android and iOS users modify videos from ordinary videos to more interesting videos. The reason to use this software is user friendly. It is quite easy and the user can be operating it only by using a smartphone. KineMaster also has basic features as the needs of the editing process.

C. Materials Collecting

At this stage the writer collected materials in the form of images, examples of music, audio, video, and theory / material about the history of Western music. All materials are obtained through the internet. For audio storytelling (narrators), the writer makes a voice recording by voice recorder.

D. The Process of Learning Multimedia Creating

The process of making and editing video as learning multimedia is separately according to the order of content display. The order of contents is: (1) Opening; (2) Ancient Greek Period; (3) Middle Ages; (4) Renaissance; (5) Baroque Age; (6) Classical Age; (7) Romantic Period; (8) the Age of Impressionism; (9) Closing.

The process of creating and editing each content has the following stages: (1) Inserting the audio storytelling (audio narrator); (2) Inserting a picture or video and adjusting the duration according to narrator's discussion; (3) Inserting text for important materials; (4) Incorporate background music according to the historical period of Western music that being discussed. After doing this whole process, the writer combines all the content as the final result or product of this multimedia audio-visual learning.

E. Multimedia Audio-Visual Learning of History of Western Music

Multimedia audio-visual learning the history of Western music is packaged in a video in the form of a movie clip. This video is in landscape form with a 16: 9 ratios and a duration of 13 minutes 31 seconds.

The opening screen is the initial display that appears when the video gets started. The opening screen was made simple with the title "The History of Western Music". After opening screen, the video continues by several music group videos

displays. And then the narrator starts to delivering the introduction. The opening screen like a figure 1.



Fig. 1. Opening screen.

After the introduction, the video shows a table of the historical periods of Western music (see figure 2).

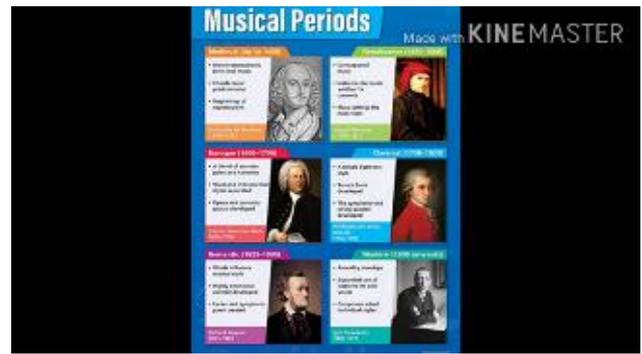


Fig. 2. Historical period of western music screen.

Then the video will enter into a discussion of the historical periods of Western music in more detail. Each period will begin with an initial display about the title or historical period. After that, the video will continue with a discussion of social background (see in figure 3-10), musical characteristics (see figure 11), instruments (see figure 12), and musical figures / composers (see figure 13).



Fig. 3. Ancient greek period title screen.



Fig. 4. Middle age title screen.



Fig. 5. Renaissance title screen.



Fig. 6. Baroque title screen.



Fig. 7. Classical title screen.



Fig. 8. Romantic title screen.



Fig. 9. Impressionism title screen.



Fig. 10. Example of music characteristics screen.



Fig. 11. Example of music intruments screen.



Fig. 12. Example of music figures screen.

After the entire period discussion, the video enters the closing section. There is a statement about the use of video as a learning reference for the students. The video ends with the display of the name of the writer as the video maker. The closing screen see in figure 13.

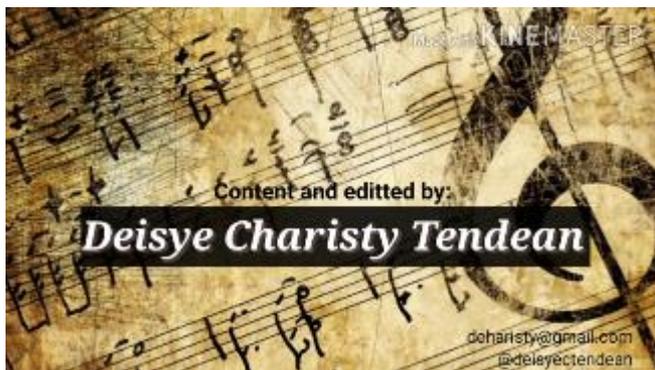


Fig. 13. Closing screen.

F. Implementation

The writer gave the video to ten Calvary Baptist Theological Seminary students who taking Ecclesiastical Music Course. Then the writer distributes a questionnaire to be filled out by the students. Based on the results of the student response questionnaires, this multimedia learning is very interesting and helps in understanding the historical

material of Western music with more easily. The students can use this multimedia learning as a long term learning reference.

V. CONCLUSION

Based on the results of the research and discussion previously described, the process of designing history of Western music learning multimedia based on audio-visual consists of five stages as follows: (1) Doing preliminary research conducted by analyzing field facts and interviewing students of Calvary Baptist Theological Seminary; (2) Making a multimedia learning design that is carried out by the stages of determining the concept, searching for references, listing material on the history of Western music to be explained in the video, making video content sequences, and determining KineMaster as the software used to make videos; (3) Collecting video materials from the internet and voice recordings as audio narrator; (4) Making and editing videos by using KineMaster Software with movie clips as the final product; (5) The result of implementation shows that the product (video) is successful in achieving the purpose of creating learning multimedia.

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