

Adaptation of Music Practice Learning Assessment During the Covid-19 Pandemic

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ABSTRACT

The online learning that we have implemented during the current Covid-19 pandemic requires the adaptation of assessment practices in various study programs that provide music arts education. This study intends to find out and discuss the adaptation of music practice assessment during the Covid 19 pandemic in the Music Arts Education Study Program. The research is conducted using descriptive methods both quantitatively and qualitatively. Research data was collected employing indirect interviews through zoom meetings and questionnaires (google form). Data analysis was carried out both quantitatively and qualitatively with the stages of data collection, data verification, data classification, and conclusion drawing. The results of the study show that the implementation of the assessment which originally took place face-to-face has now been replaced by digital media as an alternative solution. Nevertheless, the musical activities carried out by students through the assessment process are increasingly diverse. Typical assessment of music practice is carried out in the form of assessing processes, products, in the form of simulations or real events that are carried out structurally or using natural events. The assessment process in the form of a simulation had to be chosen as an alternative due to the limited availability of musical instruments during online learning.

Keywords: Learning assessment, Music practice, Covid-19 pandemic.

1. INTRODUCTION

Since March 2020 our education system has undergone tremendous changes. As the only way to prevent the spread of COVID-19, governments around the world apply policies for implementing learning from home while ensuring that students can continue to follow learning even though they are online using various digital platforms [1]. Even though this learning situation has been going on for even one year, it does not mean that it is without problems, both in terms of facilities and infrastructure as well as existing resources. The limitations and uneven distribution of the internet network, the lack of training for teachers, and the unfamiliarity of students learning independently are the main obstacles that are quite severe for the current educational practice [1,2].

Efforts in various matters need to be continuously made by the government, especially the Ministry of Education and Culture, through various relevant programs. However, if it is not followed by various existing educational institutions, the current educational problems cannot be resolved properly. In the university

environment, institutional adaptation, and the role of lecturers as learning facilitators need to be continued. Several important aspects that need attention include improving facilities and infrastructure, developing IT, managing alternative curricula, developing digital teaching materials, appropriate learning methods, learning media development services, and developing learning assessment technology.

In this regard, as one of the efforts to develop online learning, this research will reveal the adaptation of the implementation of music practice learning assessment in the Music Education Study Program, Faculty of Language and Arts, Universitas Negeri Semarang and the Music Education Study Program, Faculty of Letters, Universitas Negeri Malang. This is necessary because in the Music Education study program almost 50% of the courses are in the form of music practice, so students really feel the impact during online lectures.

The assessment component in learning becomes a guide in determining the direction of achieving goals. Therefore, the current change in the learning process, which is almost entirely done online, requires efforts to

adapt techniques, procedures, instruments, and the use of existing digital technology. The goal is that the ongoing learning process can still achieve the specified learning competency indicators [2,3].

Assessment in the context of education is basically a procedure of collecting information that is carried out systematically to make conclusions about the characteristics of certain behaviors, competencies, and or objects produced in learning. Therefore, the development and application of assessment models in various learning contexts will have an impact on efforts to improve teaching strategies. According to Cronbach, there are three main characteristics of assessment, namely: (1) using various techniques, (2) relying on observation, and (3) information integration [4].

Concerning the implementation of the assessment, a survey of the teacher's ability to carry out the classroom-based assessment (CBA) at SMA Negeri Jakarta which includes written, oral, action, attitude observations, portfolios, and interviews was found to be poor. The score for planning CBA is only 54.46% of the maximum score, the ability to carry out CBA is 53.82%, and the ability to manage CBA results is only 43.78% [5].

In a broader context, the results of Jien Tirta Raharja's research indicate that there is a gap between the implementation of the components of planning, implementation, assessment, and supervision of learning with the minimum standards for implementing the learning process as contained in Permendiknas (Regulations of the Minister of National Education) Nomor 41 of 2007. In the implementation of the assessment, especially in terms of determining the techniques and instruments for the assessment of the learning process of high school arts and culture in Lombok Regency, it was only in the good enough category. Based on the data, of the eight schools that were used as research samples, there were still three schools that had not yet achieved these criteria [6].

Based on these two findings, it shows that the problem of learning assessment is still fundamental. Several studies have been carried out to develop various authentic assessments based on the characteristics of competencies and subjects in existing schools. For example, in the context of the subject of the fine arts at elementary school, Tri Hartiti Retnowati developed a non-test assessment technique for the imaginative drawing for third-grade students. The results show that the use of non-test assessment consisting of self-assessment and group assessment can improve the learning outcomes of imaginative drawing of third-grade elementary school students. It is proofed from the two trial classes that there are significant differences [7].

Guntur et al.'s research which develops a system for assessing physical education and health outcomes for

high school students in volleyball games stated that in performance assessment as a form of authentic assessment, the instrument consists of indicator components, indicator descriptions, rubrics, and assessment procedures. The process of testing the validity can be done with expert judgment procedures, while the reliability test can be analyzed with the inter-rater coefficient. This study involving physical education teachers in Yogyakarta reveals that the assessment techniques developed can be used in learning practices [8].

Based on these findings, the development of assessment models that are following the characteristics of the course needs to be carried out. The reason is that some of the existing findings prove that at the practical level there are still many teachers or lecturers who have difficulty in developing assessment techniques that are following the demands of the curriculum. Meanwhile, in the context of development research that has been carried out, the existing studies have not covered all fields and levels of education [9,10].

2. METHODS

The research was conducted with descriptive methods both quantitatively and qualitatively. The research subjects were all music lecturers at the Music Education Study Program, Universitas Negeri Semarang, and Universitas Negeri Malang. Data collection techniques were carried out with documents, focus group discussions through zoom meetings, and questionnaires submitted in the form of a google form. Academic documents for odd and even semesters 2020/2021 in both study programs were needed in this study to obtain data about the types of music practice courses and their learning characteristics. Meanwhile, online-focused discussions were conducted to obtain data on changes in learning and adaptation of music practices by lecturers at the two institutions. The questionnaire compiled in the google form format was conducted to obtain specific data about learning and assessment practices carried out by lecturers during the pandemic.

Analysis of the trends in the implementation of learning and its assessment was analyzed and described quantitatively. Meanwhile, interpretations and descriptions of the reasons behind the adaptation of music practice learning assessments carried out by lecturers during the pandemic were presented qualitatively. The two analyses were carried out comprehensively to complement each other. The research process is sequentially carried out with the stages of data collection, data reduction, data presentation, and data verification or concluding [11,12].

3. RESULT AND DISCUSSION

3.1. Changes in Learning Materials during the Covid-19 Pandemic in the Music Education Study Programs in Universitas Negeri Semarang, and Universitas Negeri Malang

Changes in the implementation of learning during the current pandemic are unavoidable. Several learning components such as materials, learning activities, methods, media, and learning resources, and their assessment techniques adapt to the current online learning mechanism [2]. Problems with facilities and infrastructure, resources, limitations and uneven distribution of the internet network, lack of training programs for teachers, and the unfamiliarity of students learning independently have become the main obstacles in implementing learning [1,2,13]. Following these conditions, the contexts of implementing music practice learning during the Covid-19 Pandemic in the Music Education Study Programs, Universitas Negeri Semarang and Universitas Negeri Malang were not much different. Data from 22-course classes that took place in the even semester of 2020/2021, more than 50% of the material aspects changed to adjust to existing situations and conditions. In detail, the adaptation of material changes made by the lecturers is as follows.

Table 1. Percentage of material changes in lectures in the even semester 2020/2021

No.	Number of Courses	Changes in Learning Materials	Percentage
1.	8	No change	36,36 %
2.	12	A slight change	54,54 %
3.	2	Many changes	9,09 %

Based on the table 1 it can be explained that of the 22 courses taught by only 36.38% of the music lecturers in the two study programs or 8 courses did not change. Meanwhile, 63.62% or 14 courses experienced changes, although those that experienced many changes only occurred in 2 courses, namely piano 1 course and traditional music (Javanese Karawitan). These two courses underwent many materials changes due to the limited availability of learning facilities among students. Some of the changes or the reasons for the changes are described in Table 2.

Table 2. Changes in learning materials made during the covid-19 pandemic and the causes

No	Changes in Materials	Courses	Description
1	No change	Keroncong, solfeggio, Javanese song (<i>Tembang Jawa</i>), Guitar 3, Woodwind (<i>Tiup Kayu</i>) (Optional Practice), Vocals (Optional Practice), Vocals 2, and Javanese Conducting	Technically these courses can still be done online
2	There are many changes	Piano 1, and Traditional Music	Changes in the material are caused by: Students cannot use musical instruments available on campus. Not all students have the necessary or substitute musical instruments.
3	There is a slight change	Marching Band, Karawitan Surakarta, Solfeggio, Conducting, Arts Education, Illustration Music, Piano 2, Guitar 1, Composition, Guitar 1, Vocals 2, and Javanese Song	Changes are made on portions of the material: Music practice materials are technically difficult to implement online Music practice materials with group achievements Music practice materials that can be digitized Music practice materials based on depth are difficult to do online

No	Changes in Materials	Courses	Description
			Music practice materials whose learning resources are difficult for students to access

Based on the table, it can be explained that the material changes made by lecturers during the covid-19 pandemic are mainly due to the limited learning facilities owned by students, limited learning resources, and the limitations of online learning mechanisms on some of the characteristics of the demands of the existing music learning process.

3.2. Adaptation of Music Practice Learning Assessment during the Covid 19 Pandemic in the Music Education Study Programs, Universitas Negeri Semarang and Universitas Negeri Malang

Changes in learning which were originally carried out offline with face-to-face activities directly to online have implications for changes in the components of the learning assessment. This is following the results of research which confirms that in online learning as it is today, it is necessary to adjust the assessment procedure and use technology in its implementation [14]. In this regard, the following will explain the adaptation of music practice assessment which includes task items, objects of observation, techniques, and typical learning assessments in the Music Education Study Programs in Universitas Negeri Semarang and Universitas Negeri Malang.

3.3. Tasks and Objects of Observation of Music Practice Learning in the Music Education Study Programs, Universitas Negeri Semarang and Universitas Negeri Malang

Performance assessment as one of the most appropriate assessment techniques used in learning music practice can be in the form of writing, products, or behavior [15]. Therefore, the items commonly used in tests which are usually in the form of multiple choice and short answers are replaced with task items in the form of instructions to perform certain performances.

Based on the data obtained, it shows that in the implementation of performance assessment during online learning there are various types of performance instructions for learning music practice, such as (1) sing etude and songs individually; (2) sing gerongan gendhing individually; (3) read music notation; (4) write down the music notation and chord symbols from the melody and chords that are heard; (5) compose music (6) play individual musical instruments; (7) play musical instruments in groups (audio-video

compilation); (8) practice conducting while singing with or without musical accompaniment; (9) practice conducting following the chosen musical presentation; (10) practice individual vocal gendhing; (11) practice individual gendhing with gamelan applications; (12) create individual and group music illustrations; and (13) record singing assignments, musical instrument practice, conducting, and music illustrations into audio or audio-visual form. While the objects of observation are music notation, music composition in the form of notation and audio, the practice of reading music notation, singing, and playing musical instruments either directly through zoom media or video recordings made by students individually or in groups. Based on these findings, it shows that during online learning, the musical activities experienced by students are increasingly diverse. This is in line with the suggestion by Regelsky [16].

3.4. Typical Assessment of Music Practice Learning in the Music Education Study Programs, Universitas Negeri Semarang and Universitas Negeri Malang

According to Blerkom, in performance assessment, three typical characteristics are grouped based on the characteristics of the dimensions of the assessment to be carried out. The three types are as follows: (1) assessing process versus product; (2) using simulation versus real events (real settings); and (3) using natural versus structured settings [17]. Based on these three characteristics, the adaptation of the implementation of music practice assessment carried out in the two music education institutions is in the form of assessing processes, products, both in the form of simulations or real events that are carried out in a structured manner or using natural events.

Process assessment is carried out on several courses whose assessment emphasizes when students play musical instruments or sing. Meanwhile, for courses that emphasize products, only composition courses whose assessment emphasizes more on musical works as the final product created by students. The limitations of the current pandemic situation have caused some courses whose assessment was originally carried out in real terms, only in the form of simulations, mainly, courses that have difficulty in providing musical instruments such as musical and marching band courses. However, most of the existing music practice courses continue to do so in the form of real music practice, whether structured or natural.

4. CONCLUSION

The ongoing Covid-19 pandemic situation has not caused all learning of music practice courses in the Music Education Study Programs in Universitas Negeri Semarang and Universitas Negeri Malang to change the materials. Only two of the 22 music practice courses had many changes in the learning materials. Musical activities carried out by students during online learning are even more diverse, although in the implementation of the assessment due to the limited availability of musical instruments, some of which are only carried out with simulations, causing students to lack real experience in playing music.

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