YouTube as an Innovation for *Tembang Macapat* Learning Media

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Abstract. This study is motivated by the fact that students of the *karawitan* arts study program at the Mangkunegaran Art Academy in Surakarta for the academic year 2021/2022 the difficulty understanding the various forms of *cengkok* and *gregel* in *tembang macapat* taught by the lecturer. This is because the vast majority of students lack prior experience with gamelan art. Thus, the lecturer selected audiovisual as an innovative alternative learning medium. The researcher chose a qualitative method in descriptive form by presenting YouTube content as a reference source for independent learning by imitating techniques. The researcher conducted interviews with the head of the *karawitan* arts study program, a lecturer expert in *tembang macapat*, student staff, professionals who ensure the completeness of the *karawitan* arts study program, and several students. Data collection by interview at the first meeting was carried out in a structured manner, and for subsequent meetings, it was carried out unstructured. The results of the study prove that there is an influence learning *tembang macapat* through audiovisual YouTube content. This is evidenced by 90% of students when presenting *tembang macapat* already using various variations of *cengkok* and *gregel* that have been taught by lecturers, and there are still 10% of students who have not been able to present *tembang macapat* under the of variations. The presence of this YouTube content can provide new insights and knowledge about the various variations of *cengkok* and *gregel* in *tembang macapat*.

Keywords: Learning Tembang · Macapat · Innovation · YouTube

1 Introduction

Tembang macapat is one of the Javanese cultural heritages in the form of literary works in which a *cakepan* or text contains various song sentences. Literary works are representations of ideas and concepts from authors who are required to have values or messages about life [1, 2]. *Tembang macapat* is a traditional Javanese poem that is subject to certain conventions and limitations which include *guru gatra*, *guru wilangan,* and *guru lagu* [3]. In line with the above statement, Pamuji [4] holds a similar viewpoint that *tembang macapat* is a literary work in which there is a *cakepan* with various *cengkok lagu* as well as parts that include *guru lagu, guru wilangan,* and *guru gatra*. Some of these statements lead to the conclusion that *tembang macapat* is a literary work that grew and

developed in Java which contained *cakepan* or text, and various *cengkok lagu* [5, 6]. *Tembang macapat* also has several elements which include *guru lagu*, *guru wilangan,* and *guru gatra*. In general, *tembang macapat* have several types consisting of Dhandhanggula, Asmaradana, Mijil, Gambuh, Sinom, Maskumambang, Pangkur, Kinanthi, Durma, Megatruh, and Pocung. Each type of *tembang macapat* has different characteristics seen from the standard provisions, length, and shortness of the *cengkok lagu.*

Tembang macapat* is a Javanese cultural heritage that must be preserved. For that*, *tembang macapat* can be preserved through a variety of workshops, competitions, educational facilities, and community initiatives [7, 8]. *Tembang macapat* through education is now a mandatory subject in school learning both at the elementary school, middle school, senior high school, and college levels. *Tembang macapat* in the region, especially in Central Java, is one of the songs considered the easiest to learn and sing when compared to other types of songs, such *Sekar Tengah,* and *Sekar Ageng*. Therefore, *tembang macapat* was chosen as one of the topics taught at all levels of education [9]. One of the formal educational institutions (art) that includes *tembang macapat* as learning material is the Surakarta Mangkunegaran Academy of Arts, which is located at Jalan Panti Putra Istana Mangkunegaran, Surakarta City, Central Java Province-Indonesia.

The process of learning *tembang macapat* at the Mangkunegaran Art Academy Surakarta in the students of the *karawitan* arts study program in the academic year 2021/2022 poses a problem due to their lack of background in gamelan art. The problem is the students who present the *tembang macapat* with doesn't match the tone and lack understanding of *cengok* and *gregel*. If this problem is not immediately handled by the lecturer, then this will have an impact on learning objectives that cannot be achieved properly. Lecturer looks for solutions to fix problems that occur to students by using audiovisual YouTube content as a learning medium that contains *tembang macapat*, both from a technical point of view of singing or reading the lyrics. The use of YouTube content is expected to attract students because they tend to pay attention to learning materials. As suggested by Rahman, et al. in [10] YouTube is currently very popular among young people, regardless of whether they are creators or enthusiasts of these digital media facilities. This proves that technological sophistication is very helpful in learning activities if used properly. Using YouTube videos as a source of educational material is an example of cutting-edge pedagogy. It is especially useful in the modern digital era because it allows students to solve their problems with learning *tembang macapat* by constructing their versions of what they hear and see.

2   Methods

This study was designed with qualitative descriptive research. The subjects in this study were students attending the *karawitan* arts study program for the 2021/2022 academic year. This research was conducted at the Surakarta Mangkunegaran Art Academy, located at Jalan Panti Putra, Istana Mangkunegaran, Surakarta City, Central Java, Indonesia. The objectives of this study are to explore and explain how YouTube content learning media can be an innovation in learning media and provide *tembang macapat* so that problems with students' mastery of *cengkok* and *gregel* in *tembang macapat* can be significantly reduced and they can learn the material whenever and wherever they like. The research

instrument is in the form of direct observation and interviews. Interview with Sugimo as head of the *karawitan* arts study program, Tri Wahyoe Widodo as Deputy Director of the Surakarta Mangkunegaran Art Academy. Budi Utomo and Pujiyani as lecturer *tembang macapat*, Wahyudi Eko Widodo as staff for the completeness of the *karawitan* arts study program and several students. Interviews with Sugimo were conducted to explore data related to the background of students of the 2021/2022 class of *karawitan* arts study program. Tri Wahyoe Widodo was interviewed to learn more about the history of the Surakarta Mangkunegaran Art Academy. Interviews with Budi Utomo and Pujiyani were conducted to explore data related to learning the *tembang macapat*. An interview with Wahyudi Eko Widodo was conducted to explore data related to the learning of *karawitan* arts in the *karawitan* arts study program at the Mangkunegaran Art Academy Surakarta. Interviews were conducted with several students from the *karawitan* arts study program to collect data on the challenges or difficulties they experienced while studying *tembang macapat*. Data collection by interview at the first meeting was carried out in a structured manner, and for the next meeting, it was carried out in an unstructured manner. This was done to avoid inconvenience to the informants during the data collection process. Articles, journals, books, and written archives related to research content are examples of secondary data sources. The case study method was used in this study. According to Rahardjo [11], a case study is a set of scientific procedures used to obtain in-depth knowledge on a particular program, event, or activity. These procedures can be carried out individually or in groups.

3   Findings and Discussion

Surakarta has several art-based educational institutions including the Indonesian Karawitan High School (SMKI) which is now the State Vocational High School 8 Surakarta, the Surakarta Indonesian Art Institute, and the Surakarta Mangkunegaran Art Academy. Speaking of the Mangkunegaran Academy of Arts in Surakarta, this is an institution managed by the Mangkunegaran Foundation under the guidance of the Directorate General of Higher Education of the Indonesian Ministry of National Education, as well as the Coordinator of Private Universities for Region 6 Semarang. The Mangkunegaran Art Academy in Surakarta was established as a higher education facility with the mission of educating aspiring artists in the arts of culture, puppetry, dance, and theater. The Mangkunegaran Art Academy Surakarta is designed to be an art education institution equipped with mastery of the entertainment industry within the orbital institution of the Mangkunegaran Art Academy Surakarta which functions as a place for creativity, performance, and work. The Mangkunegaran Art Academy of Surakarta has the following vision and mission:

3.1   Vision

Surakarta Mangkunegaran Art Academy is an art college under the banner of Puro Mangkunegaran with a vision as an agent to preserve the arts and culture of Puro Mangkunegaran.

3.2 Mission

1) Exploring, building, and preserving Mangkunegaran arts and culture.
2) Reconstructing the local wisdom of Puro Mangkunegaran art.

Learning *Tembang Macapat*

Learning *tembang macapat* for students of the *karawitan* arts study program at the Mangkunegaran Art Academy Surakarta for the 2021/2022 academic year refers to the semester learning plan. Learning *tembang macapat* carried out every 8 meetings with 2 materials and an allocation of 2 h of lessons 2 × 50 min per week. The learning objectives of *tembang macapat* for students of the *karawitan* arts study program at the Mangkunegaran Art Academy in Surakarta are arranged based on the semester learning plan. The purpose of learning is to empower all student's abilities to master the skills that are expected to improve the skills to understand, know, and actualize themselves [12]. The purpose of learning *tembang macapat* for students of the Mangkunegaran Art Academy Surakarta in the 2021/2022 academic year is based on indicator 4.2.2, namely that students can present *tembang macapat* with *cengkok* and *gregel*. The main material for learning the *tembang macapat* is Megatruh and Sinom. Learning method *tembang macapat* refers to the semester learning plan, namely the lecture method, demonstration method, drill method, and question and answer method.

The lecture method is used by lecturers to convey or inform the relevant material which includes the concept of *tembang macapat*, the history of *tembang macapat*, and the definition of the principle of *tembang macapat*. This method is used by the lecturer when teaching *tembang macapat* to increase the student's interest and motivation to learn the *tembang macapat*. This is in line with Abuddin's opinion [13] that lecturing is the delivery of lessons in front of students by lecturers using pronunciation or oral explanations However, the lecture method cannot be used for an extended time because students will become bored. Because the lecture method is one-way, students will be passive at this time.

The demonstration method according to Majid [12] is a method used by lecturers to convey learning material by demonstrating and showing students a certain process, situation, or object, whether real events or just imitations. In line with Majid's opinion, the demonstration method by lecturers is used to focus the attention and focus of students on the *karawitan* arts study program at the Mangkunegaran Art Academy in Surakarta for the 2021/2022 academic year so that this can train students in critical thinking and can provide their practical experience. In addition, students will be able to grasp the material more easily. They must be mature in their understanding of the material to use the demonstration method. It will be difficult to implement the demonstration method if students do not have a mature understanding.

The training method drill is used by lecturers to train students so that what is expected is that students can be more agile and skilled. Agile and skilled in this case, students can present *tembang macapat* with clear pronunciation, accuracy in tone or barrel, *cengkok*, *grergel*, appreciation of taste and emotion to the totality of expression. This statement is supported by the opinion of Sudira et al. [14] that the drill is a way of teaching in which

students carry out training activities so that students have the dexterity or what skills are higher than what is learned.

Another method used by lecturers for students of the *karawitan* arts study program at the Mangkunegaran Art Academy Surakarta for the 2021/2022 academic year in learning *tembang macapat* is question and answer. Lecturers in this method ask questions about students' understanding of the mastery of *cengkok* and *gregel* in the presentation of *tembang macapat*. On the other hand, the lecturer also asked questions about things that were considered difficult by students. The question-and-answer method used *tembang macapat* is supported by Asrori's opinion that the question-and-answer method is a method used frequently by lecturers in the world of education, in which a lecturer asks students and students to respond about the material they want to learn. This method was used by the *tembang macapat* lecturer 2021/2022 academic year to liven up a more active class atmosphere, provide stimulation so that students can be more active in expressing opinions, and awaken curiosity. In the question-and-answer method, the average student asked about mastery technique *cengkok* mastery technique and a few asked the *gregel*. Thus, the question-and-answer method used by the *tembang macapat* can be said to be successful because this method can turn on a more active class atmosphere. This can be adjusted with Uno's statement [15] that the learning method is a strategy used by lecturers in implementing their duties and is a tool to achieve the objectives of learning.

The audiovisual content on YouTube is used to teach *tembang macapat*. Lecturers consider audiovisual learning media as an effective learning platform that can provide comprehensive insight as well as serve as a student reference. According to Oktira, et al. [16] that (1) audio media is media that can only be heard, (2) visual media is media that can only be seen, and (3) audiovisual media is both visible and audible. These media are applied to immediately convey information and appear more realistic to portray information as a whole. Here are some reference sources for YouTube content that are used by students to hone their abilities and skills in presenting *tembang macapat* with *cengkok* and *gregel* (Figs. 1, 2 and 3).

Several references to the audiovisual YouTube content are used by students as a reference source in studying *cengkok* and *gregel* on *tembang macapat*. This can illustrate

Fig. 1. Learning 5 *Tembang Macapat* with Ki Joko Hermawan, S.Sn. *(source:* https://youtu.be/pnuhtP0R_aI*)*

Fig. 2. *Tembang* Sinom Verse 15-16 *Serat Wedatama (source:* https://youtu.be/w2Cjo4EW4Xg*)*

Fig. 3. *Tembang Macapat* Megatruh *(source:* https://youtu.be/Y7Ou2HheaSI*)*

that efforts to improve the skills of students of the Mangkunegaran Art Academy of Surakarta for the 2021/2022 academic year in presenting the *tembang macapat* with *cengkok* and *gregel*, are made by lecturers and students.

The final stage in learning the *tembang macapat* for students of the *karawitan* arts study program at the Mangkunegaran Art Academy Surakarta for the 2021/2022 academic year is evaluation. The evaluation used is in the form of a written test, an oral test, and a practical test. The written test was conducted to test students' knowledge about *tembang macapat* that had been taught by the lecturer. Oral tests are conducted to test students' skills in expressing opinions directly and to find out students' attitudes or morals through question-and-answer actions with lecturers. Practical tests were conducted to test the abilities and skills of students in presenting *tembang macapat*. The assessment of each aspect uses a scale of 1–4 with the categories of underprivileged,

Table 1. Criteria for the Assessment of the Practice of *Tembang Macapat*

Course   : *Tembang macapat*

Indicators:

4.1.1 Students can practice or present the *tembang macapat* Megatruh and Sinom.

4.2.2 Students can present the *tembang macapat* Megatruh and Sinom correctly with *cengkok* and *gregel.*

No	Skill type	Criteria	Description	Score
1	*Cengkok*	Serving *tembang macapat* with a variety of *cengkok*	Very Capable	4
			Capable	3
			Capable Enough	2
			Less Fortunate	1
2	*Gregel*	Applying various vibrations in the presentation of *tembang macapat*	Very Capable	4
			Capable	3
			Capable Enough	2
			Less Fortunate	1

Example:

$$\text{Assessment} = \frac{\text{Score obtained   by students}}{\text{Total score}} = \text{Final Score}$$

$$\text{Assessment} = \frac{8}{2} = 4$$

quite capable, capable, and very capable can be seen in Table 1 [17]. Students will receive an excellent grade if they can present and master *tembang macapat* with various variations of *cengkok* and apply various vibrations (*gregel*).

YouTube Content as an Innovation for *Tembang Macapat*
YouTube content is a popular social media in today's digital era. The popularity of YouTube content in the digital era has become an opportunity that is used by the community as a source of reference and a forum for creativity in supporting the implementation of various activities, such as gardening, making songs, learning resources, and creating other new things. This is supported by Swara's statement in Raharjayanti [18] who argues that YouTube content does not only present audiovisual but also becomes a medium that opens opportunities for anyone to share audiovisual. Thus, there will be many sources of information that provide various videos. Youtube content is now a place for preserving and learning *tembang macapat*. Through YouTube content, we can find references related to the presentation of *tembang macapat*.

In the context of learning the *tembang macapat* for students of the *karawitan* arts study program at the Mangkunegaran Art Academy in Surakarta for the 2021/2022 academic year, YouTube content is used as a learning resource to solve problems in the student learning process. In this case, lecturers want student learning resources not to stop at lecturers alone, but students can take advantage of YouTube content as a form of educational breakthrough in the digital era. This is supported by Mujiyanto's statement [19] that the advent of YouTube video as one of the most popular social media platforms provides an educational opportunity Education is crucial in developing high-quality human resources. Beginning with the issue of students who are unable to master the technique of presenting *tembang macapat* well, the lecturer formulates a strategy in which students are directed to look for references to presenting *tembang macapat* on YouTube content. This step is used by lecturers so that students can search, learn, and understand *tembang macapat* quickly from various reference sources on YouTube content. In addition, students can access YouTube content at any time and from any location, giving them the freedom to study without having to wait for the lecture schedule to start. Following exposure to YouTube content, students in the musical arts study program who successfully master the presentation of *tembang macapat* achieve the results as shown in Table 2.

Based on the Table 2, almost all students have surpassed the predicate of capable of presenting *tembang macapat* using a variety of *cengkok* and *gregel*. This is evidenced by the 12 students who passed the A predicate, revealing that the student's ability to present *tembang macapat* is good. Thus, based on the previous explanation, the presence of YouTube content in addition to being a learning resource, can also stimulate the creativity of students of the Mangkunegaran Art Academy for the 2021/2022 academic year.

Table 2. Value Results After Viewing Youtube Content References

No	Name	Gregel	Cengkok	Total Score	Predicate	Score
1	Aan Fery Setiawan	2	2	2	2	C
2	Akila Kumaladewi	4	4	7	3,5	A
3	Ali Hardi	4	4	8	4	A
4	Andrian Novi Hari Setiawan	3,5	3,5	7	3,5	B+
5	Ary Widiyantini	4	4	8	4	A
6	Gibran Budi Prayogo	4	4	8	4	A
7	Fasih Intan Aprilia	4	4	8	4	A
8	Fajar Suryo Nugroho	4	4	8	4	A
9	Hanafi Nur Azi	4	4	8	4	A
10	Hubertus Bagas Pratama	3	2	5	2,5	C+
11	Mira Indriani	4	4	8	8	A
12	Septa Yuga Utama	4	4	8	8	A
13	Sudarsini	4	4	8	8	A
14	Tamarra Nurrachman	4	4	8	8	A
15	Tulus Sucondro	4	4	8	8	A
16	Wahyu Pratiwi	2	3	5	2,5	C+

4   Conclusion

YouTube content is a social media whose popularity is now being used as an innovation by lecturers teaching *tembang macapat* at the Mangkunegaran Art Academy, Surakarta to address the difficulty of mastering the technique of presenting *tembang macapat* to students of the *karawitan* arts study program for the 2021/2022 academic year, namely the mastery of *cengkok* and *gregel*. Youtube content is used by students as a learning reference source to improve mastery of *tembang macapat*. This action is performed in compliance with the lecturer's directions. Thus, the results of the *tembang macapat song* carried out by students through YouTube content are 90% of students when presenting *tembang macapat* already using various variations of *cengkok* and *gregel* that have been taught by lecturers, due to various factors of student basic conditions, there are still 10% of students who have not been able to present *tembang macapat* under *cengkok* and *gregel* pre-determined. It can be said that Youtube content, apart from being a reference source, can also stimulate the creativity of students of the *karawitan* arts study program at the Mangkunegaran Art Academy in Surakarta for the 2021/2022 academic year.

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