



Roles of Music History Learning on Expertise Competency Test in SMK N 2 Kasihan Bantul

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Abstract. This study aims to find out the role of music history learning in the Expertise Competency Test at SMK Negeri 2 Kasihan Bantul. The problem that will be discussed in this research is the process of learning music history that has a relationship to the Expertise Competency Test and identify the role that music history learning has to vocational competency exams. The method used in the research is qualitative descriptive, which will later describe the details of the roles that exist in the study of music history to vocational competency exams. The results that can be perceived in this study are three parts that become the core in the study of music history, namely the role of chronology mastery, the role of repertoire analysis, and the role of presentation.

Keywords: Music History Learning · Expertise Competency Test

1 Introduction

In 2019, there was a phenomenon that has been happening around the world. This incident occurred due to the spread of a new virus, namely Covid-19. Until in 2020, the virus entered Indonesia and made boundaries on various sectors to conduct activities. Education sector is one of them, especially at the vocational level (High School). Vocational School that is required to have special skills feel difficult when having to practice work. The restrictions that occur as if making practical activities become theoretical activities that must be done online. However, the process of learning theory and practice must continue in various ways, so that the demands of Vocational School can be met and students can have sufficient supplies after completing the Vocational School.

Vocational School (VS) and High School (HS) level are different in learning form and process. The difference that appears from emphasizing vocational skills to enter the business world and the industrial world on VS level, whereas the HS students are required to deepen the theory and be prepared to continue their studies to college. Learning at vocational level can be categorized as learning that prepares students to be capable in vocational interests and have a work character that is able to adjust in the occupational and industrial world. However, start from the phenomenon of recent development, high school graduates choose to work while vocational school graduates continue to the college level.

According to the learning side of vocational school, there is a connection in each productive subject with vocational practice subjects that are in demand by VS students. This practical subject is a skill interest subject that has been selected since class X and will eventually be ended in class XII by taking the skills competency exam. Productive subjects contain theories that must be quickly mastered and continue with the theory project until the practice project. At the next time the productive subjects in the form of theory are realized in the practice of vocational skills of interest. The theory assignment and practice assignment are a facility for students in preparing in the Expertise Competency Test in completing Vocational School, particularly at the end of class XII.

The subject of this research is class XII SMK N 2 Kasihan Bantul, as known as SMM (*Sekolah Menengah Musik*). SMM is a vocational school focused on musical instruments concentrating on classical music such as vocals, percussion, metal wind instruments, wooden wind instruments, string instruments, pianos, and guitars. These instruments have been chosen by each student since entering class X at SMK N 2 Kasihan Bantul.

Class XII at SMK N 2 Kasihan Bantul is the last level taking the Expertise Competency Test. Each student will show their own ability becoming a concentration during three years of vocational schooling at SMK N 2 Kasihan Bantul. Moreover, since s class XI, the students have been following the study of theory, especially the history of music consisting of Musical Form Knowledge and Orchestration. This is very important for the students as a major knowledge when showing up at the final stage explicitly Expertise Competency Test. Music history subject is not prescribed since class X for class X takes Indonesian history subjects and these subjects as well as preparing students when entering class XI in order to understand and comprehend the learning history fundamentally.

This study will use qualitative methods explaining the process by not only describing the research results but also prioritizing data collection techniques. Data collection techniques in qualitative research are observation, interview, documentation, and triangulation [8]. The initial stage is observing the discussion background and occurred facts. Furthermore, the interview source of this research is music history teacher and the assessor of the expertise competency test proposal at SMK N 2 Kasihan Bantul. In addition, for documentation, it centered on the institution documents. Afterwards for data triangulation part, this research merge the entire data to obtain a robust synchronization in order to be valid data and worthy to be used as a source.

2 History Music Learning

The learners have to master the Music History lesson as can be interpreted as a history that focuses on music is audible (containing sound). Those histories recording important events and phenomena of ancient to current music, including: Ancient Greece (6000 BC to 500 BC); Middle Ages (500 BC to 1200 AD); Renaissance (13th to 16th centuries); Baroque (17th century); Classic (18th century); Romantic (19th century); and Modern (20th Century to present). All of these periods are recorded in a chronological manner in the History of Western Music, absolutely within the western culture [5].

Through the history of music, learners are enabled to comprehensively recognize the works produced by composers. The written works of composers were commonly found

in the Middle Ages, because of the composers' thoughts on the period and chronological history of music are necessary. Those have evidences that can be accounted historically in notation form also have a sound that can be re-sounded (reconstruction) at least. Unfortunately, the beginning of music history in Ancient Greece left only artifacts for instance temple drawings, tombstones, flower pots, and stories of gods in Ancient Greek mythology [5].

The government approves the Music History as a subject derived from Musics Form and Orchestration. It begins with events and findings of ideas [1]. The emergence of these ideas is not only bequeathing the values of the past, but also describing that historical learning aims to comprehend the importance of periodization and the event setting in the past, present, and future. In addition, it trains students' critical power in understanding historical facts correctly, based on scientific approaches synchronized with scientific methodology. Another observed thing is to increase the students' appreciation toward historical relics, as evidence of past civilizations, especially in Indonesia. Through appreciation, the students' understanding on the process of forming Indonesia steadily. This process will develop a learners' awareness, as a part of the Indonesian, that has a pride and love sense of the country likewise can be applied nationally and internationally [2].

Reviewing in terms of learning, it is not just a transfer of knowledge. The most important thing is the content of the learners' affective abilities development directing to exertions to explore and reflect on the wisdom values in each past event. Therefore, history teacher's responsibility is not only transfer knowledge and educate, but also have "historical mindedness" in learning methods, to facilitate teachers are able to guide students in exploring the values of past wisdom [4].

Educating the Music History is required to be taught in chronological order. Consequently, the learning material initiates from the Ancient Greek Century. It does not aim to make pupils troubled and confusing, but to look at the omens of western music. Scientifically and philosophically, the thought of ancient Greek philosophers has been evidenced to feature a basis that can be utilized as scientific knowledge. Nevertheless, the Ancient Greeks had imaginary stories in their mythology, but it could be accounted for. It consciously applied what they exposed to be realistic science, commenced from mythological to logical knowledge [5].

The learning process for three years at Vocational School will over with an Expertise Competency Test. Competency Test Skills is a students' graduation reference at the vocational level [6], especially in SMK N 2 Kashan Bantul conduct Competency Test Skills by performing an instrument practice test that have been mastered for three years.

The thought framework on this study encompasses the study of music history which then refers to the study of music history in class XII. The reason of this study takes the subject of class XII as it is the last level in SMK N 2 Kasihan Bantul. Furthermore, the results of music history learning are appeared on the proposal of Vocational Competency Exam which is a program or plan of Vocational Competency Exam prepared by students and assisted by vocational teachers. It will be proofread by Indonesia teachers (scribes) and Music History teachers (as content experts) in preparing Vocational Competency Exams. Through this proposal, it will be recognized the role of music history subjects in the Vocational Competency Exam.

Problem formulation of this study is the learning process of music history in class XII as well as the role of music history learning in the Vocational Competency Exam. Through this formulation, it is expected that the learning process transpiring in class XII, especially at music history subjects, to affect a role that is used as a students' provision in taking vocational competency tests at SMK N 2 Kasihan Bantul. Since vocational competency test is the determining factor of students succeed in proceeding vocational education at SMK N 2 Kasihan Bantul.

3 The Data Acquisition Setup

The learning of music history at SMK N 2 Kasihan Bantul in the 2019/2020 school year on the first semester went well and efficiently. The materials taught in the first semester in class XII were classical music history (1750–1820) and Romantic era (1820–1900). Subsequently in the second semester contents are the modern songs and music of the 19th and 20th century. Music history learning has been implemented since class XI. Therefore, students have been considered qualified in preparing expertise competency tests held at the end of class XII.

The learning process of music history is not much different from learning Indonesian history in general. The difference is only in the scope studied. Particularly that scope in music history discusses Ancient Greece to the Modern era. The teacher prepares materials and teaching materials for each class when the learning processes. Furthermore, the material is taught in the classroom according to RPP (*Rencana Pelaksanaan Pembelajaran*). Each student in the class already has their own instrument (vocals or musical instrument). Through the instruments, students are prepared to practice the composition that has been delivered by the teacher in the classroom. The material description is presented from the brief history of each era then comprehended the composers playing a role in each era, by describing a brief biography. Besides, the study of history continues on the characteristic compositions of each composer created the repertoire. Through each composer's work, the musical history learning will also discuss the structure, characteristics, harmony analysis, dynamics, expression, and the technique of sounding composition. The scope of this material is needed to students studying the history of music are more well-known in each instrument. Because, the pupils really master for the repertoire preparation.

Each work created by the composers is desperately related to the music history learning. Apiece notation, dynamics, model, or repertoire style performed by each student is in the music history class. There is no refuting that studying history as same as studying outside of history knowledge. It is also proven that history is mutually sustainable. However, the students considered burden and less maximal in presenting repertoire on the Expertise Competency Test. Because of minimal accomplishment, by teachers of orchestration and music's form reprimanded music history teachers. It is contained within a rectification that must be received by the music history teacher.

By reviewing the learning process, especially in the music history learning, it can be claimed to apply practice as a deepening of every era taught. Students are expected to deepen and be able to know the uniqueness of each era practically. In fact, it helps to distinguish the uniqueness of the arrangements composed by each composer in each era. This method is applied since class XI to XII.

Via the learning process of music history from grade XI to class XII, to get a result on the role of music history learning at SMK N 2 Kasihan, it is generating some role discoveries originated from the music history learning. This finding was yielded according to the interview presentation submitted by several teachers, linked to expertise competency tests. The roles that appear in the study of music history are the chronology mastery, the role of repertoire analysis, and the role of presentation.

3.1 Chronology Mastery

This role means that in studying history, specifically studying the music history ought to be learned sequentially. The occurred chronology is not only the studied chronology of music era but also the music era that will be displayed in the Expertise Competency Test. Actually, the intention chronology consists of the biography of the songwriter. Due to every created or arranged song in every age has the composer characteristic by little mixing the musical style of composer desires.

3.2 Repertoire Analysis

The intended analysis is to conduct observations and little research to find out every intricacy of the repertoires to be played using musical or sounds (vocals) instruments. In contrast to chronological mastery, this analysis aims to identify the sound of each notation, rhythm, even detail to the dynamics of the music played. The analysis goal is when performing a presentation, at least the presenter can sound the instrument or sound consistent with the original repertoire without any additions or reductions. Nonetheless, if there are some addition or reduction of ornaments in the repertoire, presented at the time of the Expertise Competency Test, thus it considered that the presenter performs frivolously or shallowly.

3.3 Presentation

The equations are an exception to the prescribed the presentation aims to show the mastery results throughout the direction for implementing on the Competency Skills Exam. Not only the sound and dynamics assessed at the Competency Test expertise, but also how the whole performed. Even the expression of the performance required to be appropriate with the song expression played. This arises from the dynamics that have been analyzed before conducting the Competency Test [9, 11].

The Expertise Competency Test held by SMK N 2 Kasihan Bantul in 2020 has changed due to the impact of the Covid-19 epidemic. It has made significant changes to the competency test system. In addition, its system is handed over to schools and adapted to the Covid-19 pandemic conditions.

The applied system for the Expertise Competency Test in SMK N 2 Kasihan Bantul, is converted the practice value from class X to first semester on class XII. Furthermore, although the expertise competency test conducted online, students taking this test be obliged to make an Expertise Competency Test proposal. This is as a consequence of students have essentially prepared the repertoire willing be performed and also been

encouraged to prepare proposals for expertise. Competency tests before the pandemic spread.

In normal conditions (without the Covid-19 pandemic) the steps of competency test are students prepared by PIP (*Penguasaan Instrumen Pokok*) teachers. At the beginning of the first semester, PIP teachers prepare class XII students for an expertise competency test. Each instrument materials and the number of repertoires presented are also different. Moreover, PIP teachers and students choose the repertoire that will be presented on the competency test. After that, each student is requested to make an expertise competency test proposal. It contains the motive for choosing a repertoire including a description of the work, as well as a budget to prepare the Expertise Competency Test.

After all preparations are done, together with training preparation with teachers and other instrument players, students willing conduct a competency test of skills, conduct a rehearsal a few days before the Expertise Competency Test. Proposals, that have been prepared by the participants of the expertise competency test, submitted to the committee to be distributed to the examiners/assessors' team. While in the test room, students conduct a presentation briefly in each repertoire willing be presented before performing the ready repertoire. Besides, in its implementation, the assessment team comes from outside SMK N 2 Kasihan Bantul. The assessment members are experts in their respective instrument segments. Then, the assessment continues with the partnership exam and will be conducted by several national musicians such as Adi M.S. Partnership exam is an exam followed by students, getting the highest score or are the best of the best presenter. The assessment system is as same as the assessment of expertise competency test.

However, in 2020 the competency test conducted online, replacing by recapitulation of PIP grade X to class XII. All steps of the test preparing process have been done and prepared, but because of the condition of Covid-19, the Expertise Competency Test is obliterated. This could be a significant hindrance for it is the first time doing the different habits and has some inevitable obstacles. Yet, for the assessment process must go on, all assessments ensue changes extremely.

4 The Dataset

The emergence of roles in music history learning is fortified from the orchestration and the musical form knowledge subjects [10]. This motivation is strengthened by the high needs of music history subjects and needed in completing school at SMK N 2 Kasihan Bantul with a Competency Test.

Competency Test is a graduation reference for students at vocational level (*Permen-dikbud Nomor 34 Tahun 2018 tentang Standar Nasional Pendidikan SMK/MAK*). Every student willing be graduated from vocational school, ought to conduct a Competency Test based on the taken vocational. This test is a practical school activity focusing on vocational or vocalist each student to measure and evaluate abilities in accordance with the determined curriculum standard.

SMK N 2 Kasihan Bantul is a vocational school concentrating on classical music and conduct an Expertise Competency Test with a Replacement Expertise Competency Test. Because of Covid-19 epidemic spreading, there is no any space for conducting an offline Expertise Competency Test. This replacement test is still conducted on a limited basis but maintain the features that must be present in the offline Competency Test.

4.1 Chronology Mastery

History is a diachronic knowledge extending in time, nevertheless in a narrow space. When history is associated with social sciences (for example music), it turns into a synchronous knowledge. It means that, history is not only lengthening in time, but also widens in space. Through the knowledge spreading, history as known as a synchronized science and also synchronous knowledge, therefore it will seem complete [3]. We can synchronize with the context of music history learning as a support for the Expertise Competency Test via the explained comprehension. The appearing synchronization is the history contained in the music history taking time, the sequence of events, until encompassing the music actor's life in his era.

Competency Test requires chronological because every class XII student is obliged to arrange a proposal to be submitted as a material expertise competency test. This proposal comprises not only the background of a performed chosen songs or repertoire by describing the content or meaning of the song, but also a brief history of the creation of the song or repertoire. In addition, it is stated the show/presentation place, time, budget needed in the Competency Test Expertise.

This proposal arranged by the students themselves, and also the guidance teacher or the proposal corrector which is an Indonesian history/music history teacher and music instrument teacher. Checking until correction process are completed to synchronize the proposal content with the song material willing be performed at the competency test. Owing to be approved afterward, students must make a brief presentation before conducting the Competency Test. However, this demand at the beginning of Covid 19 in 2020 remains on going until the proposals and revisions correction.

Along with the requirements that must be done, students in music history class since it was enacted in class XI have to be able and have a high curiosity. It is very helpful on writing, going well and efficiently. There are even problems that occur related to the chronographic history writing in music history due to the lack of mastery. Besides that high curiosity, reading and writing abilities are highly tested, because these skills support with chronological to be made in a Expertise Competency Test proposal.

4.2 Repertoire Analysis

The written proposal made by each student is required to contain a presented repertoire. This repertoire is the result of discussions between students and instructors. Preparations made with the guidance teacher, not only conduct exercises using the presented repertoire, but also students are asked to conduct an analysis regarding the repertoire that will be presented on the Expertise Competency Test. This analysis includes the song meaning, interpretation, dynamics, the accuracy of the sounded tone, until the color of the sound or the wished sound in the song.

According to Spradley [7] analysis is a pattern-finding activity, also analysis is a way of thinking correlated to systematic testing of something determining the part, the relationship between parts and its relationship with the whole. The need for conducted analysis in the repertoire to synchronize what will be presented in the Vocational Competency Test. This synchronization consists of the entirety presented by the learners concretely without any additions or subtractions (according to the tested repertoire). In

addition, it measures the ability of learners in presenting repertoire in general public and testers.

The performance will be assessed by the examiner with a predetermined assessment standard and already understood by the learner. This assessment includes proposals, presentations, performing song based on the suitable analysis with the repertoire.

4.3 Presentation

Presentation conducted at the Expertise Competency Test is a repertoire mastery appearance conducted by students of class XII. Presentations are the gained and learned scope throughout the analysis. This activity is usually held offline conditions (before the covid-19 epidemic). At the beginning is exposing the presented song or briefly, then continued with a vocational performance becoming the students concern [10].

According to the presentation in the Expertise Competency Test at SMK N 2 Kasihan Bantul, it has a multi-disciplinary in terms of occurred learning. In addition to presentations that rely on speech mastery, mastery in the music history knowledge is also focused and highlighted. This is one form, that history cannot be separated by other knowledges. History has not only a connection between one and others, but also a harmonious continuity, so that in this Expertise Competency Test activities can be an example and become a provision for students in the future.

Acknowledgment. Research conducted at SMK N 2 Kasihan Bantul can be concluded that the chronology mastery, repertoire analysis, and presentation is a positive effect that can be accepted by students in preparing for the Expertise Competency Test at the end of the level. These three things are useful in supporting the ability of learners in digging information deeper related to the repertoire presented with the basics of history that have been studied in class X.

Moreover, this research can be useful for further researchers in conducting in-depth research in pandemic conditions with a focus on Expertise Competency Test. This situation is a rare situation but can be used as research to prepare, evaluate, develop the future situations.

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