



Online Guitar Training to Increase Teacher's Managing Practicum Skills in the 21st Century Education

Dian Herdiati^(✉) and Dani Nur Saputra

State University of Jakarta, Jakarta, Indonesia
dherdiati@unj.ac.id

Abstract. This community service is carried out by providing training to educators, especially elementary school teachers in West Java and surrounding areas. The training was carried out on the basis of input and information from several educators in West Java and its surroundings, that they had difficulties when they had to teach Cultural Arts or Thematic subjects in which there were Cultural Arts. This happens because educators at the elementary school education unit level are classroom teachers who must master and teach not only one field of study. Meanwhile, arts and culture subjects or thematic (cultural arts) require teachers to have skills in the arts. Therefore, this training program was held to equip the accompaniment guitar playing skills and manage practicum for educators, especially elementary school teachers in West Java and its surroundings. The training carried out during this pandemic was carried out online due to the Government's appeal for social distancing and physical distancing. The training was carried out by utilizing the YouTube and WhatsApp group media platforms. The training participants referred to as partners are educators in the West Java region and its surroundings, especially elementary school teachers who on average do not have competence in the arts (music). The training participants referred to as partners are educators in the West Java region and its surroundings, especially elementary school teachers who on average do not have competence in the arts (music).

Keywords: Online Training · Manage · Guitar · 21st Century

1 Introduction

Many schools in West Java still need attention, especially self-development for their educators. Therefore, it is necessary to provide useful trainings to improve their competence. In general, before the COVID-19 pandemic occurred, training was held conventionally with direct guidance and direction by the supervisor. However, during the 2021 COVID-19 pandemic, activities cannot be carried out offline because the Government issued a policy to reduce the level of interaction by enforcing social distancing and physical distancing policies. Therefore, all current activities must be carried out by utilizing technology by utilizing various facilities available online.

Training in the arts, especially music, is very important to do to equip teachers in carrying out teaching in the field of cultural arts or thematic arts in which there is art

material. This is because not all educators, especially elementary school teachers, have competence in the arts. In general, elementary school teachers are not teachers in the field of study, but classroom teachers who master all disciplines, even though teaching art really requires special competencies, not only having knowledge but also being required to have skills. The impact of the inadequate ability of teachers to teach the arts is that the learning process becomes unattractive and boring and there is no development of cultural arts subjects in the classroom.

Direct involvement of P2M leaders in various activities organized by the Directorate of Primary and Secondary Education, Ministry of Education and Culture such as elementary school extracurricular technical guidance; monitoring and evaluation of extracurricular activities to elementary schools; National Elementary School Student Art Festival and Competition; and reports from representatives of teachers from various schools complaining about the limitations of teachers in musical skills and the many obstacles that occur in schools for learning and developing the arts, strengthens the rationale for holding Accompaniment Guitar training.

This accompaniment guitar training was held specifically for elementary school teachers in the West Java region. This training aims to hone the abilities and skills of teachers in the field of music. This guitar playing skill is needed as one of the teaching aids in the process of delivering arts and culture materials as well as thematic materials in the classroom such as singing, telling stories so that the material presented to students can be more varied and interesting. Through mastery of playing guitar accompaniment, teachers can create interactive classes, and not boring. Why guitar? The guitar is very easy to carry anywhere and has a relatively cheap price and is very popular among the public. In addition, it is enough with the teacher's mastery of the primary chords on the guitar, the teacher can play a simple song that is used as a model song in classroom learning.

The participants of the open training are elementary school teachers in West Java and its surroundings, but it is possible for teachers outside of West Java to take part in this training. The training is carried out online by the community service team by utilizing YouTube media. The media is used because of the ease of access for both trainers and participants. In addition to YouTube, this P2M also utilizes WhatsApp groups as a medium of communication and delivery of training materials.

In this training, the P2M team made learning tutorials consisting of audio and visual which were then responded by participants by providing project results in the form of videos to be evaluated by the trainer. The training carried out is expected to be useful in providing skills for educators in the West Java region and its surroundings.

2 Method

This community service is carried out by adjusting policies during the pandemic so that training is carried out online from the residence of each training participant through a zoom meeting. In addition, this online training utilizes WhatsApp and YouTube media. WhatsApp and YouTube are used for communication and monitoring activities, as well as monitoring the progress of training activities. The P2M team worked together to make learning videos to be distributed to training participants consisting of educators in West

Java and its surroundings. Several aspects are the basis for the implementation of this training, namely trainers, participants, materials, and other equipment.

3 Results and Discussion

Community service activities through guitar accompaniment training are carried out online via zoom four times. Meetings will be held on July 31, August 7, August 14, and August 21, 2021. Zoom meetings take place every meeting/week from 08.00 WIB to 12.00 WIB. At each training meeting attended by approximately 45 participants consisting of elementary school teachers from the West Java region in particular, and also from the Aceh and East Java regions. All members who are members of the community service team are directly involved in participating in this virtual training. Before the training meeting is held every week, the P2M team carries out a series of preparations that include training materials, time management, technology readiness, and division of work tasks.

3.1 The First Meeting

The first meeting was held on Saturday, July 31, 2021. At the first meeting of session 1, the material presented was entitled "FUN WITH GUITAR". In this material, it is explained how the guitar is very fun and can be a tool for delivering learning materials in elementary school such as counting, memorizing animal names, singing and telling stories. With the help of a guitar, the learning atmosphere in the classroom will be carried over to become more cheerful and happy. According to the informant, it is important to build a cheerful atmosphere in the classroom because it is the nature/characteristic of elementary school children who still like to play, have fun with their friends. Likewise, the model songs used in learning do not require difficult chords or accompaniment patterns. With very simple chord material and accompaniment patterns, teachers can bring learning material very pleasantly. With the help of a guitar, learning in class can be done by the teacher while playing, singing and having fun. At the end of session 1, the resource person emphasized again how important it is for a skilled teacher to play a musical instrument, in this case the guitar. The presentation of Fun With Guitar material provides insight to the teacher that learning by using the guitar is very effective, in addition to building motivation and enthusiasm for the participants (teachers) to learn guitar.

The material in session 2 is an introduction to guitar which includes introduction to guitar parts, sitting position, guitar holding position, hand position, and fingering, as well as primary and secondary chords, as well as simple accompaniment patterns. It is explained one by one in the slides given about the parts on the guitar, how to sit, hold the guitar, hand and finger positions. Participants participate in the practice directly via zoom. Explained the understanding of chords and chord functions and their use in songs. There are primary chords consisting of chords I, IV, V and secondary II, III, VI. The primary chord function in a song is very important, because by using a primary chord a song can be played perfectly. The primary chords contained in the C Major scale consist of I = C major, IV = F Major and V = G Major. The three chords can be used



Fig. 1. Fingering For C Major Scale Primary Chords

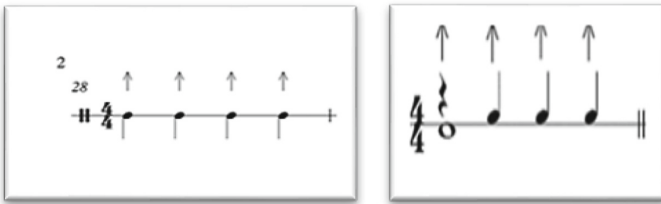
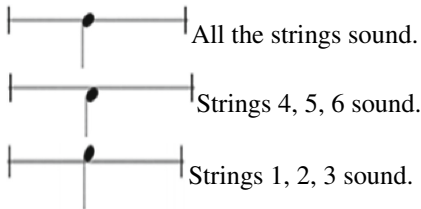


Fig. 2. Simple Accompaniment Patterns With Strumming Quotes

to accompany children’s songs and folk songs. The image below shows the left finger position for the primary chords on the C Major scale (Fig. 1).

In addition to primary and secondary chords, it is important to explain about strumming and the strumming symbol which will later be used as a symbol for the accompaniment pattern. Strumming in classical guitar playing is one type of plucking / hitting, where the right hand finger is depicted as holding a pick. Writing notation for strumming:



Strumming is known. Down strokes are symbolized by a down arrow and up strokes are symbolized by an up arrow. When people play by hitting Jreng or genjrengan. Right hand stroke can be up or down. The accompaniment pattern used is still a simple accompaniment pattern in 2/4, 3/4 and 4/4 measures (Fig. 2).

Participants are asked to try to play a simple accompaniment pattern in the 4/4 time scale, using a C chord. After the C chord does not experience problems, it is continued

with the G chord and the last is the F chord. For the F chord, repeated practice is required because on the F chord there is 1 left finger that must press 2 strings at once.

The next material is material about secondary chords in C Major scales such as II = Dm, III = Em, VI = Am. Participants practice fingering for the secondary chords. Then the explanation continued with examples of the application of primary and secondary chords in accompanying folk songs and simple children's songs. Before the end of the session, a question and answer session was held about the material that had been explained. After that, while making attendance, the trainer gave assignment materials as training material for the participants' self-development for the next 6 days. The task given is to practice the primary chords and apply them to children's songs or folk songs. The submission of assignments is given 6 days after the first meeting takes place and is sent via Whatsapp to the training group in the form of a Google Drive link or a YouTube link. Furthermore, Dan will be evaluated by the team before the next meeting is held.

3.2 Second Meeting

The second meeting was held on Saturday, August 7, 2021. The material presented at the second meeting was the introduction of primary and secondary chords on the G Major scale and their application in national songs, folk songs, and children's songs. Before explaining the material about the primary and secondary chords of the G major scale, the discussion session begins with a discussion of the tasks given at the previous meeting. Several participants shared their learning experiences for 6 days, including those who experienced pain in their fingers, difficulty in moving chords when playing songs. The trainer explains several ways to practice chords and chord shifts.

HOW TO TRAIN A CHORD.

1. Place your left finger according to the chord to be played. For example C Major
2. Press left finger firmly on the chord
3. The eye looks at the left finger pressing the chord.
4. then lift your left finger with a count of 2 taps or 4 taps and then put your left finger back to form a C Major chord again.
5. Practice repeatedly until the left finger has no more difficulty playing the C Major chord.
6. Sound the C Major Chord with the finger of your right hand and hold the C chord for 3 beats, then on the count of 4 lift your finger, and on the first count your left finger presses the C major chord again.
7. Practice over and over again until you don't experience any problems.
8. Likewise for the other chords, trained in the same way as above.

HOW TO TRAIN CHORD TRANSFER.

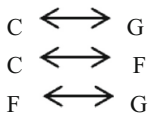
1. Put your left finger on the C Major chord position, play in 2 bars with a count of 8 beats. (1..2..3..4../ 1...2...3...4)
2. Keep your eyes on the left finger pressing the chord.



D May

Fig. 3. Level V Chords on the G Major scale

3. At the end of the 4th count of the second bar, the finger is lifted and moves to the next chord, for example the G Chord
4. Practice repeatedly until the left finger no longer has difficulty in switching chords.
5. Practice for each of the chords that will move, combine exercises such as:



Next, the primary chords in the G Major scale are introduced. Primary chords in the G major scale consist of chords I = G major, IV = C Major and V = D Major. Participants practice left-handed fingering for primary chords and practice simple accompaniment patterns on the right hand. The image below is where the left finger is for a V-level chord of the G Major scale (Fig. 3).

Strumming is known to people by hitting Jreng or genjrengan. Right hand stroke can be up or down. Down strokes are symbolized by an up arrow and up strokes are symbolized by a down arrow. The accompaniment pattern used is still a simple accompaniment pattern in the 2/4, 3/4 and 4/4 (Fig. 4).

With the guidance of the trainer via zoom, all participants were asked to try to play the variation accompaniment pattern above in 4/4 time, using G major, C major and D major chords with. Each chord is played at a slow tempo, after which the chord transfer is practiced from G to C and vice versa, as well as G chords to D and vice versa. If there are no more problems with the chord transfer, the participants can continue to practice the song that will be chosen as their assignment.

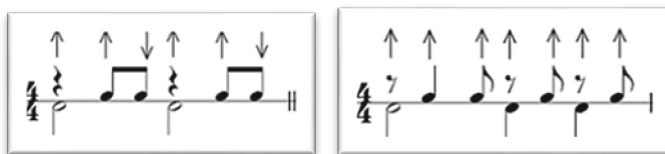
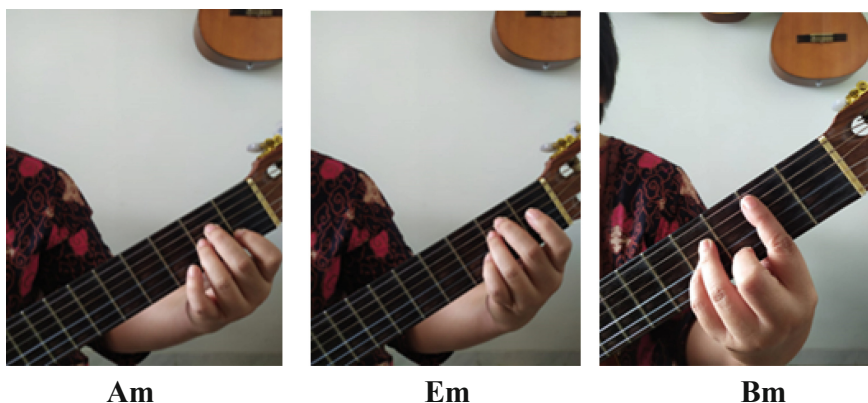


Fig. 4. Variations of simple accompaniment patterns with strumming quotes



Am

Em

Bm

Fig. 5. Fingering for a G Major Secondary chord

After that, the explanation continued with material about secondary chords on the G Major scale such as II = Am, III = Bm, VI = Em. Participants practice fingering for the secondary chords. Followed by examples of the application of primary and secondary chords in accompanying national songs, folk songs, and children's songs. And varied accompaniment patterns. By applying the ways to practice chords and how to practice chord movement, the application in playing a song will be easier. And secondary in accompanying national songs, folk songs, and children's songs. And varied accompaniment patterns. By applying the ways to practice chords and how to practice chord transfer, the application in playing a song will be easier. The image below is where the left finger is for a G Major secondary chord (Fig. 5).

Before the end of the session at the second meeting, a question and answer session was held about the material that had been explained. After that, while making a presentation, the trainer explained about the self-development tasks that the participants had to do in the next 6 days. The task given is to practice the primary chords in the G Major scale and apply them to one of the national songs, folk songs, or children's songs. If participants are able to use secondary chords, they are welcome to vary the primary and secondary chords in the song that will be presented as an assignment. The collection of assignments is given 6 days after the second meeting takes place and is sent via Whatsapp to the training group in the form of a Google Drive link or a YouTube link. Furthermore, Dan will be evaluated by the team before the next meeting is held.

3.3 Third Meeting

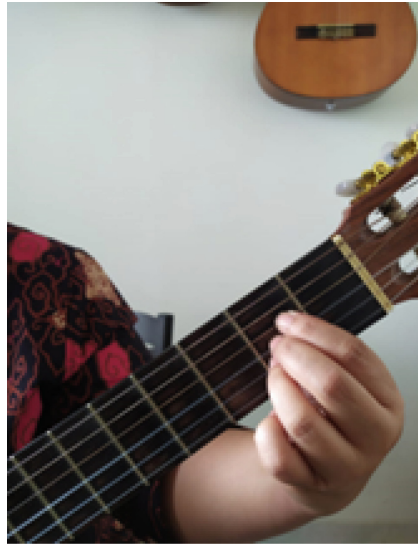
The third meeting was held on Saturday, August 14, 2021. The material at the third meeting was the introduction of primary and secondary chords in the D major scale and their application when accompanying national songs, folk songs, or children's songs. The discussion session begins with a task evaluation on the application of chords in the G major scale in national songs, folk songs, or simple children's songs. Several questions were asked by participants, among others, about the inappropriateness of the beat when switching chords in the song. Chord switching in the game still has a lag when moving to the next chord. The trainer provides a solution for the participants to play one of the chords together, for example the D major chord. With the cue from the trainer, the chords are plucked and sounded together for 4 beats, then on the count of four the left finger is raised slightly while remaining on the fret and then put it back in the same chord position. This is done repeatedly with the sound of 4 beats, 2 beats and 1 beat until you no longer have difficulty placing the chords in the same position. After that, move your finger from one chord to another with the sound of 4 beats, 2 beats and 1 tap until the chord movement is no longer a problem. In addition, he also conveyed about the difficulty when playing a Bm chord (B minor) where one finger must be able to press more than one string simultaneously, in classical guitar it is called Barre. To suppress the B minor chord, becomes a difficulty for beginners who have never played guitar at all.

Some tips for training Barre

1. Press left finger on strings 1 to 5 in position II
2. The location of the fingers should not be tilted, try all fingers can press the strings without having to rotate the position of the left hand.
3. Sound each string with your right hand (pi m a) one by one at a very slow tempo and make sure the sound is loud.
4. Practice repeatedly until you get a louder sound.
5. Training the barre is recommended every day.

After evaluating the given task, the material is continued with the primary chords contained in the D Major scale. Primary chords in the D major scale consist of chords I = D major, IV = G Major and V = A Major. At the previous meeting the participants had practiced the D major and G major chords, so at this meeting only the newest A major chords. Together with the trainer, the participants practiced the D, G and A major chords with a simple accompaniment pattern to the Bolelebo folk song from Nusa Tenggara Timur (Figs. 6 and 7).

After explaining the material about the primary chords on the D Major scale, then continued with an explanation of the secondary chords, such as II = Em, III = Fism, VI = Bm. Participants practice fingering for the secondary chords. Participants had difficulty emphasizing the F#m chord. The trainer suggests practicing these chords by using Barre's way of training on a B minor chord. Explanation Followed by examples of the application of primary and secondary chords in accompanying national songs, folk songs, and children's songs. And varied accompaniment patterns. By applying the



A May

Fig. 6. The V chord on the scale of D Major

Bolelebo	
D0=D, 4/4	NTT
Intro: D --- / A --- /	
D	A G A D
Bolelebo ita nusa lelebo	
D	A G A D
Bolelebo ita nusa lelebo	
G	D A D
Malole simalole ita nusale malole	
G	D A D
Malole simalole ita nusale malole	

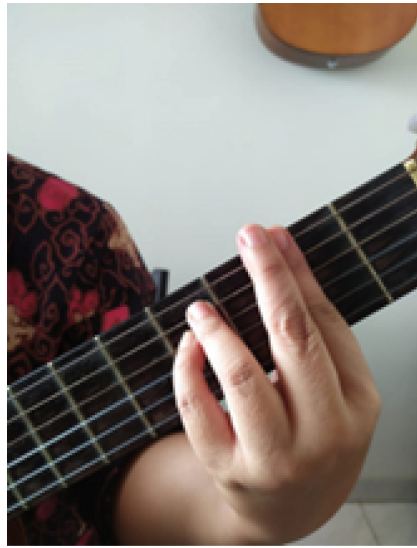
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Fig.7. Use of Primary chords in Regional songs and simple Accompaniment Patterns

ways to practice chords and how to practice chord movement, the application in playing a song will be easier (Fig. 8).

At the third meeting, the team has prepared materials, both in the form of complete slides and videos that can be used as examples when participants want to play chords that have been given, this is to make it easier for participants to practice independently.

Before the end of the session at the third meeting, a question and answer session was held about the material that had been explained. After that, while making a presentation, the trainer explained about the self-development tasks that the participants had to do



F#m

Fig. 8. Fingering for the F#m chord

in the next 6 days. The task given is to practice primary and secondary chords in the D Major scale and apply them to one of the national songs, folk songs, or children's songs. Participants are asked to use primary and secondary chords in the song that will be presented as the last task of the meeting. The collection of assignments is given 6 days after the third meeting takes place and is sent via Whatsapp to the training group in the form of a google drive link or a youtube link. Furthermore, Dan will be evaluated by the team before the next meeting is held.

3.4 Fourth Meeting

The fourth meeting was held on Saturday, August 21, 2021. This fourth meeting was the last meeting in a series of training provided. In the first session, the team repeated all the material that had been taught, then continued in the second session with discussions, questions and answers and evaluation of all activity materials. Participants showed high enthusiasm during the 4 training meetings. Participants were very proactive in sending practice video assignments to get input from the trainer and participants showed progress in their ability to play the accompaniment guitar (Fig. 9).

At the end of the fourth meeting session, the trainer thanked the participants for their participation and enthusiasm in participating in this training activity. And participants hope that there will be other activities about music. Before closing, a group photo session was held.

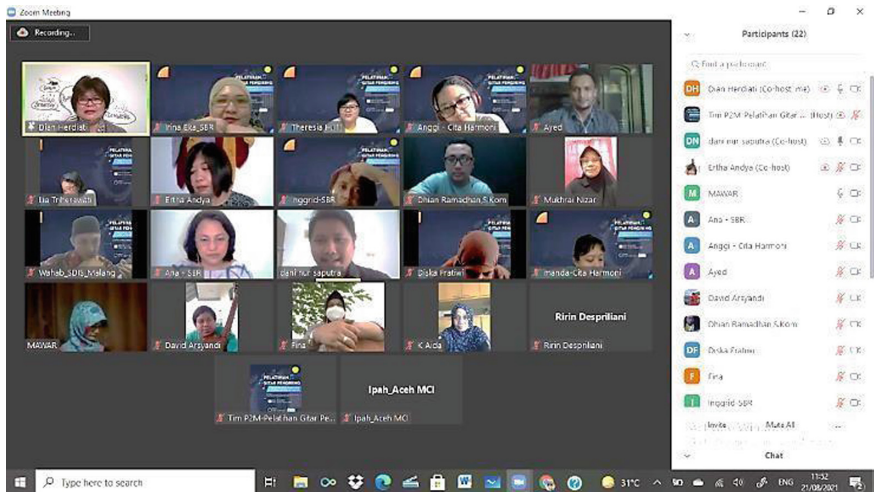


Fig. 9. Fourth Meeting Photo Session

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