Sticking as a Basic Drum Technique in the Indria-Level Percussion Course in the Music Study Program

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Abstract. Percussion subjects, especially drums, require basic skills in the learning process. Material innovations in the development of textbooks must be adapted to the instrument's characteristics. This article focuses on sticking in the development of indria-level drum textbooks as a basic engineering skill for music students in music study programs. This research utilizes a mixed method, with a Research and Development method. The development of this textbook was carried out empirically and showed significant results in the process of learning drum instruments. Product trials were carried out with purposive sampling at the Music Study Program, Universitas Negeri Surabaya. The data analysis of product validity results is organized on a questionnaire scale. The results of the research data can be seen from the indicator of the book's effectiveness, just a percussion (drum) course at the indria-level, which shows a percentage of up to 82.5%. The results of this achievement show that the percussion textbook at the indria-level can be a guide for students in practicing.

Keywords: Basic drum technique · Percussion course · Music study program

1 Introduction

Musical intelligence is one of the intelligence possessed by humans. According to Gardner in Salim [1], humans have eight basic intelligences. They are linguistics, logic-mathematics, spatial, kinesthetic-body, musical, interpersonal, intrapersonal, and naturalistic. Musical intelligence is defined as the capacity to feel, discriminate, transform, and *tea* express forms of music. Furthermore, Jamaris [2] brings up *musical-rhythmic* intelligence in children; there are 10 characteristics: (1) happy to play a musical instrument, (2) always remember the rhythm of a melody, (3) perform well in the art of music at school, (4) love to learn when there is musical accompaniment, (5) collect songs in books, CDs, and tapes, (6) love to sing to yourself and others, (7) easily follow the rhythm of the song/music, (8) have a great voice to sing, (9) be sensitive to the sounds in the surrounding environment, and (10) give a strong reaction to different types of music. This shows that a child's musical ability or musicality can be seen in his musical behavior. Ordinary people often view that a person can make music because someone

is talented in music. But, it is undeniable that the surroundings or the environment also play a role in shaping a person's talents. So, there is a controversy that the musicality of man is a legacy or an acquisition of process results.

Based on the controversy, in fact, in today's era, music can be studied academically. One institution providing academic music education is the Music Arts Study Program, Faculty of Language and Arts, Univesitas Negeri Surabaya. Students who are accepted to learn music come from various circles and especially with talents and interests in the field of music through a practical selection process for the ability to play the instrument they are interested in. The percussion instrument course at the indria-level is one of the courses that must be taken by students of the Music Arts Study Program. The subject aims to provide insight and basic skills of playing instruments, particularly percussion instruments, especially drums. During the learning process, students are required to grasp and play percussion instruments, especially drums. So, a book is needed to guide students in playing drum instruments.

The development of this course module is highly necessary because of the lack of literature or books about the drum. The material used is a reference for learning while still adopting directly from books published abroad constrained by foreign languages. Studies testing the associations between reading skills and perceptual skills have revealed low-level perceptual abilities (pitch and rhythm discrimination) [3]. As a result, students do not understand in detail about the content of the book. Therefore, through this development research, it is hoped that it can answer and become a bridge for students learning in the course of indria-level percussion instrument. In addition, there must be innovation in developing this module, making it easier to understand the material and interesting to increase students' interest in learning drum. This research is expected to be an umbrella of several student researches that research the development of drum engineering learning. This development seems to have a positive value because in addition to accompanying research, students also provide references in lecture material development activities.

2 Methods

Balanced research is employed in this research by developing textbooks that contain sticking techniques that are applied to products for the needs of lecture teaching materials. The development research model used is the ADDIE Models Learning Design Model. The components developed include: *Analysis, Design, Develop, Implement, Evaluate.* The basis for considering that the model is applied to develop a system-oriented instructional model product to produce targeted, effective, dynamic learning. In accordance with Mollenda et al. [4] that the design of the ADDIE model serves to be a guide in building the tools and infrastructure of learning programs that are effective, dynamic, and support the performance of learning itself. This validity test is adjusted to the Indonesian National Education Standards Agency (BSNP). The validator team consists of several parties who are competent in education field and also practicing the art of music.

3   Results and Discussion

3.1   Development Product Trials

In this part, it is explained that the analysis of the needs of music students is the student's need for teaching materials for percussion instrument courses. Drums are one of the choices of several lecture tools learned in lectures. The trial of the development product was carried out at the Music Arts Study Program, Universitas Negeri Surabaya. The product trial process was carried out on a small scale with a purposive sampling technique, namely the product was tested on 8 (eight) basic-level percussion students. The selection of the number of students is based on considerations of time efficiency, where the material that has been designed to be completed within a period of 4–5 months must be tested for effectiveness in a span of less than 1 month. Thus, 8 (eight) students with middle to upper capabilities in terms of musical talent and a fairly good grasp of musical material were selected. The expectation is that the subject matter to be delivered can be optimally absorbed by students so that this drum book product can be measured in its effectiveness.

3.2   Product Development Effectiveness Test

The effectiveness test of drum textbook development products was carried out in June 2022 in two phases of meetings. The instruments utilized in the effectiveness test are (1) structured interviews with music practitioners, music art lecturers, and students. This instrument is utilized to gain information of their responses about the drum instrument textbooks preparation and their responses in the music learning process utilizing this book. Interviews are conducted periodically and continuously from June to August 2022 and (2) observation sheets of student activity in the process of learning. The sheet of observation is utilized to obtain information of the learning stages carried out by students during the drum practice learning process utlizing the book. This sheet is filled out by a music art lecturer who is in charge of observing and assessing during the implementation of drum instrument lectures using drum instrument books.

3.3   Data Analysis

The process of data analysis is categorized into 3 primary activities: (1) the process of developing drum instrument books, (2) the quality of books and based on comments from art observers, music art lecturers, and music art practitioners, and (3) the effectiveness of drum instrument books. In the process of working, data analysis of the validity results of development products is compiled as a scaled questionnaire. In this case, Likert Scale is used as the type of scale. Any statement or answer explaining the aspects in the validity test of the development product, in accordance with the Indonesian National Education Standards Agency (BSNP), were connected with the form of an attitude or statement support expressed in the following words:

Scale 1 = Strongly Disagree
Scale 2 = Disagree

Table 1. Example of score analysis of the validity test results of the content feasibility component

No	Statement	Alternative Answers				
		5	4	3	2	1
		SA	A	N	D	SD
1	The suitability of sticking materials in drum textbooks with the competence of music art study program indicators		✓			
2	The material already includes a basic understanding of drum techniques		✓			
3	The material in the book can be applied independently by students	✓				
4	The sticking material used in the book can be applied to the present	✓				

Scale 3 = Neutral
Scale 4 = Agree
Scale 5 = Strongly Agree

The questionnaire is submitted to the validator team during the process of quality validity test. An example of the Likert Scale application (checklist) in the questionnaire test of the quality validity of the drum instrument book of the content feasibility component (Table 1).

There are 3 validators to test the feasibility component of the contents of item 1, hence the description of the score calculation:

Answer 5: 4 people; Answer 4: 3 people; Answer 3: 1;
Answer 2 : 0; and Answer 1 : 0.

Calculate the score by:

Total score for 2 people answered 5: 4 x 5 = 20

Total score for 1 person answered 4: 3 x 4 = 12

Total score for 0 people answered 3: 1 x 5 = 5

Total score for 0 people answered 2: 0 x 5 = 0

Total score for 0 people answered 1: 0 x 5 = 0

Total: 37

Number of ideal scores for item number 1 (highest score) $= 5 \times 8$ people $= 40$ (SA)
Lowest number of scores for item number $1 = 1 \times 3$ people $= 3$ (SD)
Description of the interpretation of score percentages for the Likert Scale [5]:

Numbers 0%–20% = Very Less
Numbers 21%–40% = Less
Numbers 41%–60% = Enough
Numbers 61%–80% = Good
Numbers 81%–100% = Excellent

According to item number 1 data obtained from 3 validators, the suitability of sticking materials in drum textbooks with the competence indicators of music arts study programs has a percentage: $37/40 \times 100\% = 9\ 2.5\%$, categorized as very good.

So, the Likert Scale formula utilized is Ibrahim [6]:

$$\text{Percentage results} = \frac{\text{Number of validation result scores}}{\text{Highest number of scores}} \times 100\%$$

3.4 Data Validity

The data validation process contained in the development research of the drum instrument is carried out through several validation processes, namely data credibility, transferability, dependability, and confirmability tests [7]. This current research applies the science of music art, especially the practical expertise of musical instruments, to develop methods. The outputs produced after this study took place were: (1) disseminating the theory and practice of drum instruments, (2) increasing students' understanding of the technique of sticking drum instruments, and (3) measuring the level of awareness of students after attending all lectures. The research community stated that children with instrumental music training can systematically and steadily activate executive functions and, in particular, monitoring, selective, and shift attention due to their ability to enable conscious and goal-directed problem solving [8]. In the long run, the objectives and results of this study are expected to produce practical, effective, and innovative learning. According to Majid [9], learning resources must be used effectively so as to make contact with learners appropriately.

Regarding the classification of percentages in the process of trialing drum textbooks can be depicted in Tables 2, 3, and 4.

Table 2. Percentage classification of score results of the effectiveness of drum textbooks

No	Criteria for Achieving Grades	Validity Level
1	76%–100%	Very valid, very high quality, can be used without improvement
2	51%–75%	Valid, qualified, can be used with minor fixes
3	26%–50%	Invalid, unqualified, unusable
4	1%–25%	Very invalid, very unqualified, unusable

Table 3. Assessment score for the effectiveness of the drum book (Phase I)

No	Statement	Alternative Answers				
		5	4	3	2	1
		SA	A	N	D	SD
1	Stages in lecture activities are carried out sequentially		✓			
2	Students can use textbook products			✓		
3	Students can get to know and remember the basic concepts and techniques of sticking to play drums			✓		
4	Students are able to apply basic sticking concepts and techniques in playing drums		✓			

Table 4. Assessment score of drum book effectiveness test (Phase II)

No	Statement	Alternative Answers				
		5	4	3	2	1
		SA	A	N	D	SD
1	Stages in lecture activities are carried out sequentially		✓			
2	Students can use textbook products		✓			
3	Students can get to know and remember the basic concepts and techniques of sticking to play drums	✓				
4	Students are able to apply basic sticking concepts and techniques in playing drums			✓		

First trial score recapitulation (Highest number of scores: 5×8 *items* $= 40$)**:**

No item gets a score of 5   : 5 x 0   = 0

There are 4 items that get a score of 4: 4 x 4   = 16

There are 3 items that get a score of 3: 3 x 3   = 9

There is 1 item that gets a score of 2 : 2 x 1   = 2

No item gets a score of 1   : 1 x 0   = 0

                               Total: 27

Percentage results = Trial score result   x 100%
                              Highest number of scores

                   = 27/40 x 100%
                   = 67,5 % (Valid, qualified, can be
                        used with minor fixes)

Recapitulation second trial score (highest number of scores: 5×8 *items* $= 40$)**:**

There are 2 items that get a score of 5: 5 x 2 = 10

There are 5 items that get a score of 4: 4 x 5 = 20

There is 1 item that gets a score of 3 : 3 x 1 = 3

No item gets a score of 2   : 2 x 0 = 0

No item gets a score of 1   : 1 x 0 = 0

                               Total: 33

Percentage results = Trial score results   x 100%
                             Highest number of scores

                   = 33/40 x 100%
                   = 82,5 % (Very valid, highly quali
                        fied, can be used without repair)

The data is presented from the percentage of observation results of student activities during the process of lectures using drum textbooks. The product trial showed a score of 82.5%, which means that learning sticking techniques that have been read from the textbook into the form of actions playing drum instruments, has been able to do well. Thus, it means that the goal of increasing the psychomotor domain of students to the level of *Skilled Movements* can be attained.

4   Conclusion

According to the results, it can be concluded that this research has been running at the stage of making books and their application to the initial material in the Music Arts Study

Program. The development of an indria-level drum percussion textbook empirically was able to present essential results in major drum lectures process. This is shown in the textbook effectiveness test results, which denotes a percentage figure of up to 82.5%, where students can implement the sticking drum technique contained in the textbook. Referring to Bloom's taxonomic stage, this book is able to reach the realm of the *Skilled Movement*. This data indicates that this book can guide students in learning and practicing independently.

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