Trend of Vocal Distance Learning

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Abstract. Now a day distance vocal learning is widely carried out by formal schools and course institutions. The writing purpose of this articles is to get an idea of how the trend of distance learning is developing during the Covid-19 pandemic. This research uses literature study method. Data collection is done by collecting library data in the form of articles, news and other scientific works. The findings of this study reveal that distance vocal learning has becomes a trend with a variety of media used. This kind of learning is also inseparable from the obstacles that arise causing various results. However, most of the data reveal that learning is going well.

Keywords: Vocal · Distance Learning · Covid-19

1 Introduction

The implementation of distance learning has now become a new trend in teaching and learning process. Trend is the tendency of the state of something in the future, both the tendency to go up, down or stay [1]. At this time, the learning process is no longer limited to space and time, plus the pandemic conditions require the world of education to have a solution on how learning can still take place even if it has to be done remotely. Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions [2].

The implementation of distance learning is needed support by supporting devices such as smart phones, tablets and laptops so that information is easily accessible anytime and anywhere [3]. The use of mobile technology has a major contribution in the world of education, including the achievement of distance learning goals [4]. Various media are useful, for example virtual classes using Google Classroom, Edmodo, and Schoology [5–7] services. As well as smart messaging applications such as WhatsApp [8]. Online learning can even be done through social media such as Facebook and Instagram [9].

Basically the distance education system can take place in two models, namely synchronous where during the distance learning process feedback can be obtained directly [10] and asynchronous where the distance learning process uses videos or modules in the form of tutorials so that feedback will not be obtained immediately [11]. Both synchronous and asynchronous models, teachers must be able to create interactive teaching materials, so that students can feel involved in the learning process.

Vocal learning is an important part of learning music. Vocal learning in addition to grow singing skills, besides that can train creative abilities and improve musical literacy. Fluency in reading includes the ability to adjust the stress pattern in a song and the intonation of a phrase, such as changing expressions from anger to happiness, as well as the ability to choose the right tone such as question words and exclamations. This skill in distinguishing intonation can be improved with vocal and musical exercises.

Other benefits of vocal learning are: (1) helping to form communication skills, (2) improving nerve function in IQ, (3) strengthening the immune system, (4) singing feels happy and happy, (5) reducing stress, (6) lowers blood pressure [12].

When vocal learning is felt to be quite important, various strategies are also developed in practice. As a teacher or vocal trainer, must have the best way for vocal learning to be successful and running optimally. The explanation above provides an understanding that vocal learning will experience significant changes in the learning process. This paper will discuss the trend of distance learning vocals.

2   Methods

The method used in conducting this research is the study of literature. Literature study is also called library research, which is a series of activities related to library data collection methods, reading and recording and processing research materials [13].

Referring to [13] the reason of the researcher uses the literature study method is to understand new symptoms that arise so that concepts can be formulated to be able to answer research problems. In other words, this study aims to map and examine issues of various research results with the theme of distance learning vocals, especially those in Indonesia. Distance learning is considered relevant because of the current Covid-19 pandemic situation, so a research question arises, namely what are the trends in vocal learning remotely?.

In this study, data sources were obtained from various literatures such as journal articles, books, and news from trusted news agencies. The data are grouped based on topics, namely: teaching materials, media used, learning techniques, obstacles faced, and how the learning outcomes are. Referring to [14] regarding the method, in this study the data will be described as well as analyzed. After the researcher studied to determine the topic, then collects and selects articles that are appropriate to the research topic. The strategy in the literature search is to use the keywords vocal learning and distance learning. Articles obtained from all searches will be filtered by identifying articles through a literature review, namely: in Indonesian or in English, article titles according to themes or keywords, full text available (Table 1).

Table 1. Selection of articles.

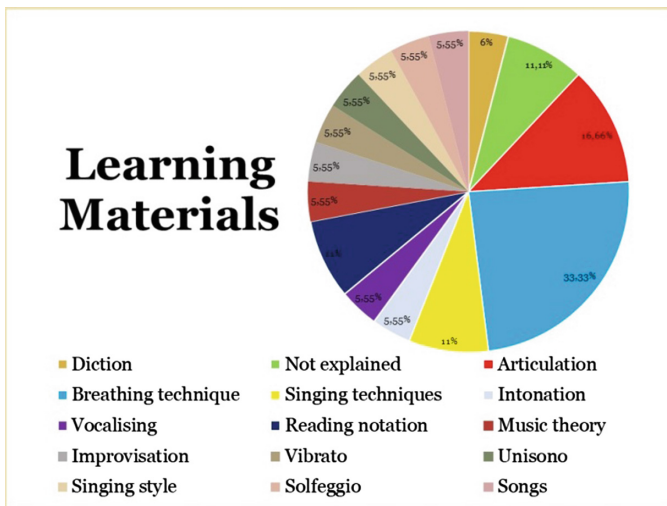| Database	Number of articles obtained
Google Scholar	10
FreeFullPDF	2
Atlantis Press	2
News Online	1

3 Results and Discussion

Based on the results of searching data with predetermined keywords, 15 articles were found, explaining distance vocal learning. The contents include the media used, materials, methods, constraints, and learning outcomes.

Furthermore, from the articles that were successfully grouped, the following data were obtained:

3.1 Materials Used

The number of articles in this section is 5 (33.33%) articles. The dominant learning material is breathing technique. Breathing is a technique used to regulate how much air is inhaled and exhaled when speaking a word or sentence. Breathing is an important and main thing that must be considered in singing [15].

In general, the results of research related to material in distance vocal learning use materials commonly used in vocal learning such as face-to-face, such as articulation,

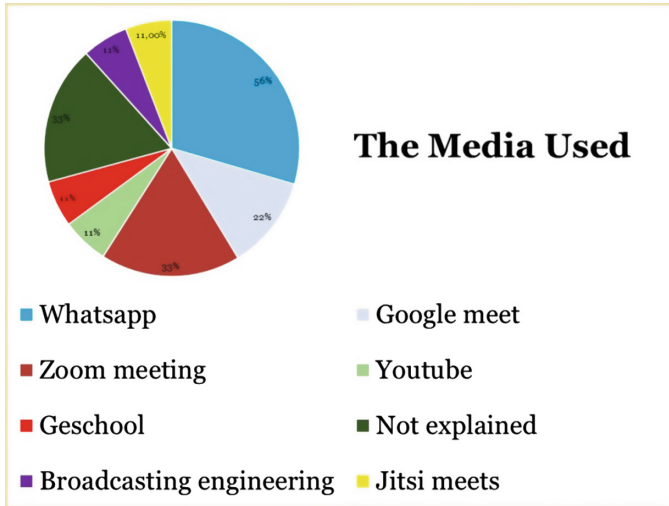**Fig. 1.** The results of the distribution of learning materials.

The Media Used

- Whatsapp
- Google meet
- Zoom meeting
- Youtube
- Geschool
- Not explained
- Broadcasting engineering
- Jitsi meets

Fig. 2. Distribution of media used.

intonation, improvisation, posture, etc. But the findings of this material cannot also be generalized because it could be related to different human resources for each teacher. Another issue that was discussed was the obstacles to the delivery of these materials online which were also related to the media and methods used.

As a solution, it needs to be studied extensively again, if necessary nationally, the linkage of material and online delivery so that teachers do not have to trial and error again to get optimal online learning outcomes.
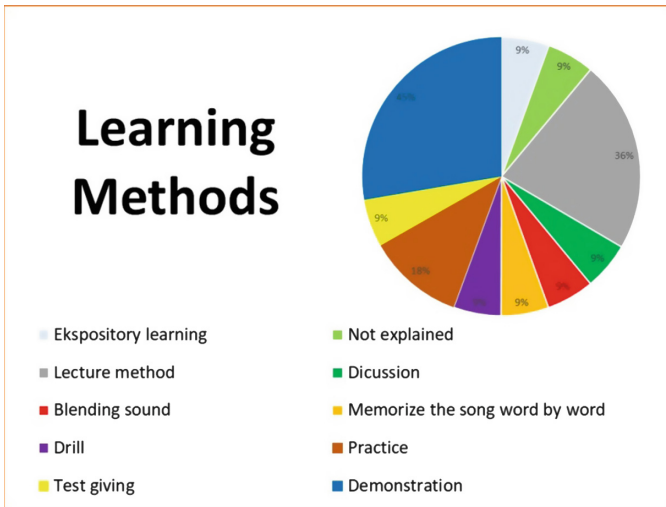
3.2 The Media Used

There are 8 articles (56%) found using WhatsApp media in their learning.

WhatsApp is the most widely used media because besides being easy to operate, it is certain that almost everyone has this media. There are interesting issues related to the use of whatsapp media, including differences in learning outcomes even though using the same media, namely WhatsApp. The results of research [16] show learning outcomes that go well so that they can be a reference for other research. The research [17–19] which also used WhatsApp media in their research results showed that the quality of learning outcomes could not be maximized. In using the media, of course, teachers are expected to be able to master various media in order to optimize online learning. The culture of using online media has become a common thing, so it is necessary to improve the quality of human resources in the field of technology.

3.3 Methods

In online vocal learning, the most important thing to note is the determination of the method. The demonstration method is the most widely used method, which is as much as 45%. Which is then followed by lecture and practice methods.
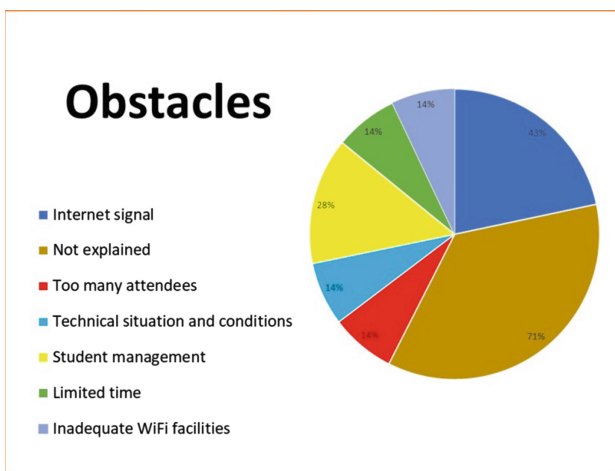
Fig. 3. Distribution of learning methods.

Research that uses this demonstration method include [16, 17, 20, 21]. The reason this method was chosen is because it can improve student learning outcomes and also because it supports other methods, namely the practical method.

3.4 Obstacles

In carrying out vocal learning both face-to-face and online, it is inseparable from obstacles. However, it turns out that the findings from the 15 articles that exist, there are 10 (71%) articles that do not describe what obstacles are faced during learning. This of
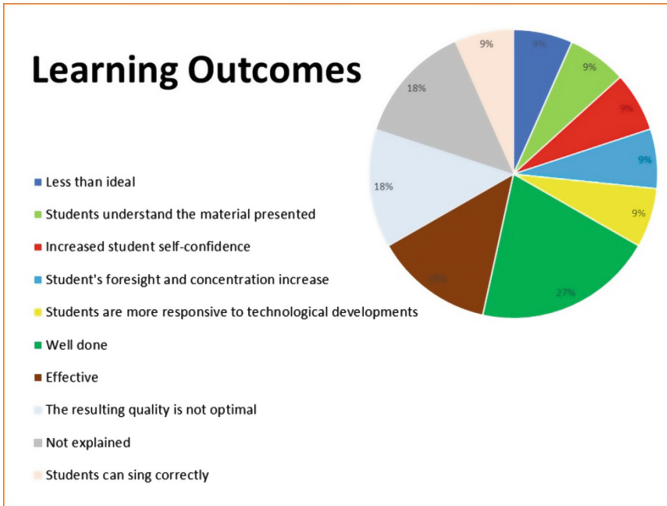

Fig. 4. Obstacles.

Fig. 5. Learning Outcomes.

course becomes a problem in itself when for example there are other researchers who want to analyze it.

If seen from the results, it is possible that this obstacle was not included because there were no obstacles at all so that the learning process ran smoothly. We can see this in research [8, 22]. In the study, it was explained that learning was carried out well, there was even an increase in student foresight and concentration, self-confidence and students became more responsive to technological developments.

3.5 Learning Outcomes

As many as 27% stated that the research that had been carried out was carried out well.

Broadly speaking, the topic of learning outcomes can be divided into two, namely successful and unsuccessful. As shown in Fig. 5, we can categorize those that are included in the successful category, namely: effective, well implemented, students are more responsive to technology, students' foresight and concentration increase, their self-confidence also increases and students can understand the material well. This has been shown in studies [16, 18, 20].

While the unsuccessful categories are: not optimal and less than ideal. As shown in studies [17, 21, 23]. The remaining 18% of articles did not explain how the results of the study were shown [19, 20].

4   Conclusion

In terms of quantity, research articles on the topic of distance vocal learning in the last 2 years are still lacking. Of course this number can have an impact on the lack of contribution of research institutions in providing data and information related to distance vocal learning, especially in Indonesia.

From Figs. 1, 2, 3, 4 and 5, it can be seen that there are various materials, media, learning methods, obstacles and learning outcomes. Breathing technique material is the material most chosen by researchers, as well as WhatsApp media is the most popular medium for the effectiveness of distance learning. The methods used also vary, but it is the demonstration method that is in great demand. Most of the articles in his research did not explain the existing obstacles, it was believed that the lack of explanation of the obstacles could be because there were absolutely no obstacles which meant that learning was going well. But of course it becomes a separate problem when for example there are other researchers who want to analyze this. The learning outcomes as shown in Fig. 5 show that most of them have been able to run well.

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