

# DEVELOPMENT OF LEARNING MODEL FOR APPRECIATION OF MUSIC ART BASED ON ARCHIPELAGO ART IN THE SUBJECT OF CULTURAL ART FOR IMPROVEMENT OF AESTHETIC EXPERIENCE OF GRADE VIII STUDENTS OF JUNIOR HIGH SCHOOL

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## **Abstract**

This research aims to: (1) Produce multimedia software that can support musical learning; (2) Know the software's compatibility as a learning material. This is a Research and Development model of research. It was done in four phases: prelemenary study, planning, design, and development. The sampling method used here is purposive sampling. Data analysis methods include qualitative and quantitative analyses. Qualitative data is comprised of critics, suggestions, and inputs from the subject experts, media experts, and students for improving the final products. Quantitative data is ordinal data analyzed using modus. The results of this research show that: (1) Subject experts put the learning and subject aspects in a very good category; (2) Media experts put the media aspect in a good category; (3) Field test result indicates that the learning aspect is in good category (scale 4; 158 or 47.45%), subject aspect is in good category (scale 4; 113 or 50.90%), and media aspect is in very good category (scale 5; 161 or 48.35%). Results suggest that multimedia softwares which provide interactive musical learning are considered good as a learning material for junior high school students. Keywords: development, multimedia, learning of music education

**Key words:** learning model, art music, art music appreciation, Indonesian art, aesthetic. Experience

## **Introduction**

Cultural Arts lessons are given at school because of the uniqueness, meaningfulness and usefulness of students' development needs. The provision of aesthetic experiences in the form of expression / creative activities through an art learning approach cannot be provided by other subjects. In learning arts and culture aspects of art and culture are not discussed separately but integrated with art. Therefore the subject of Cultural Arts is basically a culture-based art education. (Permen no. 23, 2006, p.590).

Cultural Arts lessons as subjects are taught at the primary and secondary education levels. At preschool or kindergarten (TK) levels, the implementation of arts and cultural education is oriented towards learning and playing. The goal is to activate all the basic abilities and potentials of children, with an emphasis on psychomotor aspects. Whereas in elementary school (SD), these subjects are taught as an initial knowledge material through the introduction of elements of harmony, rhythm, and balance with an emphasis on aspects of attitude (affective). Then in junior high school (SMP), the implementation of arts and culture education is oriented to the cognitive aspect by incorporating elements of ideas, ideas, and themes in their learning.

Based on the curriculum, the functions and objectives of cultural arts education in junior high schools are designed to develop basic attitudes, abilities and skills, creativity, sense of beauty, and developing student appreciation. The scope of the teaching materials includes art, music, dance and theater arts. In essence, cultural arts education in junior high schools is not intended to shape or create artists, but instead places art as an educational tool. Music art as part of cultural arts subjects is actually very well liked by students. They assume that what they will learn is pratek. In reality these subjects are 40% practical and 60% are theoretical. So that students are less active in the learning process. In fact, in this lesson the teacher can explain and practice or give examples of what is learned. However, there are some obstacles faced by schools, including the absence of supporting musical instruments, the absence of a special room to study music so that sometimes it disrupts the class next to it if the subject matter is practical, the teacher is sometimes less skilled in playing musical instruments so that they cannot give examples to students, and there is no learning media that supports learning the art of music in schools.

Based on observations in the field found various indications of problems related to the implementation of arts education, among others: the density of the curriculum, so that face-to-face art subjects are very limited, learning music art is less attractive, there are still many teachers who are not educated in the arts teaching arts, lack of adequate facilities and infrastructure, and lack of learning tools and media. Although many teachers are aware of the importance of media as a tool to convey learning messages, not many teachers have used the media around them because preparation for teaching is longer.

The problem faced by schools in the use of media today is the lack of available interactive learning media for art and cultural subjects in schools. There are still many teachers who have not been able to create interactive learning media. This limitation is certainly quite difficult for teachers to use computers in schools. In fact, students generally have basic skills using computers because they have learned information technology. So that a school computer laboratory that is adequate is not used optimally.

Learning media is needed in the form of multimedia learning products of Cultural Arts that can increase student interest and motivation, focus students' attention, make students active in the learning process and create a learning atmosphere that is fun for students so that learning can take place effectively, efficiently, and interestingly to help students in achieving basic competencies that have been established. The rapid progress of computer technology has had an impact on the increasing number of computer hardware on the market with cheaper prices. The number of computer ownership both by educational institutions and by educators has increased. The consequence is that it is necessary to consider the use of these computers for the purpose of improving teaching and learning poses.

One clear and visible aspect of learning is the use of technology in engineering a learning program. This activity is a step that must be done by every educator in the learning process. The use of learning media in the form of print modules, interactive modules, or e-learning is intended to help the learning process be more effective and efficient. In essence, the learning process is the process of communication. The communication process (the process of delivering messages) must be created or realized through delivery activities and exchanging messages or information by the teacher. Messages or information can be in the form of knowledge, skills, skills, ideas, experiences, and so on.

Through the process of communication, messages or information can be absorbed and lived by others. One of the roles of technology in the current learning process is the development of learning media products that use computers as the basis for its development, both in the form of modules and learning programs through web learning known as e-learning or web based instruction. What needs attention is that students should not be alienated from the media, especially interactive media. Computer assisted learning (PBK) has five advantages (Simonson & Thomson, 1994), namely: (1) PBK is effective in improving student mastery in all levels of education; (2) PBK is very effective in improving the mastery of learning at the elementary school level, which continues at the middle to tertiary level; (3) PBK has a positive effect on students' attitudes towards subject matter, learning, and on computer technology; (4) PBK can save time for learning; (5) research findings from various studies with different methods and different learning settings for consistency.

The benefits of multimedia use are explained by Lee (OudaTedaUda, 2005, p.3) that there are at least eight reasons for using computers as learning media, namely experience, motivation, increasing learning, authentic material, wider interaction, more personal, not glued on a single source, and global understanding. Philip (1997, p. 12) states that "IMM has the potential to accommodate people with different learning styles". That is, multimediainteractive can have the potential to create a multisensory environment that supports certain ways of learning. It is expected that interactive learning media can increase students' learning interest and motivation, focus students' attention, enable students to learn independently, make students active in the learning process and create a pleasant learning atmosphere so that learning can take place effectively, efficiently, and interestingly to help students achieve Basic competencies that have been established. In accordance with the formulation of the above problems, the purpose of this

development research is to produce a viable learning multimedia product to support the learning of music art. Smaldino, Russel, Mollenda, et al. (2005, p.141) explains "Multimedia involves the others so that the whole thing is greater than the sum of the parts". Multimedia is a medium that combines two elements or more media (text, graphics, images, photos, audio, video and animation) in an integrated manner. Another opinion was expressed by Phillips (1997, p. 8) that multimedia components are characterized by the presence of text, images, sound, animation and video; some or all are arranged in a continuous program. Interactive multimedia according to Schwier&Misanchuk (1993, p.6) is a "learning program consisting of various learning resources with the operation of using a computer". The program deliberately designed and viewed whether the feasibility response (eg menus, problems, simulations, questions) affected the sequence, size, context and form of the program. Learning multimedia characteristics according to Ariasdi (2008, p.3) are as follows:

- 1) having more than one convergent media, for example combining audio and visual elements;
- 2) is interactive, in the sense of having the ability to accommodate user responses; and
- 3) is independent, in the sense of providing ease and completeness of the contents in such a way that users can use without the guidance of others.

The use of learning media in a precise and varied way can overcome students' passivity, in other words, media that meets their needs will optimize the acquisition of student learning outcomes. Multimedia is flexible in adjusting student learning speed. Students who have higher learning speed can more quickly complete their learning activities, while students with slow learning speed can complete their learning activities according to their respective speeds. This is very different from learning in conventional classes, where each student is forced to learn at a speed determined by the teacher. Students who have high learning speed can feel bored, whereas students with low learning speed feel learning is too fast to follow.

Nana Sudjana and Ahmad Rivai (2007, p. 2) stated that multimedia is useful in the learning process, thus making:

- 1) teaching attracts students' attention so that it can lead to learning motivation;
- 2) teaching material is clearer in its meaning so that it can be understood by students and allows students to master the learning objectives well;
- 3) teaching methods are more varied;
- 4) students do more learning activities, because they do not only listen, but are involved in other activities such as observing, doing, demonstrating and others.

Music is one of the most important artistic contributions in the history of human development and is a multi-disciplinary discipline that involves all the physical coordination of humans. Music learning from early age can improve the fundamental skills of learning in various fields, such as honoring a variety of intelligence / intelligence abilities (multiple intelligence), intellectual intelligence (IQ) and emotional intelligence (EQ), activating the performance of the right and left brain and improving thinking skills (memory and concentration), training in abstract thinking skills, cognitive learning abilities (cognitive learning and reasoning), improving foreign language skills and reading, and training the child's fine motor skills (fine motor skills )

Today many studies have been conducted on the effects of music on children. One of them is as stated in the following statement, "... that musical training for children increases scholastic achievement and improves overall behavior and attitude." (Chicago Center School of Music). One of the benefits of learning music is that it can influence children's growth. The same thing said by Lois Choksy "2004: p.1). In music learning activities through music experience there are 6 types, namely:

- 1) singing,
- 2) listening to music,
- 3) moving to music,
- 4) playing music,
- 5) reading music, music creativity .

The above activities appear that what is prioritized in music learning is to activate all the senses, reasoning, and feelings of children to experience music through music activities. Here, teachers are required to have knowledge, music skills in addition to music teaching skills.

The age of junior high school students includes teenagers who have their own characteristics. Kanopka (Yusuf, 2009, p. 9) states that adolescence is an important segment of life in the student's development cycle and is a transition period (from childhood to adulthood) directed at the development of a healthy adult. The ability to think of teenagers develops in such a way that they easily imagine many alternative solutions to problems and the possible consequences or results. Their capacity to think logically and abstractly develops so that they are able to think multidimensionally like scientists. Teenagers no longer accept information as it is, but they will process that information and adapt it to their own thinking. They are also able to integrate past and present experiences to be transformed into conclusions, predictions, and plans for the future. In this study the author examines the field of music art class VIII with the standard competencies to be achieved are as follows: appreciating musical art works with basic competencies, identifying types of musical art in the archipelago and displaying appreciative attitudes towards the uniqueness of ideas and techniques of Indonesian musical art.

## **Research method**

This research is a research and development research oriented to the development of learning multimedia products. In this research method will be discussed sequentially the development model which includes preliminary study stages, planning, design and development, product trials, and product trials which include trial design, trial subjects, data types, data collection instruments, and techniques data analysis. The development model in this study adapted the Borg & Gall (1983) development model, the development of Lee & Owens (2004), and the development model of Allesi&Trolip (2001). The stages in this development research outline include the preliminary study phase, planning phase, design phase, and development stage. The development model adapted from Borg & Gall (1983) is the preliminary study stage as an analysis of the needs of the problems that arise in the learning process of Cultural Arts. Starting from these problems then found solutions that can solve problems related to learning. The development model adapted from the Lee & Owen (2004) model is the planning stage. The reason for adapting this section is because the planning stages are more detailed, and have included the stages of learning design. The development model according to Allesi&Trollip (2001) the adapted part is design and development. The reason for adapting this section is in the design section which has a workflow that is more focused on the activity of regulating, compiling and making learning multimedia products. The following is an outline of the four stages of development research: Figure 1. Outline of the Research and Development Stage Interactive multimedia learning products that are packaged in the form of learning CDs before being used in general need to be tested first to get input both from the media aspects and aspects of the learning material. In conducting trials, it is expected that the products produced are tested theoretically and empirically. The data obtained from the trial will be used to improve and refine learning products Product trials are conducted to get feedback directly from users, as well as to find out the weaknesses and shortcomings of products developed as a basis for revision. In detail the trial design includes:

- 1) alpha test in the form of product validation by material experts and media experts related to the product to be a reference for product improvement and revision:
- 2) beta test to find out responses, suggestions, and input from teachers on the products developed. Responses, suggestions, and input are then compiled and analyzed for final product revisions. The beta test was conducted by eighth grade students as many as 6 people randomly;
- 3) product revisions are carried out in accordance with suggestions, input, responses from material experts, media experts, and subject teachers (alpha test and beta test). This development research involved the participation of 8th grade students in several West Sumatra junior high schools totaling 37 people. Based on the purpose of the trial, which is to determine the quality and feasibility of the products made, the sampling technique used was purposive sampling. Purposive sampling is the sampling of data sources with certain considerations, and the selected samples are expected to provide maximum information (Sugiyono, 2005, p. 54).

Product trials are intended to collect data that can be used as a basis for knowing the quality of each component of multimedia learning development so that later can be used in the learning process. There are two data obtained from the results of this trial, namely quantitative data and qualitative data. Quantitative data for later conversion into qualitative data. Quantitative data in the form of ordinal data is obtained from the results of expert judgment, namely music art lecturers as material experts, multimedia experts and field test results. Descriptive qualitative data is the result of observation, the results of interviews, suggestions and input from the respondents of the trial and observation. These data are needed so that later can provide an overview of the quality of the material and the appearance of learning multimedia products. The instruments

used to collect data in this study were questionnaires, interview guidelines, and observations. The instrument grid used in this study is an adaptation of Ade Koesnandar (2004, p. 14).

questionnaire that was compiled included three types according to the roles and positions of respondents in this development research, namely: Questionnaire for material experts, preparation of questionnaires in terms of aspects of quality learning mathematics and learning strategies. The purpose of compiling this questionnaire was to obtain data on the quality of learning design. Questionnaire for media experts, used to obtain data about the technical quality of the product produced, is filled by someone who has expertise in multimedia. Questionnaire for students as subject of trial / respondent. This questionnaire was used to obtain data about the quality of learning CDs in terms of students' point of view during field trials of material aspects, learning aspects and media aspects.

### **Data analysis technique**

The data obtained in this study were clarified in two, namely qualitative data and quantitative data. Qualitative data in the form of criticism, suggestions, and input from material experts, media experts, and students collected and abstracted to improve the product developed. Quantitative data in the form of ordinal data obtained from material experts, media experts, and students who use a Likert scale are analyzed using mode. As stated by Mogey (1998: 21): The data collected are ordinal: they have an inherent order or sequence, but cannot assume that the respondent means that the difference between agreeing and strongly agreeing is the same between agreeing and being undecided. Descriptive Techniques: (1) Summarise using a median or mode (not a mean), the mode is probably the most suitable for easy interpretation; (2) Express variability in terms of the range or inter quartile range (not the standard deviation); (3) Display the distribution of observations in a dotplot or a barchart (it can be a histogram, because the data is not continuous). If the data collected is ordinal, then the data has inherent or sequential commands, but the respondent cannot assume that the disagreement between people agree and strongly agree means the same between agree and doubt. Descriptive techniques are: (1) summarizing using the median or mode; (2) express variability in the range or between quartile ranges (not standard deviations); (3) Display of observation distribution in dotplot or barchart (cannot be a histogram, because data is not continuous). This descriptive technique is used for the reason that the instrument used is a Likert scale, so in the conclusion it must use the mode, not the mean (mean). Data collected using a Likert scale is ordinal data so that its nature is an inseparable sequence, but it cannot be assumed that the meaning of agreeing with truly agree is the same. Presentation of data using dotplot or barchart because the data is in sequence. The assessment of each aspect of the product developed in this study using a Likert scale is said to be feasible if the mode of the respondent is at least 4 (good).

### **Research Results and Discussion**

Multimedia interactive learning Music Art for junior high school students was developed based on the needs analysis concluded after getting various information including learning conditions of Music Arts subjects and basic competencies that are in desperate need of interactive multimedia learning. Information gathering is done through literature study and field study. Field studies were carried out through limited observations of several junior high schools in West Sumatra. In addition, the researcher also distributed a needs analysis questionnaire, which aims to capture information about the use of types of learning resources, the learning process, the use of CAI in the learning process and the development of multimedia learning needed by students. Data obtained from this information gathering activity is literature review, observation, and questionnaire. Literature study activities include curriculum studies, syllabus in Music Arts subjects, Music Arts textbooks and computer use in learning Music Arts. Through this activity data is obtained as follows:

- 1) syllabus of Music Arts subjects, especially on basic competencies, namely describing Nusantara Music along with its supporting elements. It is known that students have difficulty mastering these skills. This is due to the limited learning resources they meet. Thus, multimedia learning of Music Arts is needed by students;
- 2) the use of multimedia interactive learning as a learning resource in addition to textbooks has a very good impact on learning processes and outcomes.

In addition, the use of computers in learning Music Arts can be optimized. The results of observation / observation are limited to the learning process of Music Art in several junior high schools in West Sumatra, obtained data or descriptions of the learning process. In the learning of Music Art, students are less enthusiastic in following the learning process, especially Nusantara Music learning conducted by the teacher at the school because the learning strategies applied tend to use traditional or expository approaches, teacher



centered learning, teachers never use multimedia interactive learning. In addition to making limited observations on the learning process of Music Art in several junior high schools in West Sumatra, researchers also distributed a needs analysis questionnaire regarding the types of learning resources used in the learning of Music Art, the use of CAI and the development of multimedia learning of Music Arts. This needs analysis questionnaire is used by researchers to capture information about learning resources (CAI) needed by students in the process of learning Music Art. Based on the results of the questionnaire used as a basis for developing multimedia learning. On the other hand, schools have adequate learning facilities including computer laboratories that have not been used and used optimally for learning, computer laboratories are only used for ICT learning. The development of learning multimedia products in this thesis uses product development from Macromedia. The target users of this interactive learning multimedia product are junior high school students. This learning multimedia product is packaged in the form of interactive Compact Discs (CDs) that can be run on a computer. This interactive multimedia production process is processed in Macromedia Flash 8 programs and other supporting programs such as Coreldraw, Adobe Photoshop CS2, Adobe Audition, and Swish MX. The production process can run smoothly, quickly, and more organized because it is based on the flowchart design and storyboard that has been made beforehand and the readiness of the materials needed in accordance with user characteristics.

### **Script writing**

Based on the syllabus, flowcharts are made, namely flowcharts in the making of interactive learning multimedia. The next step is the making of a storyboard to describe the appearance of each frame in the developed multimedia learning. Collecting all the material needed in making multimedia learning. The next step is to collect supporting materials such as photos, videos, audio, animation, images and others. Making products Based on storyboards and flowcharts, then all materials are processed in a computer using the Macromedia flash program 8. After the initial product has been developed, testing is done before the initial product is validated by expert judgment and tested to students. The testing is carried out internally, namely the testing of the program as a whole, and externally, which is testing to several types of computers that are equivalent to Pentium III. Broadly speaking, multimedia products from the initial development stage contain introduction, material, and evaluation. Introduction, which contains the formulation of competency standards, basic competencies, achievement indicators and concept maps. Material containing understanding of Indonesian music, musical elements, musical functions, types of music, form of instruments and unique music. Evaluation, to determine the level of student competence that he has in the form of a test. Students must complete all tests, so they can see the score of the test results. Attention material, in the form of flowcharts and storyboards, a combination of animation, text, images, photos, colors, screen displays, graphics, animation, sound, music and video with interactive navigation buttons to make learning more interactive and interesting. After the interactive multimedia products developed in the form of interactive CDs are completed, then testing both internally and externally is carried out. As a result, the product can run smoothly both internally and externally. Continued at the "evaluation" stage of the product, namely the validation of media experts and material experts, then continued at the trial stage, namely testing the students with the design of small group trials, large group trials and field trials. Through a series of expert validation and testing to students, the next multimedia interactive learning product is produced by incorporating suggestions and revisions from instructional media experts and material experts and students. Expert Material Validation Data Analysis The results of the expert's assessment of the learning aspects were known to the score of the material experts with a scale of 4 as many as 7 and a scale of 5 as many as 9. Thus the Good category was 43.75% and Very Good category 56.25%. When viewed from the mode of aspect the quality of the material is categorized as Very Good. The results of the assessment of the material experts on the material aspect were known to the expert material assessment score with a scale of 4 scale of 2 and a scale of 5 as much as 6. Thus the Good category was 25% and the Very Good category was 75%. When viewed from the mode of aspect the quality of the material is categorized as Very Good. Based on the results of the assessment of material experts, it can be concluded that the aspects of learning and aspects of the material deserve to be tested ..Obtaining Score Assessment of Learning Aspects by Experts Material Picture 3. Acquisition of Aspect Assessment Scores

### **Media Expert Validation Data Analysis**

The media expert's assessment of the media aspect was known to the media expert score with a scale of 3 as much as 1, scale 4 as much as 5 and scale 5 as much as 11. Thus the category was Good 5.88%, Good category 29.41% and Very Good category 64.71 %. When viewed from the mode of media quality aspects are categorized as Very Good. Figure 4. Obtaining Scores of Media Aspects Assessment by Media Experts Data obtained from alpha tests (material experts and media experts) stated that learning multimedia products

were declared to be very good and feasible to be tested with revisions. After the revision process was complete, the multimedia product learning Music Arts was tested on May 15, 2011 for eighth grade students of several junior high schools in West Sumatra.

### **Trial Data Analysis**

The results of the trial by the user is known that: learning that the user score scoring mode is scale 2 as much as 7 or 2.10% with the category Poor, scale 3 as many as 106 or 31.8% with the category of Fair, scale 4 as many as 158 or 47, 45% in the Good category, and 5 on the scale of 62 or 18.62% in the Very Good category. When viewed from the mode, the learning aspects are categorized as Good. The material aspect that the user score scoring mode is on scale 3 is 67 or 30.18% with Good enough category, scale 4 is 113 or 50.90% with Good category, and scale 5 is 42 or 18.92% with Very Good category. When viewed from the mode, the material aspect is categorized as Good. The media aspect is that the user score scoring mode is a scale of 3 as many as 49 or 14.71% with the category of Good enough, scale 4 as much as 123 or 36.94% with Good category, and scale 5 as many as 161 or 48.35% with Very Good category. When viewed from the mode, the media aspect is categorized as Very Good. Based on the results of the analysis of the data obtained, the multimedia product learning music art is said to be feasible as a learning resource. . Obtaining Score of Assessment of Learning Aspects by Users. Obtaining Score of Media Aspect Assessment by Users Evaluation which consists of several stages, namely evaluation of material experts, evaluation from media experts, and testing by students has been completed. This means that the development of multimedia learning in Music Arts has been completed. Revisions to the products developed bring positive results to the developed multimedia products. Thus the evaluation and revision are needed to improve the quality of multimedia learning products that are developed so as to produce quality media both from the aspects of learning, material and media. Learning multimedia programs are designed to provide convenience and flexibility in controlling the order of material.

### **Conclusions**

Based on the results of data analysis and discussion, it can be concluded that the resulting product is an interactive learning CD consisting of competence, material (understanding, musical function, music elements, music type, instrument form and music uniqueness), evaluation, and reference. Interactive learning CDs are said to be feasible according to the assessment of material experts, media experts, and through field trials. Interactive multimedia music product Art Music that is feasible to be produced through four stages. The first stage is a preliminary study. The second stage of planning is:

- 1) defining fields / scope,
- 2) making planning documents,
- 3) analyzing material, analyzing technology, analyzing media. The third stage of design is
- 4) developing ideas,
- 5) determining the subject matter,
- 6) writing competency standards, basic competencies,
- 7) determining evaluation / assessment, and making flowcharts and storyboards.

The fourth stage is the development, namely:

- 1) preparing the text,
- 2) making questions,
- 3) collecting photos and animation,
- 4) and making programs,
- 5) alpha tests (product validation) by material experts and media experts, conducting tests beta, make final revisions, and
- 6) do summative evaluation.

Suggestion The interactive multimedia learning program for Music Nusantara material is in accordance with the principles of learning design and in accordance with the Music Arts syllabus, and has gone through a validation process by material experts and media experts, as well as students. Therefore, educators, especially teachers, are expected to be able to use this product as a learning resource in learning the art of music, making it easier to achieve goals and mastery of high learning material. In order to overcome the boredom and laziness experienced by students, teachers can prepare learning resources that have an appeal to the use of computer technology. In addition, this interactive multimedia learning if used properly will be able to improve student learning outcomes both from the cognitive and affective aspects. The product developed

is still limited to tutorial programs, further product development on interactive learning CDs can be done by developing learning software with other programs, such as simulations, drill & practice, authorware.

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