

Module Achievement of 1st Piano Minor Learning Standard Competence Based on Multimedia at the Jakarta Institute of Art

Endang Kusumaningsih^{1,2,*}

¹Teknologi Pendidikan-Pascasarjana, ²Program Studi Musik- Fakultas Seni Pertunjukan

¹Universitas Negeri Jakarta, ²Institut Kesenian Jakarta
Jakarta, Indonesia

*endangkusumaningsih_tp10s3@mahasiswa.unj.ac.id

Nadiroh Nadiroh

Fakultas Ilmu Sosial
Universitas Negeri Jakarta
Jakarta, Indonesia
nadiroh@unj.ac.id

Nurdin Ibrahim

Teknologi Pendidikan, Pascasarjana
Universitas Negeri Jakarta
Jakarta, Indonesia
nurdin1349@yahoo.com

Abstract—The aim of this study was to produce a learning module with video for equality the student competence. A module is an effective tool for individual learning. Completing the module with video is the multimedia way that performs the text, picture, sound, and animation that make the learning more interesting, easy and efficient. Piano learning is practical individual learning. Many of the piano's method teaching is being developed in order to make the student's interest and easy to learn than can play piano immediately. The most popular method is to produce a piano book for easier study. Piano book with various methods to facilitate student learning has been widely done and proven successful. But on the other hand in achieving the learning objective of an institution with certain requirements and standards, requires separate handling especially the participants have different initial abilities. The result of this study shown that producing multimedia tool through a module that contains text, picture, and video that contain sound, text, and animation is suitable for the student. Module equipped with video is effective, efficient, interesting and productive that can provide positive learning, outcomes to achieve standard competency for the goal of minor piano learning at the Jakarta Institute of Art. This is the case study of research with qualitative method.

Keywords—*curriculum development; collaborative learning; Jakarta Institute of the art*

I. INTRODUCTION

A. Background

This study aims to produce modules with 1 minor piano learning videos at the Jakarta Art Institute to equalize the abilities of different students. This research begins when the learning outcomes of small piano students have different initial abilities. This causes the learning objectives to be unsuccessful.

The Association for Communication Education and Technology (EACT) says that educational technology is a study and ethical practice to facilitate learning and performance improvement through three areas that involve, use, manage processes and technological resources according to use [1]. Piano learning is a process of learning interaction with learning materials and learning resources used to play music with a piano instrument. Learners receive guidance, exercises from learners. Facilitating discussion, we can discuss each theory and theory and prepare appropriate learning [2]. The purpose of 1 minor piano learning at the Jakarta Art Institute is to gain knowledge, understanding, skills to play scales, etude and understand songs through piano play.

To be able to participate in this small piano 1, participants must have the initial ability to be able to read beam notation at the base level and recognize the notes on the piano. In the end, not all students have the initial ability with the appropriate requirements, so the learning outcomes are not as requested.

To provide a solution, there are three things that are taken into consideration, namely minor piano learning activities 1 are individual practice activities, daily learning media used by music students are media that contain text, audio, visual, musical equipment, the beginning of a solution that is divided into three results it is high, medium and low.

In accordance with the daily activities of music involving these elements, this study assumes that learning activities are followed by practical activities and learning media in the form of text, audio, visuals, and animated videos. This element is multimedia [3].

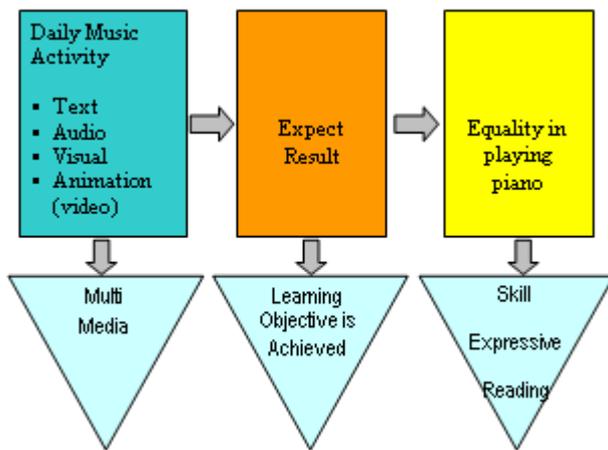


Fig. 1. Relationship between musical daily activities with the success of learning objectives and equality of abilities.

Suparman said that variations in teaching practices in schools were characterized by the emergence of acceleration classes, grouping students according to their level of intelligence provided modulator learning [4]. Grosman and Watson said that music videos have great potential in forming transmission information in universities because this is virtual learning that influences the brain and is recreational in nature [5].

There are two examples of research that have similarities with research here.

1) *Use of reading sight materials in piano learning*: This study examines the problem of the difficulty of the ability of piano students to read piano scores. They have no piano education background. Therefore they are categorized as adult beginners in piano lectures. This study uses a case study method. To solve learning problems using sight reading material. Sight reading in music is a method of learning to read notes directly.

Based on the results of the discussion it can be concluded that the sight reading materials in piano learning have a positive influence on the ability to read student scores. The study was conducted at the FPSD UPI Music Art Department in 2010 by Sandie Gunara [6].

2) *Analysis of the situation of music learning in primary schools in the Sumedang District of West Java by Rahayu Novianti, Aulia Akbar*: This study discusses the objective conditions of the music learning process at the elementary school level in the Sumedang Regency area. Based on the results of data analysis, found problems that occur in the process of learning music, especially those in Sumedang Regency are the difficulties experienced by teachers when teaching music. This study uses a qualitative and quantitative approach with a case method. The results obtained from this study are that the process of learning music in elementary school is generally ineffective because the teacher's background is not from a musical institution. This has an impact on the teacher's expertise in music which certainly results in ineffectiveness in learning music. The research data

states that the teacher's ability to teach music art learning falls into the low category [7].

The two studies mentioned above are referred to as references because they involve a minimum initial ability, and this is a case study. Both of these studies found a case. The research is not only found but also designed for the solution to produce the product.

B. Research Focus

- Finding student problems in attending lectures because their initial abilities are not evenly distributed
- Creating products in the form of multimedia-based piano learning modules that can equalize student abilities.

C. Formulation of problems

- The initial ability of students taking courses is not the same
- How to develop modules based on multimedia?

II. THEORETICAL REVIEW

A. Learning Development

In the education technology area, development is one of the most important domains in the purpose of learning where development is the process of translating designs into physical forms. Within the development area, there is a complex connection between technology and theory that drives both the design message and the learning strategy. Development areas in educational technology are rooted in media production organized in four categories, namely the development of printing technology, the development of audio-visual technology, the development of computer-based technology and the development of integrated technology [8].

Brown and Green developed that learning design is a systematic development, specification of learning using learning and instructional theory to ensure the quality of teaching. This is the whole process of analyzing the needs and objectives and the development of a learning delivery system to meet those needs. This includes the development of materials and activities of learning, testing, evaluation, and all instruction activities and learners [9]. Reiser and Dempsey suggest that the development of learning is a system of procedures for developing the curriculum in a consistent and reliable way [10].

In this study, the development of learning is the development of materials and learning activities accompanied by trials, evaluations and all instruction and student activities using needs analysis and instructional theory to produce a media production in the form of printed and audio-visual materials.

B. Learning Module

Heinrich, Molenda, Russel, and Smaldino said that the module is an independent component [11]. Simonson, Smaldino, Albright, and Zvacek said that modules in learning

are topics that are divided again into the most important units [12]. Suparman said that modules can consist of printed instructional material, non-print or combination, and the smallest but complete unit contains all instructional strategies so that they can be studied separately [13].

Noting what Suparman said that modules can consist of text material, non-text and combinations, the module as a research product here are based on a combination of text and non-text material. This is in accordance with what was explained in the introduction that in daily learning activities, music learners use media in the form of text, visual and audio. The text here is an explanation of learning, exposure to musical works in the form of notations. Audio and visual are in the form of videos that feature examples of piano playing accompanied by sound, monologues with musical illustrations as a companion module in the form of books containing text.

Galbreath in Schunk said that the combination of media such as computers, films, videos, sounds, music, and text is multimedia [14]. Ganesan said that multimedia modules are produced through five types, namely chalk-and-talk lecturers with the aim of teaching concepts and theories, short lectures based on PowerPoint slides which aim to introduce introductions (conclusions), self-aware tutorial modules with narration that aim to learn the subject matter in detail, tutorial software with annotated explanations which aims to teach how to use software, and the last is interactive software, and the last is interactive software tutorial requiring input from students aimed at providing skills tests [15].

In this research, the software used is a tutorial with video narratives to study subject matter in improving skills, as a companion module in the form of books containing text with teaching material units, examples, accompanied by pictures, notations, exercises, texts so that they can be used individually as delivered by Rowntree [16].

C. Minor Piano Learning

The purpose of general piano minor learning 1 is to gain knowledge, understanding, skills to play scales teaching the material, trinada, kadens, etude and simple songs [17]. In order to achieve the objectives there are five topics in learning based on student characteristics and needs analysis, namely introduction and use of piano instruments [18], body position while playing piano [19] reading beam notation [20], piano playing techniques and expression [21].

III. METHOD

This study uses a case study method to collect data and analyze the data. Stake in Yin suggests that research with case studies is the study of problems with a broad range of individuals, groups, organizations, events, or communities [22]. Case studies have four stages, namely preliminary studies, planning, implementation, and overall reports.

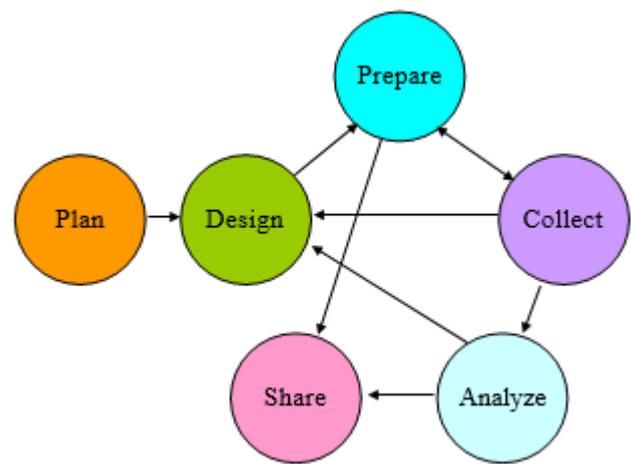


Fig. 2. The stake model of case study.

The first stage (prepare) is a preliminary study to understand the conditions of student difficulties in minor piano learning. There were three students who were targeted, namely those with standards, medium and low abilities. At this stage the researcher also conducts literature studies which examine piano learning.

The second stage (plan and design) is planning. Based on the needs of analysis researchers compiled a learning module in the form of a book with text, accompanied by a video. To compile the module, the researcher used Derek Rowntree's reference, to compile music teaching materials, George Jones, Latifah Kodijat Marzoeki, Miwako Fukushi, Howard Kasshau, Curriculum and Syllabus, and making the reference videos Robinson Situmorang, and Royal curriculum music for piano material testing.

At this stage the product in the form of modules and videos is validated by experts, tested to students in two stages. The tested on three students' initial stage was tested on six people. After being validated and reviewed with criticism and input, the module is corrected.

The third stage (share) is the implementation of learning. At this stage, the implementation of learning is carried out to 10 students participating in minor piano learning. The learning takes place carried out pretest, and after learning is carried out post-test. The implementation of learning is done individually.

The learning process, researchers examine each individual problem in mastering piano playing techniques, reading beam notations, expressions of learning goals to play scales, etude and songs.

The fourth stage of the research report is accompanied by the final product based on the learning process that has been carried out. The research approach is carried out here with the qualitative methods in which data are obtained from interviews, observations (observations), literature studies and documentation studies.

The research interviews here are carried out with structured interviews with students and lecturers about problems faced by students during piano learning. Observations or observations carried out during learning take place and during the midterm

examination, final semester exams, pre-test and post-test. Documentation of test scores and daily results of learning.

The literature study was carried out during the preparation of learning teaching materials to analyze data from researchers using data according to Miles and Huberman's analysis model. In this analysis data reduction, data display and conclusions are carried out continuously until complete [23].

The analysis steps can be described as follows,

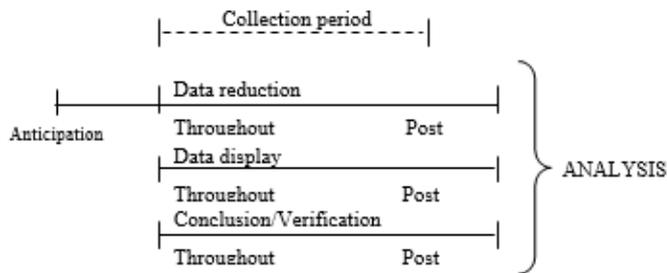


Fig. 3. The step of data analysis is the model of Miles and Huberman.

Furthermore, the interactive model in data analysis can be described as follows,

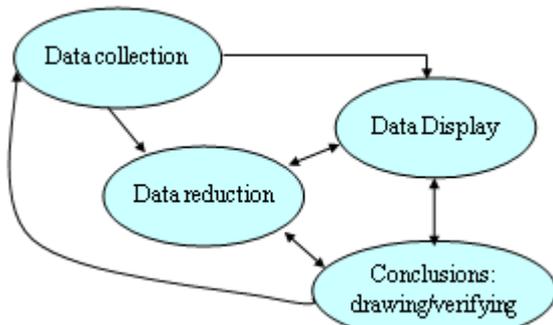


Fig. 4. Interaction of data analysis Miles and Huberman Model.

This is in accordance with the case study model listed above that data collection and data analysis was carried out since the preliminary research, product creation and implementation of learning.

IV. RESULTS AND DISCUSSION

A. Research Results

This research produced a product consisting of four pieces.

- Piano Minor Learning Module 1 for students in the form of books with learning texts about mastery of instrument playing, body position in playing the piano, reading beam notation, piano playing skills and piano playing expressions. Explanation accompanied by examples, exercises, tests, pictures, illustrations and every subject matter there are formative tests, and bibliography. This book also lists general and specific learning objectives and competencies that must be mastered, guidelines for using modules and face-to-face schedules with lecturers during practical learning. This module is a companion practice.

- Piano Minor 1 Learning Module Guidelines as a lecturer teaching guide. This book contains introductory, minor piano learning curriculum 1, minor piano learning competency map 1, order and module usage instructions, lecture schedule, learning methods, 1 minor piano learning strategy, benchmark reference test, pre-test and post-test grid.
- Learning Video Manuscripts contain the program title, program objectives, objectives, duration, synopsis and treatment that describe the sequences and paths that will be displayed on the video which ends with a storyboard that describes the technicality of shooting.
- Minor Piano Learning Videos 1. Contains games from teaching materials which are the most important that must be mastered by students, namely playing scales, etude, and songs with expressions. The appearance in this video consists of three segments. The first segment consists of three shots, the second segment consists of the tasty shoot, and the third segment consists of 12 shots.

The effectiveness of this module is obtained by comparing the results of the pre-test and post-test of ten students with different levels of ability. After the ten post-tests, the ten students had equal abilities. They have equal value.

The efficiency of the learning module accompanied by video is that students can play all exercises, songs in practice and theoretical exercises.

The attractiveness of the module with video is in the display of images, illustrations, how to deliver learning, completeness of material details and video display.

Module productivity with videos can be used by students with different ability backgrounds and optimally help their needs. But in general there are still obstacles, namely, the fingers are still stiff and less skilled so that they cannot play fast tempo

B. Findings

In this study, it was found that:

- Development of modules, making videos provide speed and clearer understanding of learning.
- Examples of songs that support the very well-known modules known as they provide motivation in learning.
- Providing teaching material from each subject that is complete and starts from the beginning, according to the needs of students.
- Each subject matter that is relevant to their main field of study and other subjects, makes the students of lectures with different major interests become more interested and better understand the nature of the piano teaching material to be studied.

From the results of the research and findings that can be done discuss the teaching materials that are arranged in minor piano learning modules 1 with the lecturers who consist of specialization backgrounds and initial abilities with different

standards, in accordance with the standards, according to the budget, according to the needs obtained from beginning and developed to achieve material to achieve learning goals.

The latest book on knowledge about knowledge does not yet have knowledge that they do not yet know. Therefore, all the topics are given from the beginning with sufficiently detailed material. The module supports multimedia through video because it is very helpful when they study outside the classroom with individuals.

V. CONCLUSION

Based on the results of the study it can be concluded that the learning module accompanied by video has a positive influence on equalizing the abilities of minor piano students. However, they still have weaknesses, namely, their fingers are still stiff so they cannot play the exercises and songs with the proper tempo, so the songs chosen are slow tempo songs. This is possible because they lack sufficient time to practice, so motor mastery is not optimal. But other teaching materials such as reading notation, body position, using the piano and their expressions are quite mastering.

Still needed to conduct further research in overcoming rigid radius problems. Novelty of this study is the use of models with videos which according to the survey researchers have never done.

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