



IMPLEMENTATION OF TRAINING MUSIC EDUCATION CREATOR FOR MEMBERS OF THE STUDENT CHOIR ACTIVITY UNIT OF MALANG STATE UNIVERSITY REGARDING BASIC MUSIC THEORY BASED ON VIDEO ONLINE

Erny Oktavia¹, Sakinah Fatin Zalfadean^{2*}, Sulthoni³, and Susilaningih⁴

^{1,2,3,4}State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, : sakinah.fatin.2401216@students.um.ac.id

Abstract

Online learning is increasingly being used to adapt to conditions, one of which is during Covid-19. Similarly in this study, which occurred due to the impact of covid-19. Online learning in this study about the basic theory of music entitled Music Education Creator will be packaged in the form of learning videos uploaded on youtube. This research uses qualitative methods, which focus on the implementation of learning as well as learning videos. Learning motivations is also the main focus, because research occurs due to the finding that learning motivation decreases when learning becomes online. The information got from six members and one trainer of the Choir Activity Unit of the State University of Malang who participated in basic music theory training from two different batches. The results showed that 1) Music Education Creator training was less effective due to the unpreparedness of tutors, members, and media used; 2) Member's learning motivation for this training has not been maximized due to supporting components that are not running well. For maximum learning outcomes, all components must be carefully prepared.

Keywords: Online Learning; Learning Motivation

1. Introduction

The learning process we commonly encounter involves a meeting between educators and students aimed at conveying information or knowledge. In formal learning, such as in schools, educators and students meet face-to-face. Learning is an activity undertaken with the goal of acquiring knowledge, mastering specific competencies, and shaping student attitudes. (Puspitarini & Hanif, 2019). This is where two-way communication occurs, discussing anything within the context of learning. Therefore, everything conveyed and communicated at school is a valuable learning process for every student. Nowadays, with the advancement of technology, learning has also evolved. While traditional face-to-face learning is now increasingly common, online learning is becoming increasingly common. The use of online learning has increased rapidly since 2012 (Pei & Wu, 2019). This data is supported by the proliferation of courses online. Online learning is a learning experience in a synchronous or asynchronous environment using electronic devices such as mobile phones and laptops with internet access (Dhawan, 2020). This learning allows educators and students to meet virtually. All communication is conducted through a network, an online communication media platform such as whatsapp, google meet And zoom. Some of the benefits provided to learners are flexible learning experiences, opening channels for synchronous and asynchronous communication and interaction and also allowing for more collaboration (Albrahim, 2020).

This learning development also evolves to adapt to existing situations, such as the COVID-19 emergency. There has been an increase in online learning during the COVID-19

pandemic (Susilawati & Supriyatno, 2020). During the pandemic, the entire learning process was suddenly online due to mandatory health protocols, as recommended by the government. This took everyone, including educators and students, by surprise. However, this situation is perfectly suited to online learning. Online learning is a program that organizes online classes to reach a broad and massive audience (Efriana, 2021). However, various obstacles arise, such as limitations in the learning process, factors related to students and their families, and also limitations in facilities and infrastructure (Saifulloh & Darwis, 2020). However, the learning process must continue, regardless of any limitations. Learning basic music theory is crucial for members of the Student Choir Activity Unit at Malang State University. Research also suggests that music training can improve non-musical cognitive and executive function skills (Habibi et al., 2018). This benefit is intended to provide new members with a foundation for future choir activities. Furthermore, music is an integral part of societies worldwide, serving to nourish the soul and color emotions through song (Dewatara & Agustin, 2019). This training explains several elements such as sound, pitch, rhythm, notation, melody, harmony, time signature, key signature, tempo, dynamics, timbre, tone color, and musical staff. In addition to these elements, there are also characteristics of music. The first characteristic is the element of sound, the organization of sound, and the presence of musical meaning (Sunardi, 2020). These are some descriptions of the Music Education Creator training compiled by the management of the Student Choir Activity Unit of Malang State University.

The Student Choir Activity Unit of Malang State University also experienced a similar pandemic situation in carrying out the learning process for its new members, despite all the existing limitations. The number of people gathered was limited, there were only a few active members in Malang, the number of tutors was also limited because they were not in the same location, and there were no facilities to support the online learning process. Therefore, a decision was made to solve the learning process with these limitations by using video as a medium for delivery. Video media was chosen because it is a type of audio-visual media and can depict a moving object with sound that matches the content of the image. (Yuanta, 2020) Video is typically used to convey information on a learning topic or as a form of implementation of the material itself. This medium is considered suitable because it is more efficient in conveying information. Furthermore, research suggests that video media can address distance learning by maintaining focus despite socioeconomic, geographic, financial, educational, and personal barriers (Choe et al., 2019).

Music is a visual and audio activity, allowing each individual to choose their own goals in learning music (Saputra & Herdiati, 2020). In the implementation of training Music Education Creator this is the administrator of the Student Choir Activity Unit of Malang State University making their own video with material they already have from music books grade 1. The material that will be presented will be basic theory in music such as treble clef & bass clef, time signature, notes on the staff, time values & rest part 1-3, ties & slur, scale nature, semi quaver, dotted notes, key signature, accidentals, interval, semitones & tone, and performance direction 1-2. Once the video is complete, the administrator uploads it to YouTube, allowing new training participants to access it as instructed by the tutor. After each member has completed independent online learning, a Q&A session with the tutor will be held at the next online meeting.

The choice of video media is also expected to support students' learning motivation, allowing them to enjoy the learning process just as they would in-person. Motivation is a crucial

component because it provides support that can come from both external and internal sources, and its presence provides autonomous support (Paais & Pattiruhu, 2020). Autonomy means something that cannot be violated, so the presence of motivation in the learning process is mandatory. Learning motivation is the drive within an individual in the form of passion, pleasure, or enthusiasm to do something, in this case, learning, to achieve a specific goal (Syaparuddin & Elihami, 2020). Therefore, the researcher chose to find out the learning motivation of the training members.

The new idea, which has become the work program of the Student Choir Activity Unit of Malang State University, raises the question: Is there a difference in motivation between the learning process using video and without video? After about two years of using the new learning system, the learning atmosphere is different from before. Communication between educators and students is limited, sometimes the information intended to be conveyed is not appropriate, student participation in learning is felt to decrease, which is thought to be caused by the different motivation of students when participating in learning with the new system. Motivation here will be seen from several factors, namely: attention, relevance, confidence, and satisfaction (Keller, 2010). These four factors will show how motivated new members are to learn by participating in this music training.

This research was conducted to determine the implementation of learning online. The learning process, the learning videos used, and learning motivation for two different groups. Several similar studies using videos, such as that conducted by Corry on fifth-grade elementary school students, showed a positive effect when using video media compared to image media (Pebriani, 2017). Similarly, research shows that video media is superior to real media and chart media (Iwantara et al., 2014). This prompted researchers to investigate online video on basic music theory and learning motivation. There's another reason why this research was conducted. The researcher conducted participatory observation during the learning process, acting as a tutor. The researcher found several differences from the previous in-person learning. Some of the findings included a less engaging learning atmosphere due to the lack of face-to-face interaction, less communicative responses from participants, and several participants complained that not all of the material presented was well-received, as some difficult material required further in-person explanation. Because of these findings, the researcher wanted to learn more about how to video effectively online. This can affect participants, especially in terms of learning motivation.

2. Method

This study uses qualitative research, focusing on the experiences of the research subjects. Several factors were observed, including behavior, perceptions, interests, motivations, and actions, by describing them verbally. In this study, the observed factors were the learning process online, videos and learning motivation for members of the Malang State University Choir Activity Unit which are packaged into training Music Education Creator. This research is motivated by the observation of participation (involvement) in this learning as a tutor. The results of the observation show that there is a decrease in interaction and enthusiasm (learning motivation) from members when participating in the Music Education Creator training. The location of this research is in Malang City, specifically Malang State University. And the population is active members of the Student Choir Activity Unit of Malang State University. The informants in this study are 3 members and 1 tutor. The three informants are Tiara Raras Wanodya, Wahyu Rizky, and Zidane Eka Prasetya. And one informant as a data

validation from the tutor is Feny Ilmiah. This representative is expected to represent information from the total number of members.

This study used two different triangulation methods to validate the data: data source triangulation and data collection technique triangulation. Data source triangulation was obtained from several different informants from two different training programs. Data collection technique triangulation was obtained through observation and interviews. Data collection technique triangulation was used in two different ways. Therefore, in this study, the researcher used observation and interviews to obtain data. These observations and interviews were conducted directly with members of the 33rd training choir and tutors to validate the data from the members. Observations were obtained during the learning process, and the researcher found interesting findings, which became the reason for this study. Interviews were conducted with representatives of three members, with the aim of representing the training program that uses online learning. This interview used an interview guide divided according to the research focus, namely online learning, videos, and learning motivation. Learning motivation itself is seen from several factors, namely: attention, relevance, confidence, and satisfaction.

The data analysis stage, where all the collected data is processed and then transformed into easily understandable information, consists of four stages. The first involves data collection through observation and interviews. Then, data reduction involves carefully and thoroughly sorting the data to suit the research focus. The data is then presented in a table, using the transcripts from the interviews. Finally, conclusions are drawn based on the data obtained.

3. Results and Discussion

3.1 Result

Training Music Education Creator this was a new experience for the new members of the Student Choir Activity Unit at Malang State University. The learning process involved video media and tutor meetings online. Most members enjoyed learning with this new method. However, they also felt uncomfortable due to their unfamiliarity with this type of learning. Despite this, they still tried to participate as fully as possible. This learning was different from face-to-face learning; tutors couldn't interact directly during the presentation, and members couldn't ask questions about the material directly.

The use of this video has apparently encountered various advantages and obstacles during its implementation. With learning in online, this makes it easier to access through a medium, namely youtube. You can download and replay them if you missed anything. These videos can also be accessed anytime, anywhere, flexibly tailored to each individual's needs. The videos also feature several interactive activities from the tutor to keep viewers engaged. This makes the learning experience more relaxed yet focused, as the tutor remains available for support the following day after the video is finished.

In addition to these advantages, there were also several obstacles or shortcomings identified with this video. One of these impacts the learning environment for members, requiring them to study independently at home, which sometimes interferes with the learning process. Some members said they prefer in-person or face-to-face learning. Others argued that

the video was helpful but required guidance and hands-on practice for deeper understanding and retention. The findings above align with observations made during the observation, which identified a less than supportive learning environment due to unfamiliarity and a lack of communication between tutors and members. Communication is crucial to ensure the learning is being delivered effectively.

In supporting learning motivation there are four factors, namely attention, relevance, confidence, satisfaction. Regarding the attention factor, there are several obstacles that disrupt members' focus. The obstacles commonly encountered are twofold: internal and external. Internally, there's boredom and fatigue from watching videos for too long, there's self-regulation in prioritizing tasks, and Zidan and Tiara also say they're not yet accustomed to learning online. At first, external factors that interfere with focus include uncertain signals that can be very distracting, and some audio from the media that is unclear.

The relevance of this learning to choir activities is evidently interconnected. This learning provides a good starting point for new members to gain basic musical knowledge rarely found in schools in general. More specifically, according to Wahyu, a simple example of this relationship is teaching new members to convert sheet music to numerical notes. This is commonly done by choir vocalists before starting routine practice with a new song that is given in sheet music. To make it easier to read and sing, the vocalists convert it to numerical notes. The importance of this learning in the UM Student Choir Activity Unit is crucial, according to all informants, especially for new members. As Tiara stated, this learning is important to provide, although for some people it is quite difficult for beginners and may not be fully understood, but it can be a good starting point as an introduction. Later, it will be deepened during routine practice, namely direct practice. At least during practice, some familiar concepts will be encountered from previous basic music theory studies.

Confidence in mastering the material also fuels students motivation to learn. In this video study, all informants felt they understood, especially Zidane. He could already grasp the lesson, but only superficially, not fully. Meanwhile, Wahyu stated that he needed hands-on practice with a tutor to gain a full understanding. This hands-on practice typically occurs during routine training for internal or external campus events. Two-way communication also builds confidence. This learning process requires two-way communication because after understanding the material, new training participants receive online sessions with tutors.google meetHowever, Wahyu found the Q&A session ineffective because some trainees were still shy or afraid to ask questions. Therefore, most tutors asked questions to check their understanding of the lessons. Tiara agreed with Wahyu, believing that in-person meetings would foster better communication between tutors and new trainees.

The satisfaction of new training members after participating in this learning is also an important factor in motivating them to learn more. Tiara said that she felt that this video was very helpful for her to learn basic music theory well, not only for new training members like her but also for anyone who wants to delve deeper into the basics of music. Zidane also agreed with Delivian's opinion, the video was very helpful for understanding from 0 and would be even more complete if there was direct practice after the material was delivered. So that training members can apply it directly and can understand it more deeply reward. In the form of appreciation, it can also support the emergence of learning motivation. In training 33,

namely Zidan, Wahyu, and Tiara, rewarding physical form there is no such thing as verbal appreciation, such as saying thank you for answering, or applause.

Tutor Feny validated the findings obtained from members of the Student Choir Activity Unit at Malang State University. She stated that the preparation for designing this lesson took approximately one month, despite all the limitations and time constraints. Within a month, all the videos were completed and immediately uploaded to the website youtube. The outline of the video design is in the form of a display power point. The tutor explained the material, and the delivery style was entirely up to the assigned tutor, according to the assigned chapters. The material was adapted from the previous lesson, using a Grade 1 textbook that also included exercises. During the learning and evaluation process, the tutors felt the learning process was less than optimal due to limited interaction with the students. Tutors did not feel as enthusiastic as in offline learning because they could not interact directly. This was also evident during offline events that required students to understand the assigned song scores; students still had difficulty and needed time to apply them. Tutors needed to re-explain previously explained material directly so that students could understand it optimally.

3.2 Discussion

Learning basic music theory in the form of training Music Education Creator. Overall, this went well. New members followed the process from start to finish, with online Q&A sessions and tutor meetings. The entire training was conducted entirely online, with no face-to-face meetings. The sudden change in learning methods due to this urgent situation has not been fully accepted by new members. Those accustomed to face-to-face learning had to adapt to successfully follow the lessons. For some, this method was quite difficult to follow. This finding aligns with research that suggests online learning due to Covid-19 is less effective due to the lack of optimal preparation in terms of field implementation regulations, students, and supporting learning infrastructure (Hamdani & Priatna, 2020). Therefore, some of the obstacles experienced are the impact of the unpreparedness of all learning components, including tutors, members, and the media used. To ensure learning continues as smoothly as before, everything must be thoroughly prepared. The arrival of a disaster like this pandemic is indeed unexpected and can even last for a long time. Therefore, to prepare for good learning, the planning stages must be carried out slowly and thoroughly.

Based on the findings described in the results, the use of video in this learning is very helpful in terms of access, even videos can be saved and even repeated repeatedly so they can be studied slowly and can be useful for quite a long time. The location can also be anywhere and anytime to suit each individual's activities. This finding aligns with research that also discusses video media as very helpful for distance learning with various obstacles (Choe et al., 2019). Barriers here can be social, economic, geographical, financial, educational, and personal. Specifically, this study found obstacles in social situations where indirect interaction cannot be achieved due to emergencies. Then there are geographical obstacles because each member is in separate locations, not all residing in Malang. These several obstacles affect the learning atmosphere. According to members of the Student Choir Activity Unit of Malang State University, they do not enjoy learning, often feeling bored because they are alone at home. One factor contributing to the less supportive learning environment is that this video is used as a complete substitute for tutors in regular learning. All information is presented in videos

without any direct role for tutors in learning. This is included as a social barrier because there is no interaction with the tutor.

The learning motivation of the members of the Student Choir Activity Unit of State University of Malang is evident from ARCS (Attention Relevance Confidence Satisfaction), where the motivational theory aims to provide guidance in the use of interactive strategies and techniques that increase learning motivation. The first is that their focus or attention for this learning is less than optimal. This is due to internal motivation and audio video that are sometimes unclear and unexpected signals. This internal motivation is the biggest factor for the learning process, as stated by Rasheed that the challenge of self-regulation and the challenge of using learning technology are the main challenges faced by students (Rasheed et al., 2020). For alignment with the activities of the Student Choir Activity Unit of State University of Malang, it is closely related and helps for future activities at internal and external events. The self-confidence needed to support learning motivation is not optimal because the understanding of the material is only general, therefore it still requires direct practice to perfect this learning. The learning process should focus on understanding and exploring strategies for teachers (Sutarto et al., 2020). Finally, satisfaction is also still lacking because communication is still predominantly one-way due to existing limitations. These results align with research on learning, which states that pedagogical challenges lie in a lack of digital skills for teachers and students, a lack of student interactivity with motivation, and a lack of social and cognitive presence for teachers (Ferri et al., 2020). These skill deficiencies occur because teachers and students are not optimally prepared, as the arrival of this system was due to a disaster that forced the online learning process. The lack of interaction is due to more one-way learning compared to traditional face-to-face learning. And of course, there is a lack of teacher presence because the teacher's role is largely replaced by video.

Judging from the results of observations and interviews, the data points to the same thing: members and tutors of the Student Choir Activity Unit at Malang State University are not comfortable with online learning as a whole. They prefer that online learning be implemented with hands-on practice, which means combining the two learning methods, commonly known as "co-op." hybrid learning. This idea is supported by research that suggests hybrid learning can create a more flexible and engaging learning environment than either fully online or fully offline (Raes et al., 2020). Considering the conditions at the time, namely the Covid-19 pandemic, this finding is similar to Fauzan's research, which found similar results. When faced with an emergency situation that results in ineffective learning, it is crucial to use a hybrid learning model as a solution (Sulman et al., 2022). This opinion reinforces this hybrid learning is a powerful solution in similar situations. With this blended online and offline learning, careful planning is also essential. Everything must be prepared, from the tutors, the team members, and even the media to be used. This ensures that the learning objectives set from the outset can be achieved as planned. All learning components must work together to implement this learning plan going forward, as even the smallest contribution can impact the learning process itself.

4. Conclusion

Based on the results and discussion of the research above regarding the implementation of the Music Education Creator training on basic music theory towards the learning motivation of new training members of the Malang State University Choir Activity Unit, it can be concluded that this video is only helpful in general, it cannot be the main media and replace the presence

of a teacher or tutor. Therefore, the use of videos in this learning is not optimal because it requires the active role of the tutor as a complement. The learning motivation of members of the Malang State University Student Choir Activity Unit is also not optimal because there are several supporting components of the video that do not work as they should, such as audio. Or also signals that cannot be predicted. In order for the learning objectives to be conveyed properly, it is better to use the learning method hybrid learning, to be more flexible and engaging than either fully online or offline. The learning in question is a combination of online and offline. The videos are still used, but there are also face-to-face meetings with tutors for hands-on practice of the material learned.

References

- Albrahim, F. A. (2020). Online teaching skills and competencies. *Turkish Online Journal of Educational Technology-TOJET*, 19(1), 9–20.
- Choe, R. C., Scuric, Z., Eshkol, E., Cruser, S., Arndt, A., Cox, R., Toma, S. P., Shapiro, C., Levis-Fitzgerald, M., Barnes, G., & Crosbie, R. H. (2019). Student Satisfaction and Learning Outcomes in Asynchronous Online Lecture Videos. *CBE—Life Sciences Education*, 18(4), ar55. <https://doi.org/10.1187/cbe.18-08-0171>
- Dewatara, G. W., & Agustin, S. M. (2019). Pemasaran musik pada era digital digitalisasi industri musik dalam industri 4.0 di Indonesia. *WACANA: Jurnal Ilmiah Ilmu Komunikasi*, 18(1), 1–10.
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Efriana, L. (2021). Problems of online learning during covid-19 pandemic in EFL classroom and the solution. *Jelita*, 2(1), 38–47.
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4), 86.
- Habibi, A., Damasio, A., Ilari, B., Elliott Sachs, M., & Damasio, H. (2018). Music training and child development: A review of recent findings from a longitudinal study. *Annals of the New York Academy of Sciences*, 1423(1), 73–81. <https://doi.org/10.1111/nyas.13606>
- Hamdani, A. R., & Priatna, A. (2020). Efektifitas implementasi pembelajaran daring (full online) dimasa pandemi Covid-19 pada jenjang Sekolah Dasar di Kabupaten Subang. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 6(1), 1–9.
- Iwantara, I. W., Sadia, I. W., & Suma, K. (2014). Pengaruh penggunaan media video youtube dalam pembelajaran IPA terhadap motivasi belajar dan pemahaman konsep siswa. *Jurnal Pendidikan Dan Pembelajaran IPA Indonesia*, 4(1). https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_ipa/article/view/1081
- Keller, J. M. (2010). Motivational Design Research and Development. In J. M. Keller, *Motivational Design for Learning and Performance* (pp. 297–323). Springer US. https://doi.org/10.1007/978-1-4419-1250-3_12
- Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics and Business*, 7(8), 577–588.
- Pebriani, C. (2017). Pengaruh penggunaan media video terhadap motivasi dan hasil belajar kognitif pembelajaran IPA kelas V. *Jurnal Prima Edukasia*, 5(1), 11–21.
- Pei, L., & Wu, H. (2019). Does online learning work better than offline learning in undergraduate medical education? A systematic review and meta-analysis. *Medical Education Online*, 24(1), 1666538. <https://doi.org/10.1080/10872981.2019.1666538>
- Puspitarini, Y. D., & Hanif, M. (2019). Using learning media to increase learning motivation in elementary school. *Anatolian Journal of Education*, 4(2), 53–60.
- Raes, A., Detienne, L., Windey, I., & Depaeppe, F. (2020). A systematic literature review on synchronous hybrid learning: Gaps identified. *Learning Environments Research*, 23(3), 269–290. <https://doi.org/10.1007/s10984-019-09303-z>
- Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). Challenges in the online component of blended learning: A systematic review. *Computers & Education*, 144, 103701.

- Saifulloh, A. M., & Darwis, M. (2020). Manajemen pembelajaran dalam meningkatkan efektivitas proses belajar mengajar di masa pandemi covid-19. *Bidayatuna Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, 3(2), 285–312.
- Saputra, D. N., & Herdiati, D. (2020). PENERAPAN FLIPPED CLASSROOM PADA PEMBELAJARAN TEORI MUSIK. *PEDAGOGIA*, 18(3), 282–294.
- Sulman, F., Yuliati, L., Kusairi, S., & Hidayat, A. (2022). Hybrid learning model: Its impact on mastery of concepts and self-regulation in Newton's second law material. *Kasuari: Physics Education Journal (KPEJ)*, 5(1), 65–74.
- Sunardi, S. (2020). Penerapan Metode Solfeggio Untuk Meningkatkan Minat Belajar Teori Dasar Musik Pada Siswa Kelas VII SMP Negeri 4 Jonggat Tahun Pelajaran 2019/2020. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 4, 167–176.
- Susilawati, S., & Supriyatno, T. (2020). Online learning through WhatsApp group in improving learning motivation in the era and post pandemic COVID-19. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 852–859.
- Sutarto, S., Sari, D. P., & Fathurrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic. *Jurnal Konseling Dan Pendidikan*, 8(3), 129–137.
- Syaparuddin, S., & Elihami, E. (2020). Peningkatan motivasi belajar siswa melalui video pada pembelajaran PKN di sekolah paket c. *Jurnal Edukasi Nonformal*, 1(1), 187–200.
- Yuanta, F. (2020). Pengembangan media video pembelajaran ilmu pengetahuan sosial pada siswa sekolah dasar. *Trapsila: Jurnal Pendidikan Dasar*, 1(02), 91–100.