



## The Effectiveness of Musical Accompaniment as a Medium for Vocal Instruction at Hafid Vocal Academy

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### Article Info

### Abstract

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This study aims to determine the effectiveness of using musical accompaniment as a medium for vocal instruction at Hafid Vocal Academy. The data were collected using a qualitative case study approach, employing several techniques including observation, interviews with vocal instructors, and documentation of learning activities. Data analysis was conducted through data reduction, presentation, and conclusion drawing. The validity of data was strengthened through triangulation techniques.

*Keywords:*

*Effectiveness,  
Learning Media,  
Vocal Instruction,  
Musical  
Accompaniment*

The study's findings show that using musical accompaniment as a medium for vocal instruction at Hafid Vocal Academy has proven effective in enhancing several aspects. Based on the findings, these aspects include: first, increased student motivation and enthusiasm in participating in the lessons; second, improved vocal technique; third, enhanced expression and song interpretation through musical accompaniment; and finally, increased student engagement in the learning process.

## INTRODUCTION

Education can be considered a fundamental necessity for every individual. Education is a conscious and planned effort to develop human resources to face national challenges. This development involves maximizing each individual's potential. According to Dini (2020), such potential includes thought, intention, creativity, and moral reasoning.

One strategy to achieve the goals of national education is through arts education. Rohidi (2016) explains that arts education is an educational effort that uses art as a medium of instruction. In addition, arts education is vital to the overall educational process because it is a strategic and functional element in restoring human values. The core aim of arts education is to humanize individuals through activities involving expression, appreciation, and creation. The outcomes of these activities extend beyond artistic skills to include the development of self-confidence, respect for others' opinions, and a sense of responsibility (Lubis, 2000). Suggests that arts education can be a significant means of achieving national education goals.

A concrete step in arts education is the implementation of arts-based instruction. In particular, music education is essential in developing emotional intelligence, creativity, and individual expressive ability. One of the most popular areas of music education is vocal training. Vocal instruction focuses on technical skills, musicality, interpretation, and holistic expression (Campbell, P.S., & Scott-Kassner, 2013).

Learning involves both teaching and studying. Learning is moving from not knowing to knowing, or from inability, while teaching is the effort to create a learning environment. According to Fujiawati (2016), learning can be defined as an interaction between students and educators through various media or learning

resources. Further, learning is a systematic process involving all components of instruction. Each of which is interconnected in working toward educational goals.

In practice, vocal instruction requires a variety of effective methods and media. According to Sitepu (2021), learning media are tools or media that convey information from the vocal instructor to the student to facilitate the learning process. In addition, learning media can stimulate students' thoughts, emotions, attention, and interest, enabling them to absorb and understand the material more effectively.

One commonly used medium in vocal instruction is musical accompaniment in digital recordings or live instruments such as piano or guitar. Musical accompaniment can guide rhythm and clarify dynamics, helping students understand the musical context more concretely. According to research by Buang et al. (2020) from Universiti Putra Malaysia, background music or musical accompaniment can influence learning, memory function, and attention, affecting cognitive performance.

As an auditory medium, musical accompaniment has the potential to enhance the effectiveness of vocal instruction by providing a complete musical experience. Research by Rahmawati (2017) also shows that students grasp vocal concepts more quickly when trained with musical accompaniment than through lecture-based methods alone.

With the advancement of technology and pedagogical approaches in music education, the accompaniment has evolved beyond technical support. It now serves as a learning medium to increase students' motivation, engagement, and overall vocal performance quality. According to Moore (2012), when used appropriately, musical accompaniment can accelerate learning and strengthen students' understanding of musical elements such as intonation, phrasing, and emotional interpretation.

However, the effectiveness of using musical accompaniment in vocal instruction has not yet

been extensively studied, especially in non-formal educational settings such as private music schools. Hafid Vocal Academy, as one such institution actively engaged in vocal instruction, has integrated the use of musical accompaniment into its teaching approach. Nevertheless, the extent to which this medium improves students' learning outcomes in vocal instruction warrants further investigation. Therefore, this study aims to analyze the effectiveness of using musical accompaniment as a medium for vocal instruction at Hafid Vocal Academy. It is expected that the findings will contribute both theoretically and practically to the development of more innovative and efficient vocal teaching methods.

## METHOD

This study employed a qualitative research approach. According to Moeloeng, qualitative research is used to understand phenomena experienced by research subjects. These phenomena include behavior, perceptions, motivations, and holistic actions presented in descriptive language obtained through various naturalistic methods (as cited in Nasution, 2023). The specific type of qualitative research chosen was a case study, as this study aimed to provide an in-depth and contextual description of the effectiveness of using musical accompaniment as a medium for vocal instruction at Hafid Vocal Academy. A case study approach is deemed appropriate because it allows the researcher to holistically explore learning processes, interactions, and experiences within a real-life context (Yin, 2017).

The subjects in this study were vocal students and instructors at Hafid Vocal Academy. Participants were selected purposively, based on their direct involvement in vocal instruction sessions that regularly used musical accompaniment. The researcher used three main techniques to obtain valid data: First, participant observation, in which direct

observation was conducted during vocal instruction sessions. The observation focused on the interaction between students and the musical accompaniment, students' responses while singing with and without accompaniment, and the overall classroom dynamics.

Second, semi-structured interviews were conducted with vocal instructors and several students at Hafid Vocal Academy. These interviews aimed to explore the instructors' perspectives on the effectiveness of musical accompaniment, their strategies, and students' development throughout the learning process. Third, documentation included video recordings of the learning process, students' evaluation results, and instructor notes. These materials were used to support and reinforce the findings from the observations and interviews.

Data analysis was conducted qualitatively through data reduction, display, and conclusion drawing (Ridder, 2014). The researchers identified behavioral patterns, key themes, and emerging categories throughout the learning process. Data validity was strengthened through triangulation of techniques by comparing observations, interviews, and documentation results.

## RESULT AND DISCUSSION

Using musical accompaniment has significantly impacted several aspects of vocal instruction at Hafid Vocal Academy. These aspects include the following:

### 1. Student Motivation and Enthusiasm in Learning

Students tended to be more enthusiastic and actively engaged when singing with musical accompaniment compared to singing without it.

The following image documents a vocal instruction session at Hafid Vocal Academy.



Figure 1. Vocal Instruction (Source: Asmarani, May 27, 2025)

Based on the video and photo documentation, the students showed enthusiasm for the learning sessions. Musical accompaniment provided a more engaging and realistic musical context, fostering a dynamic learning atmosphere and helping to avoid monotony. These findings are consistent with Susiana's (2021) research, which demonstrated that using MI significantly enhances students' learning motivation. In addition, learning with musical accompaniment helped students feel more confident, as they were supported in a musical environment, as supported by Wei's (2025) study, which used the We Sing application (a backing track tool) as a medium for vocal training. Wei explains that integrating technology into vocal instruction can be a breakthrough in reforming the vocal classroom.

Using such applications helps bridge the gap between beginner and experienced singers, increases students' interest, and stimulates their enthusiasm, self-confidence, and self-expression.

## 2. Improvement in Students' Vocal Technique

Vocal instruction began with vocalizing exercises, followed by practice sessions that included song introduction and the application of proper vocal techniques. According to interview results, one of the instructors explained that a primary goal of using musical accompaniment was to train students' pitch sensitivity. During practice, the accompaniment helped students control the notes they produced, enabling more accurate intonation. The accompaniment served as a melodic reference.

This finding is supported by Lupita et al. (2024), who stated that vocalizing techniques with musical accompaniment significantly improve vocal stability and intonation. Moore (2012) further reinforced this idea, explaining that such techniques can substantially enhance vocal quality in modern vocal instruction.

In addition, students developed a more stable sense of tempo by following the beat of the musical accompaniment. Aligns with Wei's (2025) findings, which showed that vocal learning with the We Sing application improved students' rhythm comprehension, positively influencing their sense of tempo while singing. The accompaniment's built-in dynamics, which

follow the lyrics, also helped students understand and express musical nuances more quickly by adapting to the emotional tone of the music. Moreover, musical accompaniment was valuable for practicing natural vocal phrasing and breath control. Since music is structured in measures or bars, it naturally provides cues that help students break song lyrics into appropriate phrases, enhancing their phrasing technique.

### 3. Development of Expression and Song Interpretation through Musical Accompaniment

Students expressed songs more deeply when singing with musical accompaniment, as the emotional atmosphere created by the music helped convey the meaning and feeling behind the lyrics. The following image documents a vocal learning session at Hafid Vocal Academy.



Figure 2. Expression Development

(Source: Asmarani, May, 2025)

The documentation above shows a student from Hafid Vocal Academy performing the song *Mencintaimu* by Krisdayanti. In the photo, it is evident that the student was attempting to internalize the song's emotion and follow the dynamics of the musical accompaniment. Illustrates the importance of the affective dimension in vocal instruction. As Campbell, P.S., & Scott-Kassner (2013) emphasize, music education must engage technical aspects and emotional expression. Recent research also supports this view, showing that the use of multimedia and backing tracks can simultaneously strengthen the connection between vocal technique and expression (Wei, 2025)

### 4. Increased Student Engagement in the Learning Process

Classroom observations revealed that students were more actively involved in various practice activities. These included discussions with vocal instructors about song selection, adjustments to accompaniment style, and sharing their opinions on how to interpret and stylistically deliver a song.



Figure 3. Practice Session

(Source: Asmarani, May, 2025)

In the practice session above, students learned to interpret songs not only in terms of emotional delivery but also in terms of performance style and expression. These sessions were interspersed with discussions between instructors and students. This interaction demonstrates an increased sense of ownership in the learning process, where students are not merely passive recipients of material but active participants in vocal instruction. This approach aligns well with participatory and student-centered learning principles, which have been proven to enhance learning outcomes over time (Fu'adi et al., 2023). In this context, musical accompaniment is an ideological hat that enables students to engage in a more holistic musical experience.

## CONCLUSIONS

Based on the explanation above, it can be concluded that using musical accompaniment as a medium for vocal instruction at Hafid Vocal Academy has proven effective in enhancing both the quality of the learning process and student outcomes. Musical accompaniment has made a meaningful contribution as a melodic background and a tool for shaping students' musical character. Several key aspects emerged from this study's findings, including increased student motivation and enthusiasm for participating in lessons, improvement in vocal

techniques such as intonation, tempo, and dynamics, and the role of musical accompaniment as a reference for practicing breathing techniques and phrasing. Another significant finding was the increased student engagement in the learning process, which strongly supports implementing student-centered learning.

These findings reinforce the theoretical foundation outlined in the introduction and reflect the validity of this study's qualitative case study approach. It is recommended that this approach be further developed and adapted to meet individual student needs to achieve learning outcomes.

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