



The Use of The Maestro Music Application in Creative Music Learning For Grade XI Science Students

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Abstract

This research aims to: (1) describe the process of using Maestro Music application in learning creative music in class XI MIA 3 SMA Negeri 2 Padangsidempuan; (2) evaluate the results of using Maestro Music application in learning creative music in class XI MIA 3 SMA Negeri 2 Padangsidempuan; and (3) describe the benefits of using Maestro Music application in learning creative music. The sample for this study consisted of 8 individuals, namely 1 art teacher of SMA Negeri 2 Padangsidempuan and 7 students from grade XI MIA 3 SMA Negeri 2 Padangsidempuan. The research method used was qualitative with descriptive approach. Data collection techniques included observation, interviews, and documentation. The research results show: (1) The process of using the Maestro Music application in learning creative music in class XI MIA 3 involves several stages, including downloading the application, providing instructional videos about the Maestro Music application via video links, offering practice exercises such as transcribing song scores into the Maestro Music application; (2) The benefits of using the Maestro Music application in learning creative music.

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INTRODUCTION

Education is a learning process aimed at understanding or acquiring skills, transferring knowledge from one generation to the next, as it significantly impacts an individual's future. Education in Indonesia starts from the lowest levels (Early Childhood Education/Kindergarten/Elementary School), progresses through middle levels (Junior High/High School), and reaches the highest level (Higher Education) (Widiastuti et al., 2020).

In educational institutions, teachers play a crucial role in supporting the achievement of educational goals. Educators view teachers more as mediators than merely instructors (Mireia Giralt-Romeu; Eva Liesa; Montserrat Castelló, 2024). Teachers are closely linked to the development of educational quality. With technological advancements, particularly in the learning process, the education sector must adapt accordingly. To ensure students engage in more active learning, educators must provide guidance, which is an integral part of the learning process. "Knowledge is constantly growing, information technology is advancing, legal regulations are changing, and the demands of society on schools are increasing" (Polz, Edda, 2020).

There are three aspects used in learning: the cognitive aspect (knowledge), the affective aspect (attitude), and the psychomotor aspect (skills) (Magdalena Ina et al., 2021). These three aspects support each other and are inseparable in learning, as they all serve the same function of enhancing learning outcomes. Learning outcomes can be considered inadequate if these aspects do not achieve optimal results, which can be caused by various learning issues. Learning problems can have a negative impact during the learning process, which make the implementation of learning less effective (Sanjaya et al., 2023). One factor to ensure optimal learning outcomes is through creative and effective teaching methods. Teachers can achieve this by delivering teaching materials to students using appropriate instructional media. Learning resources or physical

environments containing instructional materials in students' surroundings that stimulate learning can be considered as instructional media (Sinaga et al., 2020). Instructional media is a communication tool in learning that facilitates the delivery of information to recipients. The use of instructional media in the teaching and learning process can develop new interests and desires, ignite motivation, and even have psychological effects on learning (Wulandari et al., 2023). Creative teachers can use suitable and effective media in accordance with the subject matter to achieve learning objectives when creating instructional media (Widiastuti et al., 2020).

In this era of globalization, the presence of music cannot be separated from daily human life. Music has become a part of culture and a social reflection for society. It serves not only as entertainment but also as an accompaniment to dance or activities. Music is also taught in schools because it influences individual development. "Rhythm, melody, and harmony in classical music can stimulate children's learning abilities," (Halimah Lely, 2010). Learning music can also enhance students' socialization skills and musicality. When students participate in music groups, it indirectly boosts their creativity in music.

Musical experiences can be enriched through listening to music, singing, playing instruments, reading music, and moving to music, all of which can enhance creativity in composition and improvisation (Wiflihani, Widiastuti, 2018). Students can join various music groups such as bands, choirs, orchestras, ensembles, and others. Participation in these music groups fosters musical creativity, which enables students to produce high-quality music.

In its development, music education software (music computer) is divided into three categories: notater, composer, and reader. Composer software is designed for composing music or functioning as an application to create and combine music into a complete piece, such as Pro-tools and Nuendo (Holmes, 2012). Maestro Music is

one of the applications used for writing musical notation. Its function includes serving as composer software, although it is not as comprehensive as other composer software. Maestro Music is a learning medium used for music education, particularly useful for digitally writing musical notation. It can be downloaded from Google Playstore and is exclusively used on mobile phones.

The Maestro Music application is used as a medium for creative music learning, which promotes efficiency and encourages students to learn more independently. In addition, it facilitates students in writing and learning musical notation. By actualizing the elements of musical notation in both audio and visual forms, this application assists the learning process and improves student outcomes in music education, specifically in the subject of musical notation (Yustistio, Ghozali, Munir, 2022).

Creative music learning in Grade XI Science 3 at SMA Negeri (State Senior High School) 2 Padangsidempuan is expected to enable students to produce their own original music. The project assignment results in a song score that students can transfer into the Maestro Music application and play the instruments according to the created score.

Research on the use of the Maestro Music application in Creative Music Learning for Grade XI Science 3 at SMA Negeri 2 Padangsidempuan is a significant step in implementing its use in the context of music education. The above phenomenon intrigued the researchers to conduct this study because few Art and Culture teachers in the Padang Sidempuan area utilize music applications in their teaching. This is largely due to many teachers' lack of technological proficiency, even though technology can greatly facilitate teaching. Therefore, the objectives of this study are to describe the use of the Maestro Music application in creative music learning, assess the outcomes of its use, and describe the benefits of using the Maestro Music application in this context.

METHOD

This research employed descriptive qualitative approach. "Qualitative research provides a complex portrayal, which examines words, detailed reports from respondents' perspectives, and studies naturalistic situations. Qualitative research is descriptive in nature and tends to use analysis with an inductive approach," Denzin and Lincoln in (Noor, 2011). The research findings were naturally documented based on field data collection and analyzed qualitatively, also known as naturalistic research method. According to (Sugiyono, 2019), qualitative methods are generally categorized into three types based on problem formulation: (1) Descriptive problem formulation guides the researcher to explore and portray the social situation comprehensively, extensively, and deeply; (2) Comparative problem formulation guides the researcher to compare between social contexts or dominants; (3) Associative problem formulation examines the relationship between phenomena that occur simultaneously, not as cause and effect or interactive relationships.

To describe the problem formulation in this research, several theories were referenced, including instructional media such as Maestro Music. "Instructional media are all aids used for teaching activities, intended to convey learning information from teachers or other sources," Latuheru (Fatma, 2021). Instructional media can assist teachers in delivering educational content, which make it easier for students to understand. The role of media in learning with a delivery system is as a 'vehicle' for delivering instruction without influencing students' learning outcomes (Camillieri, Susan, 2021).

Maestro Music is one of the applications used for writing music notations. The Maestro software is a music technology designed to facilitate users in writing musical scores (Zuhdi, Adoma, 2022). It can assist students and music composers in writing musical scores, creating compositions, and also in

composing or editing music, all for educational purposes.

Before conducting the research, the researchers prepared a research instrument grid. This was done to provide direction for the study and to serve as a guide in developing interview and observation guidelines. "Research instruments are tools or means used by researchers to collect data, which aim for more directed, comprehensive, and improved research outcomes" (Arikunto, 2019).

The next step in data collection was to determine the data collection techniques used to obtain data in a suitable manner so that the researchers could obtain comprehensive data. "Data collection techniques are methods used in data collection by authors to collect data," (Riduwan, 2011). The data sources used in this study involved both oral and written sources. Data collection for the research was conducted using various research methods such as observation, interviews, literature review, and documentation, which required tools as instruments.

Data analysis is a crucial process in this research, as emphasized by Sukiati's statement (2017), that it is the most vital process in any study. The process of data processing began with categorizing the gathered data from observations, interviews, documentation, and relevant supportive notes. These data sets were then classified and analyzed based on the research's focus, presented in the form of a scientific paper, and categorized according to their content or material. The results of this data analysis were subsequently compiled into a report using descriptive analysis techniques, which involved describing the information or data gathered and analyzed based on existing theories, including those related to instructional media and Maestro Music.

RESULT AND DISCUSSION

This research was conducted at SMA Negeri 2 Padangsidempuan, located at JL. Sudirman No. 186, Wek 1, Kec. Padangsidempuan Utara. It is one of the

public schools in Padangsidempuan and a prominent institution in the area. This is evidenced by the large number of students admitted each year and the school's numerous achievements.

1. The Use of the Maestro Music Application in Creative Music Learning at SMA Negeri 2 Padangsidempuan

Using Maestro Music aims to facilitate students in learning musical notation more effectively, as their learning takes on a tangible form where they can implement all musical elements in creating a score for a song. When students use this application to write musical notation, they can immediately hear the melody they have composed. It is downloadable and usable on a smartphone, which provides students with the convenience to learn notation anytime and anywhere, thereby enhancing the effectiveness of teaching and learning. Based on interviews with Arts teachers at SMA Negeri 2 Padangsidempuan, the decision to use this application in creative music learning stemmed from the suboptimal nature of traditional music notation instruction. Typically, teachers write musical notation on the whiteboard, which often causes students to become bored due to its difficulty in practicing or comprehending the notation being taught. However, with the Maestro Music application, learning musical notation becomes easier and enjoyable for students. For further details, refer to each learning session conducted in this study.

a. First Meeting

Before explaining the Maestro Music application, the teacher first introduced it to the students and briefly described its features. To familiarize students further, the teacher asked them to download the app from Google Play Store on their smartphones. Once downloaded, the teacher provided a video tutorial (https://youtu.be/_qThAv8PgJs) demonstrating how to use it for independent learning. In addition, another video tutorial (<https://youtu.be/grRXH0INif0>) showed how to create a song score using this

application, which students would later transcribe based on their creative music material.

b. Second Meeting

In this session, the teacher assigned students to transcribe the score of the song "Kasih Ibu" to help them better understand how to use the Maestro Music application. The teacher provided feedback on the students' work once they completed the assignment, including suggestions on placing the bar lines correctly in the score to help them understand the note values within each measure. After the students grasped the use of the Maestro Music application, the teacher provided them with a video link on creative music material (<https://youtu.be/q--xgex0osU>).

c. Third Meeting

In today's session, the teacher provided an example of the "Gundul Pacul" song score that was created using the Maestro Music application. This serves as a learning guide for students to transcribe the song into the Maestro Music application according to the creative music material being taught. Before starting the work process, the teacher gave a guide on how to transcribe a song in the form of a video link: https://www.youtube.com/watch?v=8i1_496JZxo.

d. Fourth Meeting

In today's session, each student transcribed the "Gundul Pacul" song according to the instruments assigned within their groups. In the next session, each student submitted their transcriptions of the "Gundul Pacul" song, which were compiled into a complete score with all instruments according to the guidelines. After completing their transcriptions of the "Gundul Pacul" song, students performed their transcriptions, and the results were submitted in the form of a video.

e. Fifth Meeting

In this session, students submitted their transcriptions of the song "Gundul

Pacul," as illustrated in the following figure.



Figure 1. Transcription of Gundul Pacul

2. The Results of Using the Maestro Music Application in Creative Music Learning for Grade XI Science 3 Students at SMA Negeri 2 Padangsidimpuan

a. The Maestro Music Application in Creative Music Learning

The presence of the Maestro Music application in creative music learning makes it easier for students to understand and grow their love for the arts. For instance, in creative music lessons, students are inspired to create something from their thoughts. Eventually, they can quickly write down examples of what is sung into the application. Here is the transcription result of the "Gundul Pacul" song in the form of a score using the Maestro Music application:

- 1). Creating a rhythm score using the application's percussion drums and click as the tempo for the song,
- 2). Creating an alto voice score using the synth choir instrument available in the application for the song,
- 3). Creating a melodica score using the harmonica instrument from the application, due to the absence of a melodica instrument in the application,
- 4). Creating a violin score using the violin instrument in the Maestro Music application for the song.
- 5). Creating a guitar score using the guitar instrument in the application for the song,
- 6). Creating another guitar score using the guitar instrument in the application for the song.

Here are the transcription results for Group 2's assignment:



Figure 2. Transcription Results of Group 2

b. Challenges of Using the Maestro Music Application in Creative Music Learning

Some students encountered difficulties when transcribing the "Gundul Pacul" song into the Maestro Music application, which resulted in incomplete instrument arrangements in their group scores. These challenges stemmed from full phone memory affecting phone performance, slowing down or preventing access to the Maestro Music app. In addition, some students were unfamiliar with using the app, and inadequate data packages hindered their ability to operate it effectively.

3. Benefits of Using the Maestro Music Application in Creative Music Learning

The use of the Maestro Music application in creative music learning is highly beneficial in this increasingly developed era, especially in the field of music where it has become a necessity. Music has the ability to influence one's mood or emotional state. It is often utilized as a medium for relaxation therapy, as it can soothe the nerves and optimize brain function. Listening to background music during daily activities can enhance focus and performance. Music is also known to generate rhythmic

stimuli, which are perceived by the auditory senses and processed by the nervous system to regulate the listener's internal rhythm. This internal rhythm helps to regulate human metabolism more effectively.

The Maestro Music application serves as a learning tool, which aids students in mastering music more easily as it can be used on smartphones. This fosters student enthusiasm in creating and innovating within the realm of music and facilitates their understanding of musical notes. Teachers no longer need musical instruments to hear musical notations; instead, the Maestro Music app directly produces sound from the written notations. This app enhances teaching effectiveness and makes it easier for students to grasp the lessons taught by using this application.

The Maestro Music application is essential in today's era for fostering the interests and talents of music-loving students. Therefore, it is highly beneficial for creative music learning. Maestro Music and several other music applications like Finale, Sibelius, Encore, and others, greatly aid in learning musical notation and foster students' creativity and musicality in creating musical works.

CONCLUSION

The use of the Maestro Music application greatly assists students in creative music learning, not only because it is easy to use, but also because it helps students understand musical notation better. The learning process in Grade XI Science 3 at SMA Negeri 2 Padangsidempuan consists of five sessions: starting from downloading the Maestro Music application, explaining its features, using these features, to transcribing the song "Gundul-gundul Pacul" using the Maestro Music application.

The benefits derived from using the Maestro Music application in creative music learning in Grade XI Science 3 at SMA Negeri 2 Padangsidempuan include making music learning easier for students because it can be used on smartphones. Students also become enthusiastic about creating and innovating in the world of music. Moreover,

the Maestro Music application is easy to operate, thereby facilitating students in creating musical scores. With the Maestro Music application, teaching time becomes more effective because students find it easier to grasp the lessons provided by the teacher.

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