



CATHARSIS 10 (3) 2021  
250-260

p-ISSN 2252-6900 I e-ISSN 2502-4531

**Catharsis: Journal of Arts Education**



<http://journal.unnes.ac.id/sju/index.php/chatarsis>

---

## **Western Music Learning Strategy Based on Microsoft Team and YouTube Media**

**Heri Wijayanto** ✉, **Sunarto Sunarto**, **Moh. Ibban Syarif**

Email: [heriwijayanto@students.unnes.ac.id](mailto:heriwijayanto@students.unnes.ac.id)

Universitas Negeri Semarang, Indonesia

Received 20 July 2021, Accepted 17 September 2021, Published 23 December 2021

### **Abstract**

The purpose of this study was to describe the strategy of learning western music based on Microsoft Team and YouTube Post-pandemic media in class XI of SMA N 1 Gubug, Grobogan Regency. The research method uses a qualitative approach with the type of case study research. The data in this study are descriptions of online western music learning strategies using Microsoft Team and YouTube obtained through interviews and observations as the main data and documentation as supporting data, with the research subjects being principals, music teachers and student representatives. After collecting data, qualitative data analysis was then carried out. The results of the study show that the learning of western music based on Microsoft Team and YouTube media has been carried out starting in the even semester of the 2020/2021 school year. The media was used by music teachers to provide post-pandemic western music materials. The media used is adjusted to the teaching material, namely in the form of displaying modules, videos, word files uploaded in Microsoft Teams. Music assessment carried out includes three aspects, namely the assessment of attitudes, knowledge and skills. Learning evaluation is carried out by the school every month, western music learning is carried out well from the participation, activeness and participation of students in participating in learning activities. The teacher becomes easier in delivering the material, the interaction between the teacher and students is more active. The effectiveness of western music learning for the criteria of teaching quality, suitability of the level of teaching, intensive learning is said to be effective. However, the criteria for the time required can be said to be ineffective.

**Keywords:** Music Learning, Microsoft Team, YouTube

**DOI :** <https://doi.org/10.15294/catharsis.v10i3.54250>

## INTRODUCTION

Education has a role in efforts to improve one's quality, Ki Hajar Dewantara stated that education is guiding all the natural forces that exist in children so that they as humans or as members of society can achieve the highest safety and happiness (Widyanti and Putra 2020). It has been two years since teaching and learning activities in formal schools have been carried out online using the distance learning model. This is because the corona virus pandemic or called covid-19 has become a global epidemic in the world (Kapoyos 2020). Given that education is an important sector in efforts to develop the nation and state, the education strategy must continue to be implemented even in a pandemic condition (Juliya and Herlambang 2021). The teacher designs learning strategies, methods, and techniques that can help students create good learning so that learning outcomes can be achieved. In addition to teachers designing learning strategies, (Liu 2020) responding to the pandemic is an opportunity for teachers to reflect and rethink what values and beliefs have been given in music lessons in the classroom, the need for learning music that is really important in pandemic and post-pandemic conditions. (Asmuni 2020) explained that in the implementation of distance learning, it is mapped into two approaches, namely distance learning in the network (online) and distance learning outside the network (offline).

Learning in the arts in schools is also carried out online, research in music learning by (Mukti 2020) states that the use of social media in music learning during the pandemic is very helpful for students in finding information independently according to their needs. (Kristanto et al. 2020) Technology-based arts education and websites in the 2.0 era, such as blogs, wikis or YouTube, create new demands for learning, and they provide a support system for learning.

Strategy in education is understood as a plan, method, or series of activities designed to achieve a particular educational goal (David, in

Sanjaya, 2008: 2). online learning strategy in the journal (Mou and Kao 2021) explains that the approach in obtaining data on the form of learning strategies by preschool teachers uses a 4-factor instrument developed from (Lee et al., 2008) namely elaboration motif, elaboration style, compatibility motif, and style. compatibility. According to Djohan (2009: 203) citing the Suzuki method, namely that a series of music learning begins with aural and creative forms of presentation in each stage. The strategy that is often used in learning the art of music is to use the demonstration method, skill method and drill method (Wardana, 1990).

YouTube as one of the most useful and accessible social media, so it is currently the most popular website, watched by thousands of people every day. (Jackman 2019) in his research states that YouTube can be used in various functions. The medium of YouTube has made it possible for anyone who can use a camera and a computer to create and share videos. They found that video was widely used for learning such as video diaries, stimulation, and lesson sequences, so as to provide practical assistance to teachers in the form of their pedagogical design and development of videos for online learning. (Horstman 2011).

There are various factors that affect the effectiveness of a learning, both from teacher factors, student factors, learning materials, media, and learning models. According to Slavin (2009: 52), the factors that influence effectiveness are quality, appropriateness, intensive, and time.

The current era of the Covid-19 pandemic is very important for teachers to be more creative and innovative in carrying out learning at school, the media that will be studied by researchers are Microsoft Team and YouTube in learning western music after the pandemic in class XI SMA N 1 Gubug, Grobogan Regency.

## METHOD

This research is a study that examines the Western Music Learning Strategy based on

Microsoft Team and YouTube media at SMA Negeri 1 Gubug, Grobogan Regency, using a qualitative approach by collecting data using observations, interviews, document studies and recordings which are then reviewed and analyzed (Rohidi, 2011).

This study started from researchers looking at a phenomenon that was found regarding the pattern of music learning in public schools carrying out learning during the pandemic using online methods. Online music learning activities include the use of social media technology media developed by music teachers, as well as managing online music learning interactions carried out by teachers and students. This study analyzes more deeply about the use of music teaching media using Microsoft Team and YouTube media and learning interactions through online media.

This study focused on two things, namely: 1) The strategy of learning western music based on Microsoft Team and YouTube media at SMA Negeri 1 Gubug, Grobogan Regency, 2) The effectiveness of learning western music based on Microsoft Team and YouTube media. There are four research subjects, namely: 1) Music teacher, 2) Curriculum Deputy, 3) Class XI MIPA 1 student, 4) Learning Devices. The location of the research was carried out at SMA Negeri 1 Gubug, Grobogan Regency.

Data analysis in this study used an interactive model. Milles and Huberman (in Sugiyono, 2013: 91) suggest that qualitative data analysis is carried out interactively and takes place continuously, so that the data is saturated. Activities in data analysis are data reduction, data presentation, and conclusions and verification.

## RESULTS AND DISCUSSION

SMA Negeri 1 Gubug is one of the high schools in Grobogan Regency which was established in 1991. SMA Negeri 1 Gubug is located on Jln. A. Yani 171 Gubug RT 01 RW 01 Gubug Village, Gubug District, Grobogan Regency. One of the most important learning

components in the education unit is the teaching staff. At SMA N 1 Gubug, Grobogan Regency in the 2020/2021 academic year, there are 61 teachers and 18 administrative staff. The number of arts and culture teachers in SMA N 1 Gubug, Grobogan Regency, there are 3 art teachers who teach. From each of the art and culture teachers of music concentration, namely Mr. Budi Sutrisno, S. Pd. teaching music at the X grade level and one class at XI MIPA 1 which was chosen as the object of research. Mr. Budi Sutrisno, M. Pd. also become homeroom teacher for class X IPS 2 in the 2021/2022 school year. The next art and culture teacher is Mr. Resha Wahyu Adi, S. Pd. who teaches at the XI class, Mr. Erna Dwi Prawoto, S. Pd. teaching at the XII class.



**Figure 1.** SMAN 1 Gubug

Art learning facilities in schools consist of three parts, namely internet facilities, art facilities, and health protocol facilities. In collaboration with Indihome as an internet service provider that is able to provide quality internet that can be used by educators to access the internet smoothly. However, due to the limitation of the Work Form Office, the school facilities are only used by a few teachers who carry out picket at schools and educators whose homes have difficulty having the internet, so they use school facilities to take advantage of the internet. Apart from teachers, students who have difficulty accessing the internet at home also have some students who come to school with permission from their homeroom teacher and follow strict health protocols to participate in utilizing internet facilities in online teaching and learning activities.

The next art facility is a special music room with soundproofing in which there are band musical instruments such as guitar, bass, 1 drum set, and keyboard. During the pandemic, the room was used as a support for online music learning. There is also a computer connected to the internet, making it easier for teachers to use the music room as a means of making learning media to develop material that is visualized and uploaded to online media, one of which is YouTube. In the implementation of online learning activities carried out by Work From Home and Learn From Home, researchers obtained data that wifi facilities were installed privately at personal costs as well as the professionalism of a teacher who has served as an ASN. With another understanding, these facilities are not assistance from schools for internet facilities for teachers in their respective homes, therefore researchers can conclude that SMA N 1 Gubug concentrates on improving internet facilities in the school environment only. For musical equipment facilities, researchers also found musical instruments used by Mr. Budi Sutrisno, M. Pd. to support online music learning. These musical instruments are classical guitars with the Yamaha brand C310 series, pianos with the Yamaha brand, Electronic Pianos with the Yamaha brand.

This is complemented by the results of interviews about the use of musical instrument media as a support for teaching and demonstrating playing musical instruments directly. The instrument is also used as a medium for teaching and creating music content with families, children who want to learn music at home, and video content for western music learning materials on tonal, atonal, and modal music materials on scales. This is done by the teacher independently and assisted by the family, namely the first child to assist in producing music learning content. As an online learning strategy effort and utilizing internet media, content sharing applications with WhatsApp groups, YouTube links, and media appreciation for the music community of fellow teachers.

SMA N 1 Gubug builds a management information system that can quickly support better school performance. The management information system is oriented to provide education services that are more organized, transparent, and accountable. The strengthening of monitored learning services is carried out through office 365 by involving all teachers, all students, including the principal. At first in distance learning, SMA N 1 Gubug used the WhatsApp Group application, then it developed into Google Classroom, Google Meet, Zoom Meeting, if the evaluation used Google Form, at that time the school freed teachers to use any application, because they did not have a fixed platform, in semester 2 of the 2020/2021 academic year distance learning at SMA N 1 Gubug has used the Microsoft Teams for Education application for learning activities in all subjects including music. The following is an excerpt from an interview with Drs. Mohammad Amir Zubaidi, M.Pd.:

*"At the beginning of the pandemic, our distance learning used WA groups and then developed into Google Classroom, Google Meet, Zoom Meeting, if the evaluation used Google Forms, I as the Headmaster freed teachers to use any application, because we didn't have a fixed platform at that time, in semester 2 we decided to use the Microsoft Teams for Education application, after going through various evaluations and considerations. We think Microsoft Teams for Education is a complete, easy and cheap application, just buy a hosting account and your teacher friends are ready right away." (in-person interview on Friday, 16 July 2021)*

Based on the results of the interview with Pak Budi, during the pandemic, the learning syllabus underwent changes in accordance with the implementation of music learning during the new habit. There have been several changes related to PJJ, including changes to the hours of learning activities, during the pandemic for music subjects, one meeting only takes 45 minutes of lessons. In relation to music material, there are indicators of competency achievement that are reduced from Basic Competencies that are adjusted to the

curriculum. The following is an excerpt from an interview with Budi Sutrisno, M.Pd:

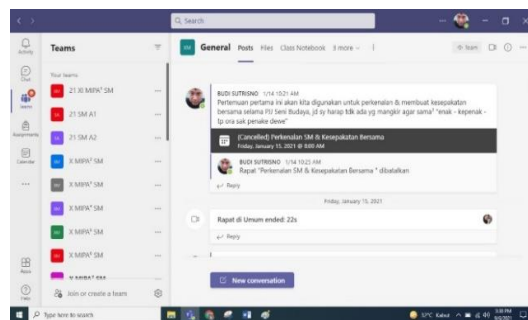
*"For the existing syllabus from the Ministry of Education and Culture, we only need to develop it according to the conditions at school, namely during distance learning, therefore now it's called the PJJ syllabus, then we use the syllabus as a reference in making prota, promissory notes and lesson plans. The RPP made during the pandemic is more concise, but still contains three aspects, namely affective, cognitive and psychomotor. Indeed, during this pandemic there have been several changes, namely the allocation of learning time, before the pandemic the time allocation for music subjects was 2 hours of lessons for one face-to-face, but since the pandemic changed to 45 minutes of lessons for one meeting, another change is in the translation GPA in Basic Competence, there is a reduction and incorporation of GPA, for this semester 1, namely on material 3.1 Understanding the Concept of Western Music and 4.1 Playing Western Music."*

## 1. Microsoft Team-Based Western Music Learning Strategy

Learning begins with preliminary, core activities and ends with closing activities. In the preliminary activity the teacher opens the lesson by greeting, asking the condition and news of students, checking student attendance, starting the lesson by praying, giving motivation, apperception, conveying learning objectives, basic competencies, learning activities and assessments that will be carried out later.

## 2. Microsoft Team Features Used in Western Music Learning

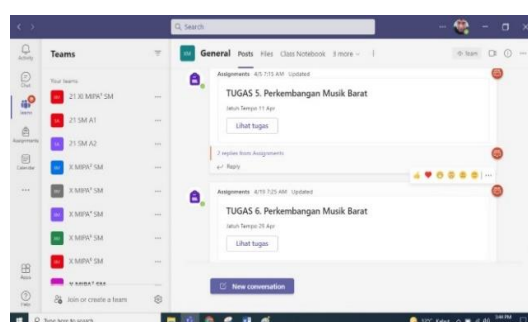
All learning activities that are carried out by teachers and students every day, can be seen in the activity feature and every time there is a new activity, a notification will appear, the following is an example of the display of the activity feature (in the red box).



**Figure 2.** Microsoft Team Activity Features

To start a private conversation, use the chat feature, in this feature the conversation is private, so that only people in the chat can read this conversation, for example the teacher gives advice to his students personally, so that other students don't know it, then what is used is this chat conversation can also be saved. Teachers and students can also use this chat to communicate about things and information needed, both teacher and teacher, teacher and student, or student and student.

All information can be sent or uploaded by posting, all posted information can be seen by all team members because this is public. Teachers and students can send anything according to their needs, such as teachers giving announcements, information about student attendance, teachers uploading music lesson materials, teachers uploading assignments that must be done by students and so on.



**Figure 3.** Microsoft Team Post

All music subject matter that has been uploaded by the teacher will automatically be saved in the Files feature. This will make it easier for students to find any material that has been uploaded by the teacher and also functions as a school archive, so that whenever needed,

the school has an archive. Not only subject matter, assignments that have been uploaded by the teacher will also be stored in files and as archives as well. How to upload materials or assignments can be done directly by clicking file and then selecting upload, select file, find the material that we save on the computer or on one drive, then select open, wait for a few minutes, then the file will be uploaded.

The teacher uploads assignments on the assignment feature, which later students will open and download the assignment to be done and sent back in the Microsoft Teams application. When the teacher uploads the assignment, a notification or notification will appear in the Microsoft Teams application, making it easier for students so that students do not miss information.

Response given while at the same time giving grades to student assignments that have been sent to the Microsoft Teams application, which is in the assignment/task feature, select and click assignments then click assign again, select an assignment, select students who have sent assignments, in the response column click one of the students then click the box that is part of the response column, click one of the students then click the box that is part of the response column, then we give feedback/review, next to the response there is a value column, fill in the value, then check it then click return, then students will be able to see the value.

Video conference start with greeting students, asking about health conditions and news, and knowing the condition of students. It is not required to use the full vicon, but if it is deemed necessary the teacher can use it fully. Learning is emphasized with active interaction either via group chat in Microsoft Teams or vicon. To start the vicon, the teacher makes a schedule and every time there is a vicon the teacher notifies the students via the whatsapp group one day before the vicon schedule takes place. Because learning music is not always with a vicon, with other descriptions vicon is used in the early stages of learning music to explain the material and unify the objectives of

learning music. Then students are given time to complete the task in accordance with the time that has been given.



**Figure 4.** Microsoft Meet Learning

### 3. Youtube Learning Media

Based on observations made by researchers in the music learning process for class XI at SMA Negeri 1 Gubug, Grobogan Regency after the Pandemic, it can be seen that in music learning activities, the teacher assigns students to use YouTube as a medium of expression and music creation after the Pandemic. This is supported by the results of the observations of class XI students, it can be seen that students use YouTube when presenting materials and singing assignments in the form of visualizing the discussion of material, analyzing western music performances and singing western songs.

The results in the process of collecting research data with the observation stage carried out by researchers show that YouTube has benefits in the online learning process. The results of assignments for presentations on music material assessments can be easier using learning videos and are not hindered by distance or time. YouTube makes it easier for students to access material, explore additional information related to western music material. Assignment videos made by students are able to provide information on music material as material for group and individual discussion for class XI MIPA 1 Students to explore music learning material for western music, and use it to study at home.

Based on stage three observations that the researchers, looked at the steps for using

YouTube, namely by first accessing the YouTube web tool using a laptop, then doing the uploading process. After the upload is complete then students share the video link to Microsoft Team. This statement is reinforced by the results of videos taken by the researchers themselves at the YouTube address given by students to researchers, carrying out activities of uploading videos of western music analysis presentations through the YouTube platform.

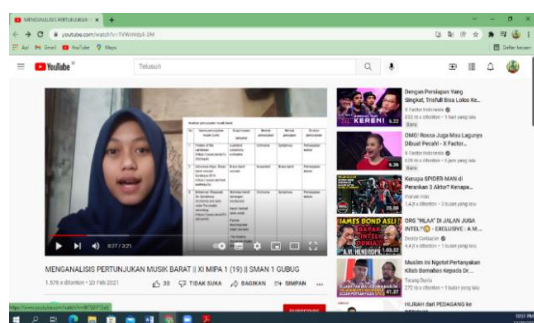


Figure 5. Youtube Learning Media

Class XI students have used YouTube in learning western music after the pandemic. Utilization made by students is the use of YouTube as a presentation media for the task of analyzing western music performances containing videos and singing western songs. The utilization is adjusted to the need to achieve the goal of learning music through YouTube. They made preparations before using YouTube, namely by preparing a summary of the task material for analyzing western music performances and singing western songs, then students made videos of learning assignments according to the objectives to be achieved. Students make learning assignments videos using cellphones. The next preparation is that students also use YouTube to choose materials that are in accordance with learning objectives and are used for music learning materials together. The next preparation is an internet connection that is connected to a laptop or smartphone.

Students upload videos of music learning assignments on YouTube by accessing the YouTube web then students use features in the form of video descriptions, Thumbnail adjustments, playlists, video scheduling, Share

Links and end screens. After that, students share the link in Microsoft Team so that the teacher can assess the results of the assignment through the video. In the last stage, the teacher gives grades to students through the Microsoft team in the form of numbers and descriptions.

#### 4. The Effectiveness of Learning Western Music with Microsoft Team and YouTube Media

An analysis of the effectiveness of learning music using Microsoft Team and YouTube media after the Covid-19 pandemic for Class XI students of SMAN 1 Gubug, Gubug District, Grobogan Regency, Central Java in the 2020/2021 academic year and the odd semester 2021/2022 academic year, can be explained using theory according to Slavin there are four indicators of effectiveness criteria that can be measured in the effectiveness of a learning, namely as follows:

##### a. Quality of learning or quality of teaching

According to Slavin's theory, the quality of learning or teaching quality is the extent to which the presentation of information and the ability to help students easily learn the material. The quality of teaching can be seen from the process and learning outcomes. The learning process is seen from the suitability between teacher activities and student activities with the learning steps used. While the learning outcomes are seen from the students' learning completeness. In accordance with Suryosubroto's opinion, learning is said to be complete if there are at least 85% of students who achieve absorption, which is greater than the KKM (minimum completeness criteria).

Based on the above, the implementation of music learning using Microsoft Team and YouTube media after the covid-19 pandemic for Class XI students of SMAN 1 Gubug, Gubug District, Grobogan Regency, Central Java, the 2020/2021 academic year and the odd semester 2021/2022 academic year for effectiveness criteria The quality of teaching can be said to be effective as according to Slavin's theory, learning is said to be complete if there are at least 85% of students achieving

the absorption capacity of the KKM (Criteria for Complete Learning), especially for the learning outcomes of class XI MIPA 1 students in music subjects. The data was obtained through an interview process from both the teacher and the students directly.

b. Appropriate level of teaching

According to Slavin's theory, the appropriate level of teaching is the extent to which the teacher ensures that students are ready to learn a new lesson, which means the skills and knowledge needed to learn it but have not yet acquired the learning. The right level of teaching can be seen from the readiness of students to learn. The right level of teaching is said to be effective if students are ready to take part in learning, judging from the criteria for good student learning readiness, starting from the readiness of physical, mental and emotional conditions.

After seeing the results of interviews from students of class XI MIPA 1 at SMAN 1 Gubug, Gubug District, Grobogan Regency, Central Java, two of the three students interviewed were not happy with learning music through Microsoft Team and YouTube media for several reasons including material that is difficult to understand so that it is difficult to do the assignments given in the end students become bored and bored then the enthusiasm for learning is reduced. Meanwhile, the other student was happy with the Microsoft Team and YouTube media music learning that took place because he felt more relaxed and not rushed like in class when he was doing assignments. Difficult materials can also ask for help from other family members to help with assignments and especially can see references from Google.

Based on the research data obtained and in accordance with the theory of effectiveness according to Slavin, it has not been fully effective, it can be proven in the previous discussion which explains that there are some students who are not happy with learning music with Microsoft Team and YouTube media because of the difficulty level of understanding the teaching material. Meanwhile, according to

Slavin's theory, the right level of teaching is said to be effective if students are ready to take part in learning, judging from the criteria for good student learning readiness, starting from the readiness of physical, mental and emotional conditions.

c. Intensive

Incentives are the extent to which teachers ensure that students are motivated to do teaching assignments and to learn the material being presented. Incentives are seen from the teacher's activities in providing motivation to students. How much effort the teacher motivates students to do the tasks given. The greater the motivation given, the greater the student's activeness.

This is in accordance with Slameto's opinion, stating that there are three things out of four that teachers can do in motivating students, namely generating encouragement for students to learn, giving rewards for achievements so that they can stimulate them to achieve better achievements in the future, and provide good study habits.

Based on the results of interviews and other tangible evidence that the researchers got to the music teacher class XI MIPA 1 that in music learning with Microsoft Team and YouTube media that is currently happening, teachers are required to be more creative in presenting subject matter so that students are easier to understand learning. Teachers must continue to provide encouragement and motivation to their students so that students are more enthusiastic in learning, then through active interaction in delivering material through meet, student learning will be easy to understand concretely the material being taught, teachers provide rewards for achievements so that students are more motivated to improve learning achievement is also to stimulate other students to be more enthusiastic about improving achievement, and teachers must also provide good study habits to students.

According to Slavin's theory, there are three of four things that teachers can do in motivating students, namely generating

encouragement for students to learn, giving rewards for achievements so that they can stimulate them to achieve better achievements in the future and provide good study habits. good. The presentation of interview data from music teachers for class XI MIPA 1 has been fully done, as well as from students that it is true that their music teachers each do three of the four things that teachers can do in motivating students.

#### d. Time

Time is the extent to which students are given enough time to study the material being taught. Learning can be said to be effective if students can complete learning in accordance with the specified time allocation. Observable student activities related to the use of student time include aspects of early preparation for learning, receiving material, practicing self-efficacy and developing the material that has been studied as well as the time required in closing the lesson.

Based on the results of interviews obtained, that the time needed in learning is still lacking. This is because the level of difficulty in working on the task takes quite a long time for students who have difficulty understanding the subject matter. While in the theory of effectiveness according to Slavin, learning can be said to be effective if students can complete learning in accordance with the specified time allocation. So it can be concluded that the time needed in learning music with Microsoft Team and YouTube media that is currently taking place has not been effective.

## CONCLUSION

Based on the results of research and discussions that have been obtained through the collection of observational data, interviews and documentation that the researchers conducted regarding the Western Music Learning Strategy with the Microsoft Team and YouTube media on the online learning system after the COVID-19 pandemic in class XI MIPA 1 SMAN 1 Gubug, it can be taken some conclusions, namely music teachers provide learning

through Microsoft Team media. The utilization used is conveying western music through the meet feature, managing class assignments, and providing feedback by students. Music teachers also give assignments to students to take advantage of some of YouTube's features, namely video descriptions, thumbnail adjustments, playlists, schedules, share links, and end screens in presenting material and expressing western music.

The stages carried out by teachers and students in utilizing Microsoft Team and YouTube media in online learning consist of two stages, namely the preparation stage and the implementation stage. At the preparatory stage, the teacher prepares a Learning Implementation Plan (RPP), and then the teacher makes structured assignments according to the objectives. Furthermore, at the implementation stage the teacher gives assignments for students to make videos on YouTube in presenting their assignments. After that, the students shared the link in the Microsoft Team assignment column and finally the teacher gave feedback.

Constraints faced when using YouTube in online learning systems are internet quota and not being able to interact online. The solution that can be done to overcome the problem is to open the video link in the WhatsApp Group directly without moving to the YouTube application and to overcome not being able to interact directly, namely by using the comments and Live Streaming features on YouTube.

The findings from this study are expected to be used as a reference by Art Education teachers in carrying out the learning process, especially at the post-pandemic high school level. The online learning process with Microsoft Teams and Youtube is one way to teach art to students, which nowadays is very accessible, utilizing online media that they use every day.

## REFERENCES

- Asmuni, A. (2020). Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya. *Jurnal Paedagogy*, 7(4), 281.
- Cayari, C. (2018). Connecting music education and virtual performance practices from YouTube. *Music Education Research*, 20(3), 360–376.
- DeWitt, D., Alias, N., Siraj, S., Yaakub, M. Y., Ayob, J., & Ishak, R. (2013). The Potential of Youtube for Teaching and Learning in the Performing Arts. *Procedia - Social and Behavioral Sciences*, 103, 1118–1126.
- Horstman, A. (2011). YouTube in the classroom? Cases on Educational Technology Integration in Urban Schools, April, 58–60.
- Jackman, W. M. (2019). YouTube usage in the university classroom: An argument for its pedagogical benefits. *International Journal of Emerging Technologies in Learning*, 14(9), 157–165.
- Juliya, M., & Herlambang, Y. T. (2021). Analisis Problematika Pembelajaran Daring dan Pengaruhnya Terhadap Motivasi Belajar Siswa. *Genta Mulia*, XII(1), 281–294.
- Kapoyos, R. J. (2020). Pendidikan Musik di masa Pandemi Covid-19: Adaptasi kebiasaan Baru dalam mengajar musik secara daring. *Prosiding Seminar Nasional Pascasarjana*.
- Kristanto, A., Sobandi, B., Eka Titi Andaryani, Winangsit, E., Sinaga, F. S. S., Fitriah, L., Fathurrahman, M., Suryani, N., Sutikno, P. Y., Kapoyos, R. J., & Hidayatullah, R. (2020). Diskursus Pendidikan Seni Hari-Ini.
- Lesmana, F., Kusman, M., Ariyano, A., & Karo Karo, U. (2016). Metode Latihan (Drill) Untuk Meningkatkan Hasil Belajar Peserta Didik Dalam Menggambar Autocad1. *Journal of Mechanical Engineering Education*, 1(2), 246.
- Liu, C.-W. (2020). Rethinking Music Learning in the New Normal. *General Music Today*, 34(1), 40–42.
- Mack, D. (2015). The Development of Art Learning Model at School (A Review of Music Education Learning in Indonesia). *Harmonia: Journal of Arts Research and Education*, 15(1), 1.
- Media, P., Mata, P., Akting, K., Youtube, B., Dewi, Y., Mikaresti, P., Salim, A., & Bengkulu, U. T. (2020). Pena : Jurnal Pendidikan Bahasa dan Sastra. 10(2), 14–30.
- Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. (2018). Social media as a complementary learning tool for teaching and learning: The case of youtube. *International Journal of Management Education*, 16(1), 37–42.
- Mou, T. Y., & Kao, C. P. (2021). Online academic learning beliefs and strategies: a comparison of preservice and in-service early childhood teachers. *Online Information Review*, 45(1), 65–83.
- Mukti, M. P. W. (2020). Efektivitas Pembelajaran Daring Melalui Media Sosial pada Pelajaran Seni Musik di SMP 1 Jekulo Kudus. *Prosiding Seminar Nasional Pascasarjana ...*, 2019.
- Nwabuoku, M. (2020). Surviving Distance Learning as an Adult Learner in Higher Education. *Adult Learning*, 31(4), 185–187.
- Seminar, P., & Etnomatnesia, N. (2014). DEWANTARA UNTUK MATERI INTEGRAL DI SMA 1 ) Program Studi Pendidikan Matematika FKIP UST Jl . Batikan 2 Yogyakarta , Indonesia , e-mail : sofyani.wigati20@gmail.com 2 ) Program Studi Pendidikan Matematika FKIP UST Jl . Batikan 2 Yogyakarta , Indonesia , em. 810–813.
- Snelson, C., Rice, K., & Wyzard, C. (2012). Research priorities for YouTube and video-sharing technologies: A Delphi study. *British Journal of Educational Technology*, 43(1), 119–129.

- Supriyadi, S. (2019). Nilai Estetis Musik Dalam Rentang Sejarah Musik Barat. *Tonika: Jurnal Penelitian Dan Pengkajian Seni*, 2(1), 1–18.
- Suryati, S. (2016). Strategi Pembelajaran Seni Musik bagi Siswa Kelas XII SMA Muhammadiyah 2 Yogyakarta dengan Media Audio Visual. *Promusika*, 4(2), 75–83.
- Widyanti, T., & Putra, I. E. D. (2020). Pelaksanaan Pembelajaran Daring Seni Budaya di Kelas VII SMP Negeri 7 Padang. *Jurnal Sendratasik*, 9(1), 15–21.