



Ensemble Combo Band For The Visually Impaired Person At SLB Negeri 1 Dauh Puri Klod, Denpasar Barat

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Abstract

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SLB Negeri 1 Denpasar is one of the knowledge forums for children with special needs, one of them is visually impaired, for them to be able to study, and develop their talents in art, especially music. This research focuses on the process and role provided through the ensemble music combo band for children with visual impairments.

This research uses a descriptive qualitative approach with 3 (three) aspects of the discussion that are methods and stages in playing music, the role of ensemble music, and the impact given by combo band ensemble music. Data collection techniques are used observation, interviews, documentation, and literature studies. The theories used in this research are musicology theory and music psychology. The source of this research data was obtained from data in the field in the form of primary data and secondary data from books or other literature studies.

The results of the research explained that this had a positive impact. The role of music in each visually impaired individual can help in the development of their character such as a sense of discipline, responsibility, and self-confidence. Meanwhile, through the music ensemble, combo bands can be a medium to create collaboration and social interaction because this activity requires communication, cooperation, emotional and ego control as well as openness in playing music.

INTRODUCTION

Sekolah Luar Biasa/SLB is a school for children with disabilities who must get more knowledge teaching than normal children in general (Ervan et al 2013:23). According to the results of an interview with the Head of SLB N 1 Denpasar, Drs. I Ketut Sumartawan M.Phil., SNE., who has officiate for 39 years from 1982 until now as the Head of SLB N 1 Denpasar. He explained that before SLB N 1 Denpasar was converted into a state school in 1962. SLB N 1 Denpasar was originally a school under the auspices of the Dria Raba Education Foundation which was founded by Mrs. Ida Ayu Putu Surayin, Mr. Ida Bagus Mantra, and Mr. Ketut Mandra.

SLB N 1 Denpasar has the music learning that is applied to practice in the form of music training from solo format to ensemble format. The ensemble in music according to the Dictionary of Music (Banoe P, 2003:27) is divided into the same type of instrument (similar) as well as the combined instrument (mixed). Similar ensembles for further details are the use of the same instrument in a group for example inflatable ensembles, guitar ensembles, and string ensembles. Meanwhile, mixed ensembles (band ensembles) are the use of two or more different instruments in a group, consisting of rhythmic, melodic, and harmonious instruments.

The ensemble at SLB N 1 Denpasar was formed in a combo band format. The combo is a band in a small unit while the band itself is a musical unit term that does not include a group of stringed instruments in it (Bonoe P, 2003: 42). Then Combo Band itself according to the dictionary of music (Bonoe P, 2003: 90) is a form of music format in small units, which usually accompanies a performance improvisation and spontaneous. The combo band ensemble in SLB N 1 Denpasar is divided by playing musical instruments consisting of vocals, keyboards, drums, guitars, and traditional musical instruments. According to the music teacher of SLB N 1 Denpasar, Dewa Sujana as a speaker stated that the art of music is an option to be given and trained in schools, because the visually impaired student has a better hearing and memory, so one step to teaching music to children with visual impairments tends to be easier. In addition, many achievements were achieved by them in the music field, one of which he mentioned was the last achievement obtained by the visually impaired student that is the 1st National Level champion of the National Student Art Competition Festival

(FLS2N) Students with Special Needs (PDBK) 2019. National Student Art Competition Festival (FLS2N) Students with Special Needs (PDBK) is an event to find out the potential of students with special needs in the field of art and culture, and provide encouragement so that they can generate strong motivation to realize themselves, and compete healthily to achieve the best achievements according to their abilities, with the hope that they can develop their ideas and creativity in the field of art so that they can be more confident in their abilities (DIKBUD, 2021).

The background above shows that the visually impaired students use music as a way to hone their potential, because music is enjoyed with the sense of hearing, one of the sensory functions possessed by the visually impaired people. The researchers are interested in taking the topic of visually impaired people and ensemble music based on the reason that the researchers want to know the process and impact of ensemble music for them. In SLB N 1 Denpasar, which has also applied the Braille notation recognition method for visually impaired people in musical music. The researchers limit the results of the study by giving a year limit, starting from five years back that is from 2015-2020 so that the data obtained is more valid. The year the researchers used as a comparison of the differences felt before and after the occurrence of Covid-19.

METHOD

This research uses qualitative methods that are dynamic, which means opening all changes, additions, and replacements in the analysis process (Srivastava, A.dan Thomson, S.B., 2009: 74). Soewarlan (2015: 94) stated that qualitative art research is divided into two, in terms of artistic context and socio-cultural context. Here are described both types of research contexts in art research methods.

The context of art is to reveal the appearance of art (from the perspective of art creation, not from the perspective of history), the structure and concept of art, and the concept of art. The statement research in the method has a consistent and high coherence to reveal the concept building as well as its conceptual foundation. In this case, it causes that this type of research does not relate to the art with the environment that lives and lives it. This type of research makes the realm of art not connected with the social atmosphere that is influenced and shaped by the power of art itself (Soewarlan, 2015:95). In

order to obtain data in the research, the researchers used art research in a socio-cultural context. Data collection techniques in this research use the method of observation, interviews, documentation, and data analysis.

RESULTS AND DISCUSSION

The results of this research will be classified in sub-sections and discussions centered on the theoretical basis that has been presented as a scalpel in the discussion of the research. In the discussion related to the methods and techniques of music for the visually impaired, the researchers use the theoretical basis of musicology to analyze the results of interviews that the researchers do.

Methods and Stages of Playing Music for the Visually Impaired in SLB N 1 Denpasar

From the results of research that researchers get through music teacher SLB N 1 Denpasar, Dewa Sujana explained that all the process methods in music that are studied include musical elements such as *birama*, notation, rhythmic, harmony, tempo, scales, and others. The method is arranged in a lesson plan/RPP (lesson preparation design) that specializes in music. The process of the first stage is the introduction of music by applying methods and techniques in music for the students. The difference lies in the process of music for the visually impaired with ordinary children in general only lies in the technique of applying the writing system that is the Braille system.

Stages of the musical process given to children with visual impairments in SLB N 1 Denpasar covers three stages, they are writing, listening, and listening. Before the children with visual impairments begin the process of playing music, they are introduced to musical notation with the aim that they can not only play music but can also write in a notation known as Braille notation.

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	x	y	z					
q	l	e	n	e			s	w	
.	:	:	?	!	()	=	*	v	
.	:	:	mk wter sua	ó	mk lshy	mk wtdh lshy	mk ksh spwy		
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Figure 1. Braille

(Source:

http://www.braille.pl/sites/default/files/alfabet_pdf.jpg, accessed April, 8th 2021)

Forms of Braille Notation

Writing music notation for visually impaired people has differences from writing music notation in general. SLB N 1 Denpasar introduces and applies a method of writing notation for the visually impaired known as braille notation. Braille notation itself is an adaptation of the Braille alphabet. In Braille notation, the 'do' scale starts with the letter 'd' in the Braille alphabet. In knowing Braille notation, the first and most important thing to know is the Braille alphabet as a letter used for people with visual impairments.

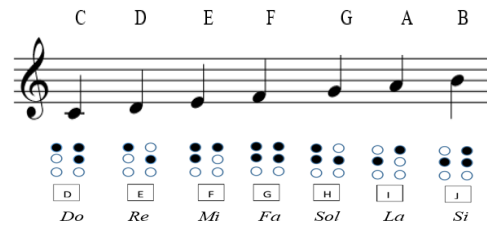


Figure 2.

Musical notation scales and Braille notation.

(Doc. Maria Regina, April, 28th 2021)

In musical notation, the continuity of the scales starts from C – D – E – F – G - A - B, while the writing of the scales in Braille notation starts from D – E - F - G - H - I-J, which is found in Braille.

Notation Values in Braille

In Braille notation, to know the value of the notation there is a sign that symbolizes the value of each beat of the notation, as well as a sign (.) which serves to add a beat value to the note located in front of it. The notation values in Braille writing all start from 'do' = D (Braille letters) and add a sign in each notation rate as follows:

1. Musical note 1/2: point 3

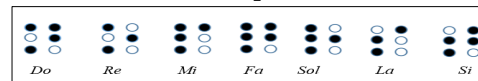


Figure 3.

Notation Value 1/2

(Doc. Maria Regina, April, 28th 2021)

2. Musical Note 1/4: point 6

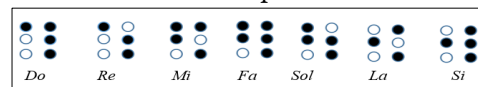


Figure 4.

Notation Value $\frac{1}{4}$

(Doc. Maria Regina, April, 28th 2021)

3. Musical Note 1/8: no extra point.

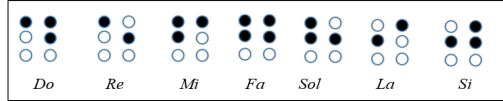


Figure 5.

Notation Value $\frac{1}{8}$

(Doc. Maria Regina, April, 28th 2021)

4. Full Musical Note and 1/16: points 3 and 6 (full notes have spaces which means they stand alone).

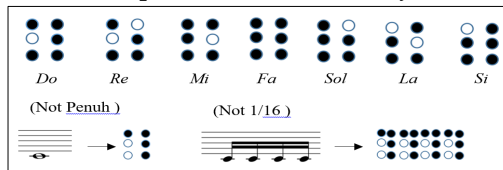


Figure 6.

Notation Values $\frac{1}{16}$

(Doc. Maria Regina, April, 28th 2021)

In writing Braille notation there is a break and also a dot (.) which serves to add $\frac{1}{2}$ the value of the notation value located in front of it. In Braille notation, the break is adjusted to the value of each note. Here are the break values in Braille notation:

1. Full Musical Note or $\frac{1}{16}$: points 1, 3, 4
2. Musical Note $\frac{1}{2}$: points 1, 3, 6
3. Musical Note $\frac{1}{4}$: points 1, 2, 3, 6
4. Musical Note $\frac{1}{8}$: points 1, 4, 3, 6
5. Dot (.): point 3 stands alone

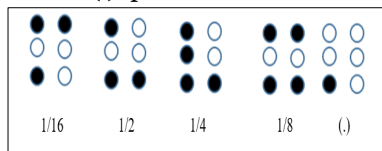


Figure 7.

Break Sign in Braille Notation

(Doc. Maria Regina, April, 28th 2021)

Birama Sign in Braille

A *birama* sign is a symbol that appears at the beginning of a musical composition or musical writing. The function of the *birama* sign is to indicate the number and unit of beats each time, there is a barrier from one *birama* to another called the *birama* line (Mudjilah, 2010: 10). Line-length Braille notation is indicated by 1 square space, which is found on the Reglet board. For a *birama*

sign or called a measure in Braille notation will be written directly in the same title as the writing of the measure in numeric notation. The measuring mark in Braille is written with the beginning of a numeral sign. In Braille, the number 1 is the letter A, as well as the next number following the order of the Braille letters in alphabetical order.

1. Numeral sign: points 3, 4, 5, and 6
2. Measure marks: in writing the measure in Braille notation must begin with a numeral sign, then write the measure to be used.
3. For writing per (/) in Braille the writing order goes down. Here are some examples of writing measures in Braille notation: measure $\frac{4}{4}$

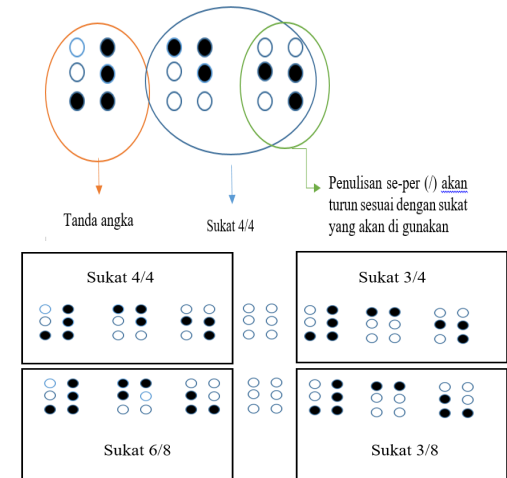


Figure 8

Numerals and Measures in Braille Notation

(Doc. Maria Regina, April, 28th 2021)

Then in writing the double *birama* line, which serves as a closing in the song is marked with dots 1, 2, and 6 letter K in Braille.

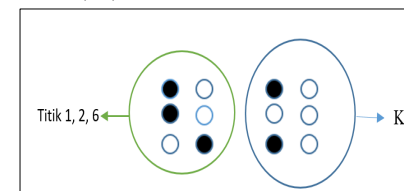


Figure 9

Double

Line or Close in *Birama* in Braille Notation

(Doc. Maria Regina, April, 28th 2021)

Octaves (dot on the high and low notation) in Braille Notation

The high and low notes in numeral notation are usually indicated by a dot above the notation indicating the note sung in a higher octave, and a

dot below the notation indicating the note sung lower than the previous octave. In Braille notation, the octave or mark that indicates the high and low of a note is written at the beginning of the notation. Here are the signs of the high and low of a note in Braille notation:

1. Octaves 1 (C4): point 5
2. Octaves 2 (C5): points 4 and 6
3. Little Octaves (C3): points 4, 5, and 6

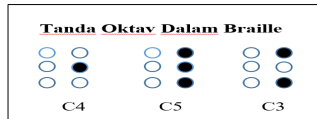


Figure 10.
Octave Sign in Braille Notation
(Doc. Maria Regina, April, 28th 2021)

Accidental Signs and Dynamics

Accidental signs and dynamics is important musical elements in music, *accidental* signs such as:

1. *Kres*/sharp has the function to increase 1/2 tone.
2. *Mol*/flat has the function to decrease 1/2 tone.
3. Double *kres* have the function to increase the original tone by as much as 2 semitones.
4. Double *mol* has the function to decrease the original tone by as much as 2 semitones.
5. *Pugar*/natural has the function to return the tone to the original tone.

Dynamic signs in music are used as a description of feelings, atmosphere, and loudness levels in music, is it sad, happy, flat, or aggressive, (Darmojuwono, Kusumaningtyas, 2019: 275). In the introduction of *kres* and *mol* tones in Braille notation, written in the title as well as written in numeral notation. So that in writing the notation is more to the tone that are not difficult to reach writing, but for children with visual impairments still introduced the theory of accidental signs on the tones affected by the sign of *kres* and *mol*. Dynamic signs such as *leggato*, *p* (piano), *f* (forte), *cresc* (crescendo), *mf* (mezzo-forte), and so on in music. In Braille notation, the sign of dynamics cannot be written.

Here is one of the national songs transcribed in the form of Braille notation as well as a scheme in writing Braille notation as an overview of the overall form of Braille notation for a song.

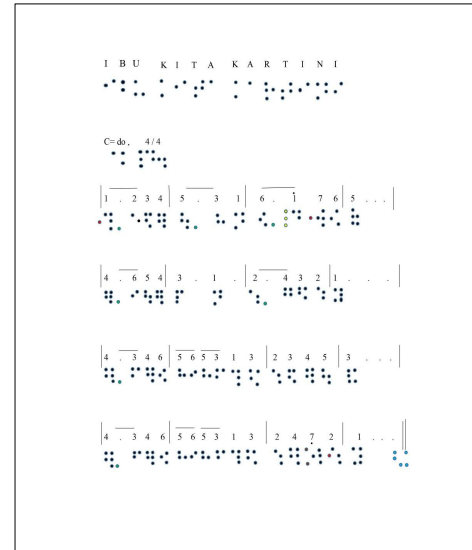


Figure 11.
Numeral Notation and Braille of 'Ibu Kita Kartini' song
(Doc. Maria Regina, July, 8th 2021)

Stages in Playing Music for the Visually Impaired SLB N 1 Denpasar

Through the stages mentioned earlier to train and apply music to children with visual impairments in SLBN 1 Denpasar begins with several stages as follows:

Writing Stage,

Children with visual impairments must be familiar with Braille writing, in order to make it easier for them to learn a braille notation. Notation is the basis of music which is one of the ways in which they make music in the form of writing, is it in the notation of numbers or blocks that normal people generally use, and Braille notation for children with visual impairments, which has been explained in the methods section of music for the children with visual impairments in SLB N 1 Denpasar.

Listening Stage,

Sensory aids owned by people with visual impairment are the sense of hearing. This stage is very important to train the sense of hearing so that they are used to knowing and understanding music, which in musical terms is called solfeggio exercise. (Salafiyah & Farhana, 2019) stated that practicing listening to musical notation is one of the processes of forming all aspects and elements of musicality's sense in a person. Therefore, children with visual

impairments are able to know the pitch or rhythmic accuracy, or the elements contained in a piece of music, before they write it into Braille notation.

Heed Stage,

This stage is the stage for children with visual impairment to digest the results of the process of musical methods. All the results that have been learned, listened to, and digested carefully can help them to pour the results of the understanding that they have been able to into music.

After these stages are applied in the method of music for children with visual impairments, then they are introduced to musical instruments that will help them in playing music. With the introduction of each instrument in music, they will choose the type of music they are interested in continuing to learn and practice so that they can play their favorite instrument. To play the ensemble, the visually impaired person must understand and be able to play each instrument which is the expertise of each child with visual impairments.

The Role of Ensemble Music for the Visually Impaired Children in SLB N 1 Denpasar

The results of the research found that art can balance knowledge and creativity so that music becomes one of the arts that have an important role to hone the potential of the visual impairments children. On the other hand, the role of music in every visual impairments individual can help in the character development of children with visual impairments such as; a sense of discipline, responsibility, and self-confidence so that they can change the view of the general public who still think badly of children with visual impairments. Another role of music is that it can be useful to announce the name of the region, with various achievements from many music events attended by visually impaired people. One of the alumni of SLB N 1 Denpasar who is also one of the ISI Denpasar music scholars is a visual impairments man who managed to make the name of Bali province proud in the FLS2N Drum competition at the national level and won 1st place at the national level.

Ensemble music itself is a way for children with visual impairments to establish collaboration and social interaction. Playing music in the form of an ensemble can be a medium to create cooperation and social interaction because this activity requires communication, cooperation, emotional and ego control, and openness in playing music. These

results teach the visual impairments children to train in living side by side and help each other. Hope given knowledge and training about ensemble music in the form of combo band for them is that they know how to play music not only play in the form of solo well, but they can also put their position in a musical game in the form of an ensemble. All of them are trained in order to help them in playing music, not only playing music in the form of an ensemble with the environment of fellow visually impaired people but also can play music with normal people in general.

The Impact of Music Ensemble Combo Band for the Visually Impaired in SLB N 1 Denpasar.

From the whole process of music given to children with visual impairments in SLB N 1 Denpasar certainly has a positive impact. Not only from children with visual impairment but from others who also feel the impact of music on the visually impaired children.

Students with Visual Impairment

Changes in the way visual impairments people in playing music: at first they only hear and do not know the theory, how to read notation, listen to music, and translate in writing. Another impact that music gives from the results of the music training they learn has an impact on their future. Music is not only good for the psychological impact of children with visual impairment but can be a source of work that helps in their livelihood in the future.

The Extraordinary School (SLB) N 1 Denpasar

The role of the teachers and schools is to provide knowledge about music because the basis of them is just a good hearing and feeling the impact in the way they play is of course also different from visual impairments people who know the theory in music. So the school continues to strive to improve the achievements of children with visual impairments in the field of music.

The impact of the musical process of children with visual impairments in SLB N 1 Denpasar on schools is that schools are better known to the public with many achievements made by children with visual impairments. In addition, SLB N 1 Denpasar can be known as a school with schools that release the graduates with visual impairments that are useful both in individual life, family, and community.

Alumni of Students with Visual Impairment SLB N 1 Denpasar

The impact that is given to the visual impairments alumni who are struggling in the field of music is that it can help them in their current lives by filling some of their needs in work. Some current alumni have opened music courses, played music in a restaurant, and others. Through music, they get income for their needs.

Parents/Trustees of Students with Visual Impairment in SLB N 1 Denpasar

The impact, from a parent's point of view, is that music can be a way for their children to help them in their lives so that their children can become useful individuals and become self-responsible individuals later in life.

The Community

The impact given from the point of view of society is that through music, children with visual impairments can create a work that can help the community to open their minds more about the bad views of children who experience deficiencies such as children with visual impairments.

Comparison Of Teaching Years 2015-2020 (Before and After Covid-19)

In this study, the researchers used a comparison of years in the last five years taken from 2015-2020. In that year, of course, there are several processes of teaching and training that have a difference as time continues to grow. The differences that researchers used to study were in the form of teaching and training music for children with visual impairments in SLB N 1 Denpasar seen before the impact of Covid-19 and after the impact of Covid-19.

In 2015-2019 (Before the Impact of Covid-19).

This year, the interest of visual impairments children in music is very good and their ability to play music is very good. This is evidenced by the existence of students with visual impairments in participating in various musical performances, as well as the achievements they get in playing music. So that in this academic year a lot of the impact of music is felt both by the students and the school, because of the many musical activities they follow.

In terms of teaching, the period of 2015-2019 is still going well. For the division of material and

practice the percentage of about 30% theory and 70% practice. All rules in music training have been prepared in a lesson plan (RPP) listed in the attachment to the lesson plan.

In 2019-2020 (After Being Affected by Covid-19).

In this year's term, the form of teaching music is different from the previous years. All forms of teaching are done online so the process of teaching and training music can not run well. Due to the impact of Covid-19 students are not allowed to do the face-to-face learning process, so the students with visual impairments can only learn music that focuses on providing music theory, with a percentage of 60% theory, 40% practice carried out online which is estimated to begin in March 2020.

Although the music activities in SLB N 1 Denpasar are carried out online, it does not rule out the possibility for children with visual impairments to continue to develop their talents. The development of technology has developed into a helper for them in learning as well as developing their talents. With the implementation of online activities, due to the covid-19 situation, SLB N 1 Denpasar also continues to follow some music activities carried out online. There are several competitions followed by several students with visual impairments that are carried out both directly and virtually this year.

For this year, SLB N 1 Denpasar also continues to participate in music competitions such as FLS2N for children with special needs (ABK) which was held in 2021. To prepare for the competition, children with visual impairments who became delegation participated in the competition were trained by music teachers at SLB N 1 Denpasar. The entire exercise process carried out continues to implement health protocols and also the regulation of exercise hours which is also limited to anticipate the impact of Covid-19 which is still there.

From the results of interviews of researchers to resource persons, Dewa Sujana, S.Pd.,M.Pd as a music teacher at SLB N 1 Denpasar stated that the ability of children with visual impairments in playing music in recent years is reduced due to changes in the system. At first, SLB N 1 Denpasar only accepted students with visual impairment, but in recent years SLB N 1 Denpasar has also accepted other disabled people. This makes it increasingly difficult to classify their talents because each type of disability has its deficiency and the advantages for

each student. As a result of mixing students with visual impairments with other disabilities students, the visual impairments students are slightly disturbed in the process of practicing music. Coupled with the impact of Covid-19, the effect can be felt globally were all direct activities such as; education, work, and others have decreased.

CONCLUSION

From the results of research that researchers conducted in SLB N 1 Denpasar with the title "Ensemble Music Combo Band for the Visually Impaired Person at The Extraordinary School (Sekolah Luar Biasa/SLB) Negeri 1 Dauh Puri Klod, Denpasar Barat". So from the results of this research, it can be concluded that:

1. Ensemble music is a medium that can help children with visual impairments develop themselves.
2. Can give encouragement to them to express themselves, establish a collaboration, and have good communication.
3. In ensemble music activities combo band will be maximized if the exercise is taken gradually because people with visual impairments only rely on feeling and memory in their playing music.
4. The visually impaired people can also read a script known as Braille. Not only read the common writing in Braille, but they can also read the musical notation that they use as a tool to help them write down music that is difficult for them to remember, known as braille notation.
5. SLB N 1 Denpasar provides a place to educate and train visually impaired students to get all of these things.
6. Through music, the visually impaired can bring the name of Bali with various music competitions that are often followed and also gained many achievements as the delegation of the province in various national competitions.
7. Music becomes one of the benefits for them as one of their crutches by making music as a job they can do in order to fulfill their lives.

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