



The Utilization Of Hard Waste As Percussion Learning Media In The Performing Arts Education Study Program Sultan Ageng Tirtayasa University

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Abstract

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This research aims to develop learning media by utilizing hard waste as a percussion tool. The use of learning media at the university level is very important in the learning process. Learning media is useful as a tool for students in undergoing the teaching and learning process of Percussion Courses. This research uses qualitative analysis methods. The qualitative analysis research method is a research method used to collect, sort, classify, synthesize, make an overview, and create indices. The target of this research is the use of hard waste as the percussion learning media in the Performing Arts Education Study Program of Sultan Ageng Tirtayasa University. This research was carried out on the basis of environmental concerns which were applied by recycling hard waste into percussion instruments. Percussion using hard waste which can be called Trash Percussion is an interesting and all-encompassing form of percussion that has been designed in the hope that everything that is no longer useful can still be used as a recycled musical instrument. The result of this study is that the application of waste percussion is tested on selected students, who contract the Percussion Course to find out its effectiveness as a percussion learning media. Firstly, at this stage, students are introduced to several waste percussion tools used, including 1) waste percussion using lapsed *jirigen*, 2) waste percussion using lapsed kitchen utensils, and 3) waste percussion using lapsed cans. The second stage is to introduce various rudiments, and the third stage is to introduce sound colors in order to increase the appreciation and creation of students in Percussion Courses at the Performing Arts Education Study Program at Sultan Ageng Tirtayasa University.

INTRODUCTION

In everyday life, it is often seen what is called waste. Even without realizing it, every day humans are the largest producers of waste. Then are humans aware of the dangers of waste accumulation? Disasters can come due to waste accumulation.

Until now, waste is still a serious problem in various major cities in Indonesia. The city's existing waste handling system still relies on landfills, like landfills, ranging from household to industrial levels. Problems in handling municipal waste, in addition to the limited space for landfills, also the problem of air pollution from the unpleasant smell of waste and the non-optimal use of organic and non-organic waste into something that has positive value both in terms of economy and environment (Putri, 2020).

These kinds of organisms that exist in nature always produce waste materials, because no conversion process has 100% efficiency. Most of the waste material produced by organisms that exist in this nature is organic (it has CHO bonds, parts of the body of living beings). Waste that comes from human activities can be organic or inorganic. Based on a review of the interests of environmental sustainability, organic waste is not so problematic because it can easily be overhauled by microbes into materials that are easily reunited with nature. In contrast, inorganic waste is difficult to spear (Masand et al., 2021).

The function of waste is not only used for craft making, waste can also be used as a musical instrument such as a percussion instrument. Humans as perfect beings are given minds and wisdom compared to other beings. Humans always try to seek self-satisfaction and are always creative in processing all that God gives into favors for himself. Something that was not formed at first and then given a form (Ps, 2008). The form of the creation includes art.

The waste media used as percussion tools include household appliances such as pots, pans, cups or glass, gallons of drinking water, to plastic buckets. Not only from household appliances but also from building materials such as used house paint cans, *paralon*, or drums of road asphalt lapsed. Basically, all objects can be used as unconventional percussion instruments.

The variety of percussion instrument types, on the one hand, gives rise to the many opportunities or possibilities that can be done to them. On the other hand, this diversity of instruments can be a problem when percussionists or composers do not have sufficient knowledge about them, including questions of a non musical nature.

The Percussion Course is one of the courses in the Performing Arts Education Study Program at Sultan Ageng Tirtayasa University. In this case, the Performing Arts Education Study Program as the only Art Education Study Program in Banten Province has the right to provide a number of facts about percussion issues that need to be known, ranging from the basics for choosing instruments, the effectiveness of exercises, special treatment of percussion instruments under certain conditions, as well as the habits and ways of working of percussion players.

Based on the brief presentation above, the teachers are expected to be able to continue to develop percussion learning media using simple (unconventional) percussion tools. In this case, teachers strive to maximize the hard waste available as percussion learning media. So that a result students have high techniques and are effective in the use of simple percussion tools from hard waste materials. For this reason, the research team submitted research with the title "The Utilization of Hard Waste as Percussion Learning Media in the Performing Arts Education Study Program Sultan Ageng Tirtayasa University."

METHOD

This research uses qualitative analysis methods. Qualitative analysis research methods are used as efforts made by researchers by working with data, organizing data, sorting into manageable units, synthesizing, searching, and finding patterns, finding what is important and what is learned, and deciding what can be described.

The steps for applying percussion learning media using hard waste are as follows; 1) Identification of hard waste utilization; 2) Application of hard waste as a percussion learning media; 3) Recognition of voice colors; 4) Introduction to music theory; 5) Analysis of increased appreciation and creation through learning hard waste percussion.

The evaluation stage is the final stage in the data analysis process. In this section, the researcher

expresses conclusions from the data that have been obtained (Rohidi, 2011). This activity is intended to search for the meaning of the collected data by searching for relationships, similarities, or differences. Drawing conclusions can be carried out by comparing the conformity of the statements of the subject of the study with the meaning contained in the basic concepts in the research.

The evaluation stage involves a review process from experts that aims to find out the effectiveness of the learning media that is being carried out. Focus Group Discussion is applied to find out the practicality of the media applied.

RESULTS AND DISCUSSION

The Percussion Course is one of the courses in the lecture curriculum at the Performing Arts Education Study Program, Sultan Ageng Tirtayasa University. This Percussion Course aims to enable students to understand the basic techniques of playing percussion instruments along with their elements and can develop aesthetic and artistic sensitivity, and critical, appreciative, and creative attitudes in each student as a whole.

The Performing Arts Education Study Program has three classrooms, namely the theory room, the glass room, and the music room. The theory room is a space that is used as a learning space for lecture materials that have nothing to do with practice. While the glass room and music room are spaces that can be used as theoretical and practical learning spaces. If the glass room is more often used for the learning of dance and theater arts, while the special music room is used as a learning room for western and traditional music arts.

Musical instruments owned by the Performing Arts Education Study Program include three sets of *Sundanese gamelan*, namely *laras pelog Sundanese gamelan*, *salendro*, and *madenda*. Then there are also three clavinas, *marawis* musical instruments, and *angklung* sets. Some of these musical instruments are intended as learning media for courses in the Performing Arts Education Study Program. However, there are still some courses whose learning media has not been properly facilitated, including Percussion Course.

As long as the percussion learning media cannot be facilitated, the learning of the Percussion Course in the Performing Arts Education Study Program can still take place properly. At the beginning of the lecture, the learning media still uses the drum pad that each student has. But the

media is felt to still have a deficiency, that students cannot use the drum pad freely, because they are glued to the sound produced. With the development of percussion learning media using waste, especially hard waste, percussion learning in the Performing Arts Education Study Program can still take place well and even become more varied.

Hard Waste Utilization

Creativity is an important ability to be possessed by a person. Many scientists raised the terminology of creativity and parsed it to be developed into a keyword for success in this modern era. Creativity as an idea must be transformed into reality, that is, transformed into innovation. Basically, humans have a way to make things, whether it's works of art, art products, strategies, practical ideas, and so on. Then, how the idea is born so that someone can innovate will be further implemented in the concept of creativity (An & Youn, 2018).

This research was carried out on the basis of environmental concerns which were applied by recycling hard waste into percussion instruments. Percussion using hard waste which can be called Trash Percussion is an interesting and all-encompassing form of percussion that has been designed in the hope that everything that is no longer useful can still be used as a recycled musical instrument. In addition to departing from environmental concerns, researchers use the philosophy that waste percussion is a combination of sound and silence and is encouraged by the belief that everyone can play music as simple as that.

In producing the color of the sound in the percussion tools, the researchers entrusted the selection of hard waste materials to be used, including the beater. The desired sound impression must be able to appear accurately in the material used (using terms such as dark, light, sharp, warm, and others). Basically, determining the desired sound is not so easy. It takes a good listening sensitivity. Moreover, to make the hard waste become like a conventional percussion tool, consultation with percussionists who have been exploring the world of percussion for quite a long time is needed. The results of consultations and experiments on making hard waste percussion tools, produced several tools as shown below.



Figure 1. Waste Percussions with Lapsed Cans Material

(Source: Septiyan, January, 3rd 2022)

The selection of canned waste as a percussion tool is because the can is a steel sheet wrapped in a tin made of aluminum. Canned waste is classified as having a sharp sound color if played using wooden batting tools, which can replace the sound color owned by the snare drum.

However, the color of the sound will be different if the batting tools are replaced with wooden batting tools whose tip is rubberized, the canned waste will tend to produce a sound color with a soft frequency. If assumed into conventional percussion tools, the color of the sound is like a drum tom on a drumset or a quad tom on a marching band device of various sizes. Different hard waste used will be different colors of the sound produced. In fulfilling the completeness of the desired sound color, the researchers also made a waste percussion tool that has a softer sound character than canned waste material.



Figure 2. Waste Percussion with Plastic *Jirigen* Material

Plastic *jirigen* is the next hard waste made by the researchers as a percussion tool that produces sound colors such as floor drums or bass drums, with a fairly low-frequency level compared to hard waste made from steel and aluminum. Plastic *jirigen* has a large enough space and can store the rest of the sound from the blows being beaten into the *jirigen* skin, resulting in a fairly good low frequency, and is also supported by a wooden batting tool with a rubber-wrapped tip. The larger the *jirigen* used, the lower the sound produced.

It can be noticed that the sound is a longitudinal wave. Sounds have a pitch whose high and low are determined directly by the frequency of the sound. The sharp sounds have a high frequency (Parra et al., 2018). Frequency is the disposition of a wave determined by its wave source. But if you look further, the tone of a sound source also depends on the movement of the source and the listener (Kustaman, 2017).

If grouped, this hard waste percussion is classified as Unconventional Percussion, because it produces some new *timbre* or new tuning as its musical material (Setyawan, 2019; Widhyatama, 2012). The creation of waste percussion encourages educators and learners to think about and discover new sounds or sounds that resemble them until they become new creations.

Kitchen appliance waste in this case is used as a fill-in session. With various sizes of kitchen equipment waste, the *timbre* that is produced is increasingly diverse and makes fill-in more variative. Kitchen equipment waste is generally made of aluminum which has a sharp *timbre* and high frequency. Fill-in itself is an improvised phrase that is played during a part where nothing else happens in the music. Fill-in can vary according to style, length, and dynamics, although most fills are simple in structure and short in duration.

Application Of Hard Waste As A Percussion Learning Media

The skill of music educators in teaching should not first be based on their musical skills as instrumentalists, but on whether the educator has a commitment to music as a product of science itself. Remembering that the job of an educator is not solely to transfer skills, but rather an insightful being to lead students to recognize the fundamental elements of music as one of the doors to character education (Winangsit & Sinaga, 2020). Therefore, the researchers who are also the lecturers of the Percussion Course, develop more varied percussion learning media.

The application of waste percussion is tested on selected students, who contract the Percussion Course to find out their effectiveness as a percussion learning media. At this stage, students are introduced to several waste percussion tools used, including 1) waste percussion using lapsed *jirigen*, 2) waste percussion using lapsed kitchen utensils, and 3) waste percussion using lapsed cans.

A basic introduction to 1) sound color, 2) music theory, 3) how to arrange an effective tool, and 4) how to play these waste percussion tools both individually and in groups. The method of delivery is carried out by the method of lectures and demonstrations. Then the implementation of practical training is carried out for 8 meetings with a delivery model through clinical workshops.

Timbre Recognition

The stages of introducing timbre to students are through three stages called the music trilogy, namely hearing, hearing, and listening. In the hearing session, students are invited to capture what is heard, remember what is heard, and respond to what is heard. The object being heard was the various types of waste percussion tools that were already available. 'Capturing' is related to the ability to hear. 'Remembering' relates to the quality of the ears that are different from one another. As well as 'responding' is about how the ear responds in a clear manner to all the sounds of the available waste percussion tools.

The next stage is a listening session, this stage is automatic. Hearing is passive. But the hearing has a low level because it does not require concentration. At this stage, the students are given the freedom to hear anything that can be heard

related to the timbre recognition of the loud waste percussion tools. Then the final stage of the introduction of musical colors is the listening session. In the listening session, all invention, power, and effort are taken in a way that is not easy. Listening is one of the active abilities of the ear which is complete with the technical work of the ear followed by nerves and brain. So, when students are told to listen, it means that there is no reason for students not to be able to understand timbre of the waste percussion tools that have been provided.

Enhancement Of Appreciation And Creation Through Waste Percussion

Percussion games using conventional tools such as hard waste certainly attract students' learning interest. Many people, including children and teenagers, consider that learning music is difficult, must master block notation, must have a strong musical spirit, and other problems related to the layman's understanding of good and correct music learning.

Findings in the field related to increasing the appreciation and creation of students in the Performing Arts Education Study Program in learning music by playing percussion using hard waste or unconventional tools gave positive results. This is shown by the students' enthusiasm and spirit of learning. After the students have tried the tools provided, the next step is that the students are introduced to the stages of composing percussion music through several videos and demonstrations given by the research team.

The development of the students' appreciation and creation can be seen in their work which is presented alternately from several groups that were selected as samples. However, it is known that some of Sendratasik's students have not been able to perform percussion techniques optimally and correctly. Because not all of them contract Percussion Course have a musical background.

In working through the waste percussion media, the students have bright ideas for creating simple patterns of percussion that have never been realized before. The maximum ability of students to create rhythmic patterns can determine the level of quality of the percussion game that is being shown. A percussion music composition will be presented according to the concept, one of which relates to the ripeness of the basic percussion technique. It can be concluded that the benefits of interesting, new, and

simple learning media can increase the students' interest in learning.

CONCLUSION

Based on the description of the results and data analysis obtained during the research, the conclusions can be drawn related to the use of hard waste as a percussion learning media in the Sendratasik Education Study Program of Sultan Ageng Tirtayasa University, as follows.

In general, learning media innovations made by educators aim to cultivate aesthetic and artistic sense sensitivity, critical, appreciative, and creative attitudes in students. The innovation of the learning model used is by utilizing hard waste as a learning medium for the Percussion Course.

The factors behind the problems of the learning process of the Percussion Course in the Sendratasik Education Study Program include the lack of understanding of students with percussion theory. The lack of understanding of students towards percussion theory is due to the absence of appropriate learning media to attract interest in learning. There are no qualified learning facilities for the percussion teaching and learning process in the classroom.

In the process of increasing the students' appreciation and creation of the Performing Arts Education Study Program in percussion learning, one of the activities is introducing Waste Percussion as a type of unconventional percussion that was previously rarely found. Research on the use of hard waste as a percussion learning model is carried out in 2 stages, including 1) recognition of timbre; and 2) the introduction of music theory. The results of the final stage after the introduction of waste percussion are that the students show an increase in students understanding of the aspects of appreciation and creation in percussion courses.

Based on the results of this explanation, it can be concluded that the use of hard waste as a percussion learning medium can increase the students' appreciation and creation in Percussion Course at the Performing Arts Education Study Program at Sultan Ageng Tirtayasa University.

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