



Choir Learning Through Online Demonstration Method For Students Of SMK Negeri 2 Kasihan Bantul Yogyakarta

Hafid Zuhdan Bahtiar¹

Universitas Negeri Semarang, Indonesia

Dila Indah Tawakhalni

Universitas Negeri Semarang, Indonesia

Abstract

Article Info

Submitted: May, 2022

Revised: May, 2022

Accepted: June, 2022

Keywords:

Online Learning, Choir,
Demonstration Method

During the Covid-19 pandemic, the choral learning at SMK Negeri 2 Kasihan, which was initially carried out with face-to-face learning using the drill and demonstration method, was shifted to online learning using the demonstration method. This research was conducted to find out, analyze and describe the implementation of online choir learning with the demonstration method at SMK Negeri 2 Kasihan. This study used a qualitative descriptive research method with a pedagogical approach. The sources of research data were obtained from the stages of observation, interviews, and documentation. The data analysis techniques used are data reduction techniques (data reduction), data presentation (data display), and data verification or drawing conclusions. The data validity technique used is technical triangulation, source triangulation, and time triangulation. The location of research was carried out at SMK Negeri 2 Kasihan in Bantul located at Jl. PG. Madukismo, Jomogatan, Ngestiharjo, Kasihan Sub-District, Bantul Regency, Special Region of Yogyakarta (DIY). The results show that the process of implementing choir learning was carried out using 3 (three) learning applications, namely the Google Classroom application as a medium for delivering material in the form of theory, Google Meet and Zoom Meeting as a medium for remote meetings via video conference.

INTRODUCTION

In 2019, specifically in December, the world was shocked because of the appearance of the virus Covid-19 which bring a huge impact on the human life arrangement in the whole world. Finally, world education looks for solutions to face this pandemic, which is to make a learning method transition so that the process of education can be done from an offline learning system changed to an online learning system. The Minister of Education and Culture, Nadiem Anwar Makarim, also says "the principle which issues the education policy in the Pandemic Covid-19 time is through prioritizing the health and safety of students, educators, teachers, family, and society." He even mentions that in the pandemic Covid-19 condition, it is impossible if teaching and learning activities are held normally so there are hundreds of thousand schools closed, about 68 million students doing study activities from home, and about four million teachers doing teaching activities remotely for restricting the spread of Covid-19 (Kusumo, 2021).

The vocational schools are very affected by this event. For vocational schools generally, the pandemic hinders the practice learning process. However, giving up is not the right way to this problem. The challenge for SMK Negeri 2 Kasihan in Bantul as a music vocational school is doing music learning theoretically and practically because they need exercises as processes to sharpen the students' skills. The learning method with the online system is a learning system in which the implementation process is not conducted face to face but conducted by using an internet network. The teachers in schools must be more creative by using online media and they must ensure that the study processes of their students run well. It means that schools must hold the learning revolution and the teacher competencies. This case becomes a not easy challenge which is passed by teachers teaching lessons in the practice learning field, especially for vocational schools.

Learning music is an appreciation process that is long, regular, and disciplined. In addition, it passes some stages. Music is not only expression and entertainment media but also educational media, inspiration sources, and even professions (Purnomo, 2018). N. Simanungkalit in the book entitled "*Teknik Vokal – Paduan Suara*" explains that

vocal is a part of a piece of music that comes from the human voice which the implementation can be played by a singer or a group of people (Simanungkalit, 2013). If it is sung individually, it is called solo or single. In addition, if it is sung as a group, it is called a common voice (*samen zingen*). If this common voice is sung with harmony and voice color types (*timbre*) such as soprano, mezzo-soprano, alto, contralto, tenor, baritone, and bass, it is called choir (*chorus*).

The choir is one of the main lessons in which the learning implementation process has already been set in the learning curriculum at SMK Negeri 2 Kasihan in Bantul which is a music vocational high school. A curriculum is a learning device and an educational program given by an educational organizing institution containing a lesson design that will be given to students in a period of an education level. Meanwhile, for music vocational schools, the curriculum which is used in the learning implementation is the curriculum in general and music fields. Although the learning implementation in the pandemic era is very different, SMK Negeri 2 Kasihan tries to always give the optimal accompaniment for their students. Choir learning in class X this year still runs well by using the online demonstration learning method. Class X is taught by two teachers who teach in six classes and each class consists of 30 students.

The researchers are interested to know more about the choir learning process at SMK Negeri 2 Kasihan Bantul, especially for students in class X. This research focuses on class X as a research target because class X is a base stage for students to exercise choir in this school and to see how the adaptation strategy from the teachers so that they can distribute knowledge to students well. Based on the phenomena described above, this study aims to describe a choir learning method, specifically a choir learning method in the middle of the Covid-19 pandemic in class X of SMK Negeri 2 Kasihan in Bantul which is one of the conventional music formal educational institutions.

METHOD

The research method needed to gather data in examining this research is the descriptive qualitative method. Qualitative research according to Gunawan (2013) is a research type in which the

findings are not obtained through statistical procedures or other forms of calculation. Research using qualitative methods aims to understand researched objects deeply so the goal of this study is for knowing, analyzing, and describing the use of the demonstration method on online choir learning during the Covid-19 pandemic in SMK 2 Kasihan Bantul, Yogyakarta.

The approach used in this study is the pedagogical approach because the instrument of this research is a choir learning process for teachers and students. According to Prof. Dr. J. Hoogveld (Netherlands), pedagogy is "a science which studies the problem of guiding children towards a certain goal so that they can complete their life tasks later" (Uce, 2019).

The data collection conducted to get various information needed in this research is observation, Interviews, and documentation. The observation was done by the authors on Tuesday, March 30th, 2021 in SMK Negeri 2 Kasihan in Bantul to know the online teaching and learning process. The interviews were held on Tuesday on March 30th in 2021 in SMK Negeri 2 Kasihan Bantul with the informants, namely Agus Suranto as the headmaster and Anggun Febria Daruwati as one of the choir teachers in SMK Negeri 2 Kasihan Bantul. Taking documentation includes; 1) written data like the syllabus, the lesson plan, the teaching material, the official documents of the school, the data of students, the scores data of students; 2) taking photos by the authors for documenting the school, the learning room, etc ; 3) recording videos by the authors for documenting the online choir learning process conducted.

The data validity techniques of the qualitative research method according to Sugiyono (2017: 366) include the interval validity test (credibility), the external validity test (transferability), the reliability test (dependability), and the objectivity test (confirmability). The activities for analyzing the data are data reduction, data presentation, and concluding.

RESULTS AND DISCUSSION

SMK Negeri 2 Kasihan is a music vocational high school located in Yogyakarta. This school is often called with SMM Yogyakarta which stands for "Sekolah Menengah Musik". Besides that,

SMK Negeri 2 Kasihan in Bantul is also known as SMIND which stands for "Sekolah Musiknya Indonesia". The facilities of this school are good enough for doing online learning during a Covid-19 pandemic.

Online Choir Learning in SMK Negeri 2 Kasihan Bantul

Choir lesson learning in SMK Negeri 2 Kasihan during the Covid-19 pandemic was conducted online or virtual. Learning was held by using online learning applications namely Google Classroom and Google Meet. In the academic year 2021/2022, the choir lesson of class X (ten) in SMK Negeri 2 Kasihan has 6 classes. To ease the learning process, the teachers also have a virtual meeting conducted every 2 weeks through the Google Meet application. The online choir learning in class X (ten) of SMK Negeri 2 Kasihan Bantul was held by using the demonstration method. The demonstration method is a teaching method using the aid of visuals for clarifying a definition or it describes a process or a procedure of an object related to the theory given which is a choir learning material (Ramadhan, 2017).

The implementation stages of online choir learning using the demonstration method are as follows;

The opening Activity is stimulating the students' liveliness through the ways conducted by each teacher. It is through the different interaction patterns between Anggun F. D. and Maretha I. with the same purpose. The communication style used by Anggun F. D. is becoming a friend student. Greetings used to call student is " guys". The communication style used by Maretha I is becoming a strict teacher. When opening the lessons, the teachers wait and ensure that the students in the class they teach have joined Google Meet which is already provided. If there are students who pass a maximum time limit for joining Google Meet and still have not joined, the teachers will still start learning as a form of discipline. The time limit to wait is five minutes. The teachers open the lessons by saying hello and greeting the students and asking how they are. After that, the teachers point to the students randomly and ask them

questions about the materials which is already given last week.

The core activity in learning is a learning process for achieving basic competence. In the core activity, the teachers share a full musical score of the song Tanah Tumpah Darahku by C. Simanjuntak and start to explain the material. The full musical score of the song Tanah Tumpah Darahku has already been shared in Google Classroom before meeting in Google Meet. The teachers start to read the notation and sing the song for each voice type so that the students can understand how to sing the song Tanah Tumpah Darahku with their voice types. After the teachers give examples and explain how to sing the song material given, the teachers interact and keep the students' attention to stay focused by pointing them one by one to sing a part of the song according to the voice types which have already been determined. Before the lesson is over, the teachers allow the students to ask questions if there is materials or explanation which is not yet understood. After that, the teachers give assignments to the students for measuring the students' understanding level of the lesson with the deadline time which has already been determined.

The closing activity is an activity conducted to end the learning activity which can be carried out in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up (Yanti et al., 2020). The teachers take the attendance again at the end of the choir learning activity and make the data as the attendance data used for the meeting of that day. The teachers remind the students who have not done assignments and ask the students who are not present at the previous meeting. Then, the teachers allow the students for leaving the online meeting room in Google Meet to follow the next lessons.

Supporting and Inhibiting Factors in the Implementation Process of Online Choir Learning

Supporting factors in the online learning process are created because of the good collaboration between the elements involved in the learning implementation. They are the teachers, the guidance counselors, the students, the students' parents, and others. The support of the students'

parents in facilitating media which is needed by the students in learning like a handphone and data plans is the main point. Because of that, the teachers can be more focused to give learning materials and prepare creative and innovative learning which can be conducted in the middle of the Covid-19 pandemic.

Inhibiting factors in the learning process are the teachers and the students can't talk face to face and communicate directly so that there are difficulties for the teachers to recognize the character of students one by one, the students can't practice choir learning maximally, the absorption in learning of the students to the online choir learning theory is more low if it is compared with offline learning because the focus of students when they are in the moment of learning implementation is not easy to control like in the moment of offline learning, there is a big challenge for the school and the teachers for maintaining the graduate quality like the previous years, there is a limited communication room between the teachers and the students so that sometimes the teachers find difficulties to understand the students' reasons when occurring the learning obstacles, the students are easily bored and fed up for joining the online learning , and the teachers have difficulties to monitor and control the student in the moment of the learning implementation process.

CONCLUSION

Based on the results of the research and discussion about choir learning by using an online demonstration method for the students from class X (ten) of SMK Negeri 2 Kasihan Bantul, Yogyakarta, it is concluded that the application of the demonstration method in online choir learning in the middle of the Covid-19 situation is the solution used by teachers for facing up choir learning which is conducted virtually. The demonstration method is a relevant method used for online learning on the choir lessons in SMK Negeri 2 Kasihan because it is effective if it is implemented in virtual or online learning through meeting in Google Classroom and Google Meet. In addition, the learning processes of choir lessons have supporting and inhibiting factors that influence the implementation.

REFERENCE

- Gunawan, Iman. (2013). Kualitatif. Pendidikan, 143. http://fip.um.ac.id/wp-content/uploads/2015/12/3_Metpe-n-Kualitatif.pdf
- Kusumo, Rahajeng. 2021. "Menteri Nadiem Buka-Bukaan Soal Pendidikan Saat Pandemi Covid." *CNBC*.
- Purnomo, W. (2018). A Hingga K Tahap Dasar Mengaransemen Nyanyian Untuk Paduan Suara. *Lakon Jurnal Pengkajian & Penciptaan Wayang*. <https://jurnal.isi-ska.ac.id/index.php/lakon/article/view/2324>
- Ramadhan, N. (2017). The Implementation of Demonstration Method to Increase Students' Ability in Operating Multiple Numbers by using Concrete Object. *International Journal of Sciences: Basic and Applied Research*, 34 (April), 62–68.
- Setiawan, A., Sutarto, S., & Indrawati, I. (2021). Metode praktikum dalam pembelajaran pengantar fisika sma: studi pada konsep besaran dan satuan tahun ajaran 2012-2013. In *Jurnal Pembelajaran Fisika*. jurnal.unej.ac.id. <https://jurnal.unej.ac.id/index.php/JPF/article/download/23172/9320>
- Setyaningsih, L. N. U. R., Studi, P., Guru, P., Dasarr, S., Dasar, J. P., Keguruan, F., & Ilmu, D. A. N. (2019). Pengaruh Model Mind Mapping Terhadap Hasil Belajar Ips Kelas V Sdn 09 Pontianak Timur Artikel Penelitian Oleh: *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 8, 1–10. <http://jpdpb/article/view/33314>
- Simanungkalit, N. (2013). *Teknik Vokal Paduan Suara*. [books.google.com. https://books.google.com/books?hl=en&lr=&id=_19nDwAAQBAJ&oi=fnd&pg=PP1&dq=paduan+suara&ots=kELkzJCqhy&sig=u0HA-2Bsui580glv2UXbqP8cHok](https://books.google.com/books?hl=en&lr=&id=_19nDwAAQBAJ&oi=fnd&pg=PP1&dq=paduan+suara&ots=kELkzJCqhy&sig=u0HA-2Bsui580glv2UXbqP8cHok)
- Sugiyono. (2017). *Metode Penelitian Pendidikan* (24th ed.). Alfabeta. www.cvalfabeta.com
- Uce, L. (2019). *Kepada Orang Tua. Loeziana Uce Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah dan pendidikan anak-anaknya. kapanpun anak tersebut menjalani atau dan berkualitas. Salah satu upaya untuk mencapainya adalah dengan mendewasakan dirinya, seb. 54–67.*
- Yanti, M. T., Kuntarto, E., & Kurniawan, A. R. (2020). Pemanfaatan Portal Rumah Belajar Kemendikbud Sebagai Model Pembelajaran Daring Di Sekolah Dasar. *Adi Widya Jurnal Pendidikan Dasar*, 10(1), 61–68