



Implementation Of Problem Based Learning Method In Manual Harmony Course At The Music Education Study Program Of FSP ISI Yogyakarta

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Abstract

The materials of Manual Harmony course are a combination of harmony science class materials and basic piano practice class materials. The subject is aimed to train students to play four-part harmony on pianos and accompany a melody using the correct chords. Regarding the lectures, it is necessary to modify the teacher-centered to student-centered method to help students better understand the materials. It is also expected that the student-centered method will give the students opportunities to explore their skills and express their ideas during classes. The aim of this research was to improve students' skills in playing four-part harmony correctly, accompanying songs or melodies with correct chords, building problem solving as well as thinking skills in Harmony Manual class which will benefit them in the future. The researcher implemented qualitative method. The data were obtained from Manual Harmony class at the Undergraduate Program of Music Education FSP ISI Yogyakarta. They were taken from literary studies, observations, and interviews. The data were then analyzed through data reduction, data display, and conclusion drawing. The findings revealed that problem-based learning method was highly effective in teaching Manual Harmony subject.

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INTRODUCING

The course of Manual Harmony at the Undergraduate Program of Music Education of FSP ISI Yogyakarta aims to prepare students in accompanying musical performance. This course is a combination of harmony science theoretical class and basic piano practice class which have to work hand in hand to assure that students are able to understand and implement the learnt knowledge. The first thing to learn in Manual Harmony class is how to play the four-part harmony well. However, there have been several problems regarding the subject. First, it is difficult for some students to identify chord progression in musical notes and find appropriate chords. Second, students who are able to quickly identify chord progression find it difficult to find the key notes on a piano. Third, some students are slow to play melody on block chord using the right hand and play bass using the left hand.

In Manual Harmony class, students are required to read the given melody and find the four-part harmony correctly. In regards to the previously mentioned problems, there should be a clear elaboration on the causes as to find the proper solutions. The class is mainly taught using teacher-centered method. It is necessary to change the method to student-centered one so that students will be able to explore the materials more and express their ideas in class meetings.

The specific aim of this research was to improve students' skills in playing four-part harmony correctly, accompanying songs or melodies using the correct chords, and building problem solving and thinking skills in Manual Harmony class. Despite the fact that each student has different challenges, it is expected that they are

able to find the solutions and implement the knowledge later in the future.

Problem-based learning method is an approach making use of real-life problems as the learning context for students. Through the method, students learn how to think critically, solve problems, and understand the essence of a certain subject (Nafiah & Suyanto, 2014). PBL combines obtained knowledge with students' active participation and collaboration. It is started by analysing problems, identifying facts relevant to the problems, and solving the problems. The method encourages students to think critically and creatively throughout the process (Seibert, 2021).

Problem-based learning poses some strengths and weaknesses. The advantages are 1) Focusing on meanings, not facts (deep versus surface learning), 2) Encouraging students to initiate, 3) Developing skills and knowledge, 4) Developing interpersonal skills and group dynamic, 5) Instilling self-motivation, 6) Building a good relation between the students and the facilitators, 7) Improving teaching delivery (Amir, 2009). Meanwhile, the drawbacks of PBL are in regards to 1) students' individual achievement, 2) required implementation time, 3) changes on students' roles, 4) changes on teacher's roles, 5) proper problem formulation (Nurhadi, 2004). Further, compared to teacher-centered approach, PBL centers on solving real life problems to help build students' critical thinking, problem solving, and cognitive skills (Joshi, A., Desai, P., Tewari, 2020).

The main principle of PBL is that problems are the bases of learning process. Therefore, students are responsible for making decision in focusing on what happens and solving

problems. It encourages students to transfer and implement their knowledge in a new context (Graaf, D.E., Kolmos, A., 2003). Further, students are involved in solving real life problems so that their motivation and curiosity increases (Gunantara, Gd., Suarjana, Md., Riastini, 2014).

Harmony is a branch in music on composing notes and connecting chords to produce a beautiful musical composition (Banoe, 2003). It may also be defined as sound compositions, i.e., singing and musical composition in two or more tones played simultaneously. Technically, it includes the progressions, roles, and relations of a sound composition (Syafiq, 2003). Moreover, manual harmony is related to one's ability in applying harmony in playing a piano to accompany a song.

In regards to Manual Harmony course, students are expected to be able to find the most appropriate learning method. It is necessary that they actively and creatively solve problems discussed in the course.

METHOD

Other than implementing qualitative approach, the researcher also applied descriptive analysis technique to elaborate the data and circumstances in details to produce a coherent conclusion. It is also regarded as an artistic method as it has artistic nature. In addition, it may also be defined as interpretive method since it tries to interpret the obtained data (Sugiyono, 2014).

The object of the research was problem-based learning method implemented in Manual Harmony course at the Undergraduate Program of Music Education of FSP ISI Yogyakarta. Meanwhile, the research

subjects were students taking the course. Further, qualitative method was implemented to investigate the effectiveness of problem-based learning method. The data were obtained through 1) literature reviews: It was done by reading relevant books, journal articles, or other references at the library of ISI Yogyakarta and other libraries whether offline or online.; 2) field observations: In this research, the researcher observed the course as she also acted as the lecturer and it was done both through offline and online meetings.; 3) sample selection: Some students taking Manual Harmony class were chosen as the research samples; 4) interviews: It was done to obtain specific information. The researcher combined structured and unstructured questions to obtain systematic answers. The data analysis was done through: 1) data reduction: The researcher focused on significant data and sought their patterns and themes. The reduced data provided a clear view on implemented PBL method in the course. (Sugiyono, 2014); 2) data display: In this stage, the researcher found connection among the obtained data to organize and better understand them. The data were taken from video recordings, students' notes, and lecturer's notes.; 3) conclusion drawing: After the data were analyzed and systematically processed, the researcher then drew a conclusion. The conclusion was on the effectiveness of PBL method implementation in Manual Harmony course.

RESULT AND DISCUSSION

It was found that problem-based learning method help students solved problems in Manual Harmony course at the Undergraduate Program of Music Education. The method

encouraged students to identify and solve problems by making use of their individual skills. They were required to play four-part harmony well and accompany songs using appropriate chords.

The method was done in different stages. First, students analyzed the problems. Then, they identified relevant facts. Finally, they implemented the knowledge they learnt to solve the problems. The method encouraged the students to think critically and creatively throughout the process.

It was also revealed that the implementation of problem-based learning in Manual Harmony course offered these benefits: 1) Focusing on meanings, not facts (deep versus surface learning), 2) Encouraging students to initiate, 3) Developing skills and knowledge, 4) Developing interpersonal skills and group dynamic, 5) Instilling self-motivation, 6) Building a good relation between the students and the facilitators, 7) Improving teaching delivery.

In the first meeting, the students were taught about chord I and chord V in C Major. They were then asked to solve relevant problems in several steps. First, they identified chord I in C Major consisting of three notes, i.e., C – E – G. After that, they played the chord using a piano with both the right and the left hand. Second, they identified chord V in C Major consisting of G – B – D notes. Later, they played the chord on a piano. After identifying both chords, students were taught how to play block chord using the right hand and play the bass using the left hand. Third, students practiced identifying the melodies and chord progression. They were able to do this in different levels of achievement.

Here is how to identify chord I and V and the melodies in the first meeting:



Figure 1. Notation of chord I and V
(Source : Ramafisela, 2022)



Figure 2. Melodies of chord I and V
(Source: Ramafisela, 2022)

In the second meeting, students were taught the melodies of chord I and V in C Major. The students were more active and quicker in playing the block chord with the right hand and the bass with the left hand. It might be because they have solved similar problems in the first meeting.



Figure 3. Manual Harmony class
(Source: Ramafisela, 2022)

In the third meeting, students were taught chord I and IV and the melodies. At first, they tried to identify the chord progression and played the melodies. Some were still confused on how to play the block chord with the right hand and the bass with left hand.

They slowly managed to understand how to do it.



Figure 4. Manual Harmony class
(Source: Ramafisela, 2022)

In the fourth meeting, the lecturer taught chord I, IV, and V. The students were able to play the melodies with four-part harmony. They were able to do so as they had practiced how to solve the problems in the previous meetings. Here is the melodies and how to identify chord I, IV, and V:

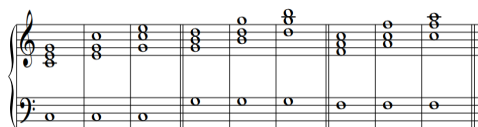


Figure 5. Notation of chord I, IV, and V
(Source: Ramafisela, 2022)

Problem-based learning method implemented in Manual Harmony course is very helpful in helping students solve problems. Specifically, the researcher applies 4 phases, i.e., planning, applying, observing, and reflecting. Based on interview and observation results, it is revealed that some students are able to think critically, identify problems and find the solutions through different ways which prove that they are able to effectively understand the given materials. Further, the implemented PBL method along with student-centered method help students improve their achievement in Manual Harmony class. Therefore, it is clear

that it is necessary to implement PBL method in Manual Harmony class to teach students how to play harmonious melodies and chords. It is in line with the aim of PBL method which is to help improve students' practical knowledge (Kushartanti, 2010).

CONCLUSION

To conclude, the implementation of problem-based learning method in Manual Harmony class is found to be highly effective. Students are able to analyze problems and find the solutions through many different ways depending on individual approaches. The researcher manages to conduct the study well and achieves the research goal. It is expected that through the implementation of PBL method, students are able to solve future problems appropriately and quickly in playing four-part harmony on a piano.

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