

Improved Motivation And Learning Using The Demonstration Method In Ansambel II

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Abstract. The learning of pianica musical instruments is commonly studied in foreign and domestic schools. However, in the Music Department, Faculty of Language and Arts University HKBP Nommensen, pianica musical instruments are re-studied by students referred to as the Pianika II Ensemble Course. Learning pianica music instruments can help students learn to know to read and written the notes, rhythms and melodies in notation. Learning the notes, rhythms and melodies are correlated with learning Music Theory and Solfegio. The obstacle faced by the lecturers to teach the Ensemble II of Pianika is that most students have low ability to read beam notation, rhythm, melody and the low motivation of students to learn Ansemlle II. This is due to the requirements for admission of new students not to be able to read beam notation. The number of students taking the Ansemlle II course is 56 students and only five students were able to read the beam notation from the Medan Music High School. This study discusses of the improvement of learning motivation using the demonstration method in the Pianika II Ensemble course. In the process of learning the demonstration method, the performance of lecturers is done as a planner, as a teacher, and as an evaluator. The steps for implementing the demonstration method carried out by the lecturer are: 1) Preparing the tools needed; 2) Explain to students what is planned and what will be done; 3) Demonstrate patterns of rhythm and melody of pianica songs to students slowly, as well as providing sufficient explanation; 4) Repeats step by step and explains the reasons for each step; 5) Assign students to do their own demonstration step by step and accompanied by an explanation. Methodology of this topic used qualitative research. The results obtained in this study are an increase in learning motivation using the demonstration method is an appropriate method applied in the learning process of the Pianika II Ensemble. Students are very interested and motivated to learn pianica music instruments. Increased motivation to learn by using the demonstration method has a positive impact on student success to obtain an A.

Keywords: Pianica, Students, Demonstration, Teacher, Evaluator.

1. Introduction

The learning of pianica musical instruments is commonly studied in foreign and domestic schools. However, in the Music Department, Faculty of Language and Arts University HKBP Nommensen, pianica musical instruments are re-studied by students referred to as the Pianika II Ensemble Course. Learning pianica music instruments can help students learn to know to read and written the notes, rhythms and melodies in notation. Learning the notes, rhythms and melodies are correlated with learning Music Theory and Solfegio.

The learning objectives of the Ensemble II courses are: 1) students learn to know pianica instruments; 2) students learn to play scales, rhythms and melodies; 3) students learn to play pianica music in groups. Lecture courses provide opportunities for students to improve their ability to play pianica instruments through practical experience in ensemble performances using pianica ensemble repertoires.

The obstacle faced by lecturers in teaching the Ensemble II is that most students have low ability to read beam notation, rhythm, melody and the low motivation of students to learn Ensemble II. This is due to the requirements for admission of new students in the Music Department not to be able to read beam notation. The number of students taking the Ensemble II course is 56 students. Of these, only five students were able to read the beam notation from the Music High School. To overcome this problem, in the Ensemble II course lecturer is able to divide students into two groups namely Group A and Group B. The goal is that in the learning process, lecturer can more easily interact with students and lecturer can increase student motivation to learn individually and in groups.

In the process of learning pianika, the method used by lecturer is the demonstration method. Demonstration method is a method of presenting lessons by demonstrating to students about a particular process, situation or object, whether actual or just an imitation. As a method of presentation, demonstration is inseparable from verbal explanation by the teacher/lecturer supporting (Sanjaya, 2013: 147-162). Demonstration method can present more concrete learning material. The lecturer directly demonstrated the learning process of pianica music instruments according to the course materials of Ensemble II.

In the demonstration method, the lecturer role is to present the lesson by demonstrating and showing students about a particular process, situation or object. Aqib and Ali (2018: 50-51) explain the role of educators as follows: as Planners, as Teachers, as Evaluators. The steps for applying the demonstration method are: 1) Prepare the tools needed; 2) The lecturer explains to students what is planned and what will be done; 3) The lecturer demonstrates to students slowly, and provides sufficient explanation; 4) The lecturer repeats step by step and explains the reasons for each step; 5) The lecturer assigns students to do their own demonstration step by step and be accompanied by an explanation.

Improving student learning motivation is done by supporting lecturer by using Maslow's motivation theory as follows: 1) meeting physiological needs; 2) fulfillment of security needs; 3) meeting the needs of affection; 4) fulfillment of self-esteem needs; and 5) fulfillment of self-actualization needs (Maslo in Kompri 2018: 237-240). In connection with increasing motivation to learn, lecturer also employ ways: 1) give enthusiasm or enthusiasm and enable students to remain interested in learning; 2) focusing students' attention on certain tasks related to the achievement of learning goals; 3) provide incentives in the form of praise and good numbers for their success; 4) direct student behavior to participate actively in the learning process, 5) provide realistic expectations, meaning lecturers are able to maintain realistic expectations and modify expectations that are less or unrealistic (Djamarah and Spiritual in Kompri, 2018: 243-244).

By increasing student learning motivation and using the demonstration method in the learning process of pianica, the lecture hopes that the student's learning outcomes will get maximum marks at the end of the semester. To obtain these expectations, every student must have a high

motivation to learn. If a student has high motivation, then generally able to achieve success in the process and output of learning. These guidelines are applied by lecturer to increase motivation and student learning outcomes in the Ensemble II course in the Music Department. Based on the description in the background above, researcher is interested in examining more in depth how an increase in learning motivation and the application of demonstration methods can improve the performance of lecturer in teaching the Ensemble II material so that students can get good grades at the end of the semester.

According to Mc. Donald (in Sardiman, 2017: 73-75), Motivation is a change in energy in a person which is characterized by the appearance of "feeling" and preceded by a response to the existence of goals. Khairani (2017: 175-176) explains motivation is an important part in every activity, including learning activities, without motivation there is no real activity. According to Walgito (in Khairani, 2017: 177), motivation has 3 aspects, namely (1) the state of being motivated in an organism, namely the readiness to move due to needs, for example physical needs due to environmental conditions, or mental states such as thinking and memory; (2) Behavior arising and directed because of this situation; and (3) the goals or objectives for the behavior.

Motivation is always related to needs. Related to the role of motivation in learning, Maslow's thinking about the Hierarchy Theory of Individual Needs can be applied in the learning process. According to Maslow (in Sudrajat and Kompri, 2018: 237-240) in the context of achieving the development of students, should be able to provide and meet the various needs of their students. These needs are as follows: 1) The physiological needs; 2) The Need for Safety; 3) The Needs of Affection or Acceptance; 4) The Need for Self-Esteem; 5) Fulfillment of Self Actualization Needs.

In learning there needs to be an activity, because in principle learning is doing, "learning by doing". Paul B. Diedrich (in Sardiman, 2017: 100-102) makes a list of student activities that can be classified as follows: Visual activities, Oral activities, Listening activities, Writing activities, Drawing activities, Motor activities, Mental activities, Emotional activities. During lectures in the Ensemble II, the student learning activities mentioned above are explained by supporting lecturers which are adapted to the application of demonstration methods in learning pianica music instruments.

In the Ensemble II learning, evaluations are carried out by lecturer throughout the learning process, from beginning to end on an ongoing basis. Thus, supporting lecturer can gradually assess the achievement of student skills in playing rhythm and song melodies demonstrated in class.

2. Research Methods

The method used by researcher is descriptive qualitative research. The location of the study was conducted at the Music Department Faculty of Languages and Arts, University HKBP Nommensen, Medan. The students in this study amounted to 56 students he researcher did not choose the sample because the researcher wanted to get the facts from the population.

Sources of data needed in this study are primary data and secondary data that are relevant in this study. Data collection methods used are literature study, observation, and documentation methods. Literature study was conducted to obtain concepts and theories relevant to this research topic. The observation method was carried out directly to see the learning process of the ensemble II in the Music Arts Study Program FBS-UHN. The documentation method is carried out to obtain data on student learning activities when doing training material that has been taught by lecturers as evidence of the learning process of the II Ensemble of Pianika in the 2018/2019 school year. The performance of lecturer lecturers in teaching the ensemble II material to students of the Music Arts Study Program at the Language and Arts Faculty of the University of HKBP Nommensen Medan was carried out using the demonstration method. Demonstration method is a method of presenting lessons by demonstrating and demonstrating to students / students about a particular process, situation or object, whether actual or just an imitation. Data analysis was performed using a narrative-qualitative analysis.

3. Results And Discussion

Performasi yang dilakukan dosen pengampu dalam penerapan demonstrasi, yaitu dosen pengampu sebagai perencana, sebagai pengajar, dan sebagai evaluator (Aqib dan Ali, 2018: 50-51). Sebelum mulai perkuliahan, dosen pengampu sebagai pengajar dan perencana sudah melakukan perencanaan awal yaitu merancang Rencana Pembelajaran Semester (RPS) untuk mata kuliah Ansambel II Pianika. Pada awal perkuliahan dimulai, dosen pengampu membangkitkan motivasi dan minat mahasiswa untuk belajar pianika. Dosen pengampu menjelaskan aspek kognitif dari pembelajaran Ansambel II yaitu meliputi tujuan-tujuan yang berhubungan dengan pengetahuan berpikir tentang teori musik. Mahasiswa dibekali untuk berpikir dan memecahkan masalah yang akan dihadapi dalam pembelajaran ritem dan melodi lagu dengan menggunakan akal dan keterampilan mental.

Performances made by lecturer in the application of demonstrations, namely lecturer as planners, as instructors, and as evaluators (Aqib and Ali, 2018: 50-51). Before starting lectures, lecturers as instructors and planners already did the initial planning, namely designing the Semester Learning Plan (RPS) for the Ensemble II courses. At the beginning of the lecture, the lecturer is able to arouse the motivation and interest of students to study pianica. The lecturer explained the cognitive aspects of the ensemble II learning, which includes goals related to the knowledge of thinking about music theory. Students are equipped to think and solve problems that will be encountered in rhythm learning and song melodies by using reason and mental skills.

The lecturer also explained the affective aspects, namely attitudes, values and culture. Students are equipped with an assessment of cultural attitudes in the classroom; psychomotor aspects which include goals related to manual and motor skills. In this case, students are equipped with the implementation of music theory learned about rhythm and song melodies so that students will have manual skills using pianica instruments and motor skills to play rhythm and melody songs written in the Semester Learning Plan (RPS) of the Ensemble II.

Dalam RPS dosen pengampu menyusun materi perkuliahan untuk 16 kali pertemuan. Materi perkuliahan yang diajarkan adalah: Pertemuan 1, penjelasan RPS dan Kontrak Perkuliahan.

Pertemuan 2 dan 3, pengenalan instrumen pianika, penjarian pada tangga nada, Ritem dan Melodi I dan II lagu Roturen karya Tom Horn: tangga nada C Mayor dalam birama 6/8. Pertemuan 4 dan 5, Ritem dan Melodi I dan II lagu Gadedrengens sang karya Tom Horn: tangga nada F Mayor dalam birama 4/4. Pertemuan 6 dan 7, Ritem dan Melodi I dan II lagu Pimpelmaend karya Tom Horn: tangga nada C Mayor dalam birama 4/4. Pertemuan 8, Ujian Tengah Semester memainkan Ritem dan Melodi I dan II lagu Roturen, Gadedrengens sang, dan Pimpelmaend. Pertemuan 9 dan 10, Ritem dan Melodi I dan II lagu Hinkeruden karya Tom Horn: tangga nada F Mayor dalam birama 4/4. Pertemuan 11 dan 12, Ritem dan Melodi I dan II lagu Nissedan karya Tom Horn: tangga nada C Mayor dalam birama 4/4. Pertemuan 13 dan 14, Ritem dan Melodi I dan II lagu Ekko karya Tom Horn: tangga nada F Mayor dalam birama 4/4. Pertemuan 15, QUIZ (quiz tidak berstruktur). Pertemuan 16, Ujian Akhir Semester memainkan Ritem dan Melodi I dan II lagu Hinkeruden, Nissedan, dan Ekko.

In the Semester Learning Plan lecturer is able to prepare lecture material for 16 meetings. The lecture material taught is: Meeting 1, explanation of the RPS and Lecture Contract. Meetings 2 and 3, introduction of pianica instruments, fingering on scales, Rhythm and Melody I and II of Roturen's songs by Tom Horn: C Major notes in the 6/8 scale. Meeting 4 and 5, Ritem and Melodi I and II by Tom Horn's Gadedrengens: F Major in the 4/4 scale. Meeting 6 and 7, Ritem and Melodi I and II by Tom Horn's Pimpelmaend song: C Major scale in 4/4 bar. Meeting 8, Midterm Examination plays Ritem and Melody I and II songs Roturen, Gadedrengens sang, and Pimpelmaend. Meeting 9 and 10, Ritem and Melodi I and II Hinkeruden by Tom Horn: F Major's scale in 4/4 bar. Meeting 11 and 12, Ritem and Melodi I and II the song Nissedan by Tom Horn: C Major scale in 4/4 bar. Meeting 13 and 14, Ritem and Melodi I and II by Ekko by Tom Horn: F Major in the 4/4 scale. Meeting 15, QUIZ (unstructured quiz). Meeting 16, Final Exams Semester plays Ritem and Melody I and II songs Hinkeruden, Nissedan, and Ekko.

In pianica learning, students are taught individually so that students are truly trained to read and play rhythm and melody patterns. This was done by the supporting lecturer, bearing in mind that the students who took the Ensemble II course were Semester II, the majority of students still having a low theoretical basis for music. Therefore, there were 56 students taking the Ensemble II courses divided into two groups, namely Group A with 30 students and Group B with 26 students, with different lecture schedules. Group A goes to college every Tuesday at 10.00-11.40 WIB in the Beethoven lecture hall, while Group B goes to college every Thursday at 14.00-15.40 WIB in the Chomsky lecture hall. With the division of these two groups, supporting lecturers more easily interact with students to increase student motivation. Within 100 minutes (2 credits) for one group meeting each time, supporting lecturer have more free time to train students to play rhythm and melody songs using pianica. The lecturer also demonstrates how to play the rhythm of the song with a claphand, read the tones of the song and adjust the beat/tempo of the song so that it is stable according to the song being taught, namely Roturen, Gadedrengens sang, Pimpelmaend Nissedan, Hinkeruden, and Ekko songs.

3.1. Activities and Learning Outcomes of the Ensemble II

Paul B. Diedrich (in Sardiman, 2017: 100-102) makes a list of student activities that can be classified as follows: 1) Visual activities, which include for example,

reading, paying attention to pictures of demonstrations, experiments; 2) Oral activities, such as: stating, formulating, asking, giving advice, issuing opinions, conducting interviews, discussions, interruptions; 3) Listening activities, for example listening: description, conversation, discussion, music, speeches; 4) Writing activities, such as writing stories, essays, reports, questionnaires, copying; 5) Drawing activities, for example: drawing, making graphics, maps, diagrams; 6) Motor activities, which include among others: conducting experiments, making construction, repairing models, playing, gardening, raising livestock; 7) Mental activities, for example: responding, remembering, solving problems, analyzing, seeing relationships, making decisions; 8) Emotional activities, such as, taking an interest, feeling bored, excited, excited, passionate, brave, calm, nervous.

Based on the list of activities submitted by Paul B. Diedrich (in Sardiman, 2017: 100-102), mental activities (Mental activities) are the main activities that must be done by students. Without a strong mentality, students will not be ready to accept learning and will influence learning outcomes. In this mental activity, students must be able to remember, respond, solve problems, analyze, and see the relationship between learning music theory and the practice of pianica music so that they are able to take the decision to take lessons in the Pianika Ensemble II course. Listening activities conducted by students are carefully listening to lectures / descriptions delivered by lecturers about learning time, tempo, rhythm and song / music melodies of the songs Roturen, Gadedrengens sang, Pimpelmaend, Nissedan, Hinkeruden and Ekko. This listening activity is very important for students to do seriously so that students are able to play the six songs.

Visual activities undertaken by students are reading the scores / scores of six songs namely Roturen, Gadedrengens sang, Pimpelmaend, Nissedan, Hinkeruden and Ekko. Students carefully pay attention to and read rhythm and melodic notation images using the applause and pounding of the feet slowly and constantly as a regulator of song tempo. Oral activities undertaken by students are asking questions about the time, tempo, rhythm and melody of songs that have not been understood from the songs Roturen, Gadedrengens sang, Pimpelmaend, Nissedan, Hinkeruden and Ekko. After the competent lecturer explains it, students state and formulate the learning outcomes orally.

Emotional activities (emotional activities) of students can be seen from the enthusiasm of students excited and excited to practice playing the rhythm and melody of the song demonstrated by the supporting lecturer. With this emotional aspect, students' motor activities have increasingly played pianica instruments. Students find it easier to follow the rhythm learning and melody of six songs that are demonstrated by supporting lecturers. Students are trained repeatedly to increase motor activity so students are skilled in playing pianica instruments.

Learning outcomes are obtained by lecturers after evaluating the learning process. According to Sudjana (2003: 148), evaluation aims to see the progress of learning of students (or students) in terms of mastery of the material that has been studied in accordance with the objectives set. The evaluation process is carried out throughout the learning process, starting from the beginning to the implementation of the

midterm, quiz, and final semester exams. The quiz referred to in this study is an unstructured quiz because the question occurred when playing a pianica instrument and the quiz was done only at that time. In each exam, the learning that must be achieved is that each student is able to play Ritem and Melody I and II notation from six songs that are demonstrated by supporting lecturers namely Roturen, Gadedrengens sang, Pimpelmaend, Nissedan, Hinkeruden and Ekko.

In conducting the exam, students choose their respective groups consisting of four players, namely two people to play Rhythm and Melody I, two people to play Rhythm and Melody II. The way is done by lecturers so that students can be more flexible to determine the practice time between them. Assuming, the closeness between students in one group will be able to produce a good piano game.

In assessing the ability of students, the factors assessed by lecturers are fingering, scales, measure, tempo, rhythm and melody I and II of the six songs namely Roturen, Gadedrengens sang, Pimpelmaend, Nissedan, Hinkeruden and Ekko. In addition, the lecturer also assesses the attitude of students during the learning / lectures 14 meetings namely discipline, ethics, crafts, responsibilities and learning activities of each student. The students' final grade scores are summed based on five aspects of assessment, namely attitudes value 20%, quiz value 10%, midterm scores 20%, final semester scores 20%, and skill scores 30%.

The indicator of the achievement of the Pianika II Ensemble courses is if students are able / skilled to read the notation and play Ritem and Melodies I and II of each song properly and precisely in accordance with the time signature and tempo of the song. With these skills, the final result obtained by students is a grade A. In addition, students are never absent from lectures, responsible and diligent / disciplined to attend lectures for 100 minutes in each meeting in the class.

If the student achievement indicator is less able or less skilled in reading notation and playing Ritem and Melody I and II each song in accordance with the time signature and tempo of the song, the student's final grade is B. lecture for 100 minutes in each meeting in the class.

If the student achievement indicator is unable or unskilled to read the notation and play Ritem and Melody I and II each song in accordance with the time signature and tempo of the song, the student's final grade is C. lecture for 100 minutes in each meeting in the class. In this case, the absence of students in the class affects the acquisition of the C value because students are not disciplined and not diligent in taking 14 lectures.

The final grades of students are obtained based on the interval of values that have been determined by the University, as follows. Number Value $80 > = A <= 100$; Number Value $76 > = A- <80$; Value Number $72 > = A / B <76$; Value Number $68 > = B + <72$; Number Value $65 > = B <68$; Value Number $62 > = B- <65$; Value Number $59 > = B / C <62$; Number Value $50 > = C <55$; Number Value $40 > = D <50$; Number Value $0 > = E <40$.

Based on the value interval, 47 students who took the examinations from Group A and Group B who received grades A totaled 24 people; A-value totaling 8 people; A / B scores of 6 people; a B + value of 7 people; B-value totaling 2 people. C value of 1 person. Students who get a D value, and no E value. There were 3 students who did not get final grades because they did not attend the final semester exams. Students who did not get the final score of 4 people because of the presence of students attending lectures <75% so they were not allowed to take the final semester exam.

Ekko

Tom Horn



Figure 1. Students practicing playing the Ekko song
(Source: Author)

4. Conclusions And Suggestions

Based on the problems and discussions raised in the previous chapters, the writer concludes that the demonstration method is an appropriate strategy applied in the learning process of the Pianika II Ensemble. The performance of lecturer lecturers as planners, as instructors, as evaluators and the steps applied in the demonstration method are appropriate to be applied in the learning process of the Ensemble II.

This can be proven from the acquisition of the student's final grade. There were 47 students who attended the final semester exams: 5 people graduated from Music High School had the ability to read the notation of beams, rhythm and melodies properly and precisely and 42 people had the ability to read low beam, rhythm and melody notation. Students who get an A are 24 people; A-value totaling 8 people; A / B scores of 6 people; a B + value of 7 people; B-

value totaling 2 people. C value of 1 person. Students who get a D value, and no E value. In other words, the increase in motivation and demonstration methods in learning the Pianika II Ensemble to students, which mostly still has a low theoretical basis, positively impacts the success of students to obtain grades A, A-, A / B, B +, and B-.Based on the findings of the results of this study, the authors suggest that lecturers of practical courses, such as the Ensemble and Major Instrument courses, can apply increased motivation and learning activities using demonstration methods.

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