

AN ANALYSIS OF THE GUITAR MUSIC LEARNING OF BEGINNER USING PROBLEM-BASED LEARNING

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Abstract : This present study aims at exploring the implementation of Beginner Guitar Music Learning through the application of the Problem Based Learning (PBL) model. The research focuses on understanding how the Problem Based Learning model is employed in the context of learning beginner guitar music. The qualitative method with a pedagogical approach was employed for data collection, utilizing observation, interviews, and documentation. The findings reveal that, in the preparatory phase for implementing music learning activities at SMA Negeri 1 Tondano, comprehensive planning is essential. This involves developing semester programs, syllabuses, lesson plans, learning media, and teaching materials. Moreover, the cultural arts (music) teachers conduct a thorough assessment of each student's abilities, considering their interests, needs, and profiles. This information aids in tailoring the learning process to accommodate different learning styles. The study contributes valuable insights into the practical application of the Problem Based Learning model in the domain of beginner guitar music education.

Keywords : *Music Arts Learning, Beginner Guitar, Problem-based Learning.*

INTRODUCTION

The aspects of cultural arts, which include visual arts, drama, dance, and music, have become one of the factors in developing the skills and competencies of students. These competencies are crucial in the current era of globalization and are often referred to as 21st-century skills. It is a necessity that in learning emphasizes higher-order thinking skills, which train students to overcome future challenges. These skills need to be instilled in students through educational institutions that support the development of their competencies (Copland, 2023).

Education in schools should emphasize the four main characteristics of 21st-century education: the ability to communicate (where communication should occur in a two-way manner between teachers and students), collaboration (teachers should encourage student teamwork), critical thinking and problem-solving (the learning process

should train students to think critically), as well as creativity and innovation (learning should create conditions where students can innovate and create). So far, the aspect of creativity has often been overlooked in the education system, and student management still often relies on conventional methods that emphasize the development of intelligence in a limited sense and pay less attention to the development of students' creative talents. Constraints on the development of students' creativity are not solely caused by one system but involve several factors that need to be considered (Majid, 2020)

The most significant factor inhibiting the development of students' creativity is the teaching method that appears monotonous, often referred to as the lecture method, and is still widely used by most educators. In this context, the lecture method emphasizes that educators possess more knowledge compared to students, which results in students engaging in other activities during the learning process and

paying less attention to the material delivered by the teacher (Ainurrahman, 2020)

From the description above, it can be concluded that cultural arts learning in the classroom is still carried out routinely and lacks variety. The creativity of students in cultural arts subjects is limited, the works produced by students in cultural arts subjects have not reached their maximum potential, and the teaching strategies used are not entirely appropriate. In an effort to make students more actively involved in the learning process, a good learning approach is necessary, one that can guide students to cultivate a deeper sense of curiosity within themselves. One of these approaches is for teachers to implement the scientific approach using a problem-based learning model based on theatrical arts (*sendratasik*) in their teaching process. Through the scientific approach, the learning process is designed in such a way that students are active participants, trained to balance new and existing knowledge effectively. Within the scientific approach, students are also trained to apply the observe, question, reason, try and network approaches in their learning activities: observe, question, reason, try, and network. The overall goal of these activities is to ensure that students play an active role and become more creative in their learning process.

To enhance students' learning activities, teachers must select and present effective learning strategies and approaches. One of these is the Problem-Based Learning (PBL) model. This learning model consists of several implementation stages, including group discussions where students actively engage in activities such as expressing opinions, solving problems, and peer tutoring within these groups. The Problem-Based Learning model effectively aids in boosting students' learning activities by requiring them to actively participate in group discussions. Through this instructional model, it is expected that

students' learning activities will increase, consequently leading to improved learning outcomes (Christine, 2022)

Based on the observation, problems that causes the low level of students' engagements and learning motivations in grade 10 class of SMA Negeri 1 Tondano. One of the main causes is the use of less effective teaching models by teachers, resulting in minimal student involvement in the learning activities. This learning process has led to a low level of student engagement and motivation in the subject of music arts. Consequently, students tend to be passive in the learning process, undervalue the teacher's role, and face difficulties in comprehending the presented material. (Daryanto, 2021). So, this study is conducted with the aims of exploring the implementation of Beginner Guitar Music Learning through the application of the Problem Based Learning (PBL) model.

RESEARCH METHODS

This study adopts a qualitative descriptive research approach, aiming to generate results in written text format. The descriptive research focuses on interpreting the research object based on its natural condition (Dimiyati & Mudjono, 2020). Purposive snowball sampling with triangulation techniques was employed for participant selection. Data analysis follows an inductive qualitative approach, emphasizing understanding the meaning over generalization. In this context, the research problem centers on comprehending music art learning using the problem-based learning method for the Beginner Guitar course among 10th-grade students at SMA Negeri 1 Tondano.

Data sources include actions and supporting documents, obtained through interviews with teachers and students. The research involves art and culture teachers, along with representative students from the entire 10th grade. Primary data, gathered through interviews and documentation, complement secondary data from teachers

and students at SMA Negeri 1 Tondano. The analysis process involved data collection, reduction, presentation, and verification/conclusion.

FINDINGS AND DISCUSSION

The Learning Process using Problem-based Learning (PBL)

In this research the researcher utilized qualitative descriptive research analysis. In its presentation, it depicted how the problem-based learning model is applied in the music art learning process. Based on the research conducted at SMA Negeri 1 Tondano, the author discussed an overview of music art learning activities employing the problem-based learning model, using data collection techniques such as observation, interviews, and documentation.

In this preparation stage of music art learning at SMA Negeri 1 Tondano, the first step is to arrange various learning tools in the form of semester programs, syllabuses, lesson plans, learning media and teaching materials that were used in the learning process. Furthermore, the teacher identified the ability of each student by mapping their interests, needs and profiles so that the teacher could differentiate the learning method. Marshel Palilingan as one of the teachers said that, before the learning process started, a teacher must be able to comprehend the teaching material as the teacher is the key instrument and has an important role in achieving the learning objectives and students' succession. Furthermore, the learning model must fit the requirements so that would be able to comprehend the given material.

In delivering the material, according to the lesson plan with the main topic of playing the guitar in a group, the intended learning outcomes are aligned with the basic competency, 4.4 Playing the guitar in groups, and the indicators of competency achievement are 1) To play the guitar in a group. 2) Displaying the guitar playing skill in a group (Ahmad, 2022).

According to Marshel Palilingan, as the teacher, in achieving the learning purposes the teachers implemented problem based learning method where there will be some teaching so that the students would be able to develop the knowledge with their interest and talent. (Widiawati *et al*, 2020) In carrying out the teaching processs, Marsshel Palilingan was always using problem-based learning method which has been arranged in lesson plan. The steps are; 1) basic questioning 2) designing the product plan 3) training schedule 4) project activity and development monitoring 5) test result 6) learning experice evaluation.

The Use of Media in Learning the Beginner Guitar on 10th Grade Students at SMA Negeri 1 Tondano

The media that were used in this research are poster, music instrumentsMedia pembelajaran yang digunakan dalam pembelajaran di SMA Negeri 1 Tondano disesuaikan dengan materi serta kebutuhan siswa. Media yang digunakan yaitu poster, audio visual media musical intruments such as laptop, power point, google slide, google site, jamboard, google doc, google form, pictures and videos that were showed through LCD.

The display of example images through visual media is used by teachers to capture students' attention during learning. By directly seeing the images, students can easily understand and practice according to the visuals. The display of such image examples aids students in practical application. Additionally, utilizing teaching media facilitates teachers in explaining the learning material, allowing students to focus more on observing and taking notes from image examples or instructional video presentations.

In the learning process, discussion and question-and-answer method where used as the media. In line with Nicodemus Danang Windy Priandaru, whom aid that learning media is the tool to deliver message, stimulate the mind, attention,

feeling and the desire to learn. Marshel Palilingan as the teacher also said the same thing, the learning process will occur in a good way when the learning process proceed with some learning media, because it makes the learning process more fun. Therefore, a good strategy is needed to attract students' in learning.

Method and Approach

In learning process in SMA Negeri 1 Tondano, lecturing method was used to explain about the learning material. Discussion method was done in solving problem between students or between student and teacher by following teacher's guidance. It is done to stimulate the thinking process of every students on the material that is being taught. In this case the material is about guitar music.

There are several efforts made by the teacher to help students understand the material, such as explaining using various media like posters, audiovisual media via a laptop, PowerPoint, Google Slides, and other resources related to vocal materials. Additionally, combining the question-and-answer method is done to encourage active student participation in the teaching and learning activities, fostering reciprocal communication between teachers and students. For instance, in presenting vocal material about basic singing techniques or vocal parts distribution on the whiteboard or through other audiovisual media like showing pictures and videos, when students do not understand, they are given the opportunity to ask questions.

1. Demonstration method

Demonstration method was used in the learning process in SMA Negeri 1 Tondano after the teacher had explained about the material such as the techniques of playing guitar, how to hold the guitar, etc. Demonstration method was very effective in facilitating students in comprehending the material. Quoted from Eneng Hernawati, demonstration method is the way of presenting the material by demonstrating about the process or object

that is being taught followed by oral explanation.

2. World Café Method

Besides utilizing discussion models, question-and-answer sessions, and demonstrations, learning activities at State SMA Negeri 1 Tondano also incorporate the World Café method to support students' learning because it's a simple, effective, and group-flexible discussion method. In class, the teacher divides students into small groups, where each group discusses specific questions together. In the subsequent phase, within these divided groups, one or two students act as hosts and remain in their group, while the other group members move to different groups as guests. During this stage, guests listen to the discussions of the hosting group and can even provide input. Consequently, the guests then rotate and move to several other groups, assuming the role of guests in each group.

3. Training Method

In the learning process at SMA Negeri 1 Tondano, teachers also applied a repetitive practice method concerning the techniques of playing the Kolintang music that has been taught. The use of this practice method can significantly influence the improvement of students' understanding and learning outcomes in the taught material. The delivery of the material through this practice method involves the teacher providing warm-up examples, practicing playing techniques, and practicing sound production. Once all students understand and practice the material correctly, they are then required to demonstrate individual performance based on the teacher's instructions.



Picture 1. Training Method (Photo: Abraham Onibala, May 2023)

4. Task Method

After the classroom teaching activities conclude, students are expected to re-practice at home about the material they have learnt. Therefore, the art and culture teacher assign tasks that cover the taught material, focusing on guitar-related subjects such as guitar sound exercises and song practice models. This is done by the teacher so that every student has the opportunity to practice correct singing techniques.

CONCLUSION

Based on the research findings, it can be concluded that in school learning, it is important to focus on the four main characteristics of 21st-century education: communication, collaboration, critical thinking and problem-solving, as well as creativity and innovation. So far, the aspect of creativity has often been overlooked in the education system, and student management still relies on conventional methods that emphasize intelligence development traditionally, with little attention to fostering students' creative talents. The research findings indicate that one of the main factors hindering the development of students' creativity is the teaching method that tends to be monotonous, such as the lecture method commonly used by most educators. Many teachers still employ this method assuming they have higher knowledge than the students. However, this often results in students losing interest

in learning and becoming inactive in following the material presented by the teacher.

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