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## MUSIC ENSEMBLE LEARNING AT STATE MIDDLE SCHOOL 1 MOJOANYAR, MOJOKERTO REGENCY

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**Abstract:** Music ensemble learning is a form of arts education activity that aims to develop musical skills, cooperation, and creativity of students. This article discusses the process and strategies of music ensemble learning at SMP Negeri 1 Mojoanyar, Mojokerto Regency. The study used a descriptive qualitative method with data collection techniques in the form of observation, interviews, and documentation. The results showed that the learning process was conducive, interactive, and able to improve students' abilities in playing musical instruments collectively. The learning strategies used included the role of the teacher as a facilitator, demonstrator, mediator, class manager, and evaluator. Music ensemble learning at this school has proven effective in increasing students' musical interests and abilities, supported by adequate infrastructure and appropriate teaching methods.

**Keywords:** Learning, Music Ensemble, Learning Strategy, Music Art.

### 1. INTRODUCTION

Learning is a process in which teachers interact with students to impart knowledge, teach skills, form positive habits, and foster self-confidence. Essentially, learning can be understood as the process of shaping students' abilities to learn optimally. The learning process is complex and structured, with teachers playing a crucial role in influencing changes in student attitudes and behavior. Teachers act as instructors, while students act as learners. This is expected to shape children's ability to sing politely and become attentive listeners of music. SMP Negeri 1 Mojoanyar is one of the leading junior high schools in the Mojokerto region, whose reputation is proven through various achievements in both academic and non-academic fields. One prominent achievement is the success of students in the field of music, namely winning first place in the National Literacy Festival and Competition (FL2N) in the Mixed Ensemble category at the Mojokerto Regency level, and becoming regional representatives to continue to the provincial level. This success is inseparable from the involvement and hard work of all parties involved. It must be acknowledged that learning music is not an easy thing to implement for students today. However, these conditions do not pose a barrier for teachers at SMP Negeri 1 Mojoanyar. Teachers at this school have developed and implemented various strategies and methods for music learning that can stimulate students' interest in learning, so they can enjoy and understand the learning process. This is evident in the large number of students who are able to follow music lessons well and demonstrate their ability to play musical instruments collectively through music ensembles. Music ensemble learning activities at SMP Negeri 1 Mojoanyar demonstrate a number of advantages. One prominent advantage is the creation of a conducive learning atmosphere and



high student enthusiasm in participating in each stage of the learning process. The learning process takes place in a pleasant atmosphere, marked by effective communication between educators and students. In addition, interactions between students also demonstrate harmonious dynamics. This music ensemble learning is generally held in the odd semester or the first semester. During learning, teachers not only play the role of facilitator, but also actively participate in playing musical instruments with students. Teachers provide direct guidance and concrete examples to students, especially if students experience difficulties when playing certain parts of the songs being learned. The song repertoire used in learning includes various types of songs, such as regional songs, Indonesian pop songs, national compulsory songs, children's songs, and pop songs from abroad. During the practice session, the teacher accompanies the students' playing using a keyboard, so that the learning process becomes more interactive and supports the development of students' musical skills. Based on the results of observations made, the implementation of music ensemble learning at SMP Negeri 1 Mojoanyar can be said to have achieved very satisfying results. This is proven by the ability of students to perform musical ensemble performances collaboratively in teams coming from various classes. The peak achievement of this activity is the success of the SMP Negeri 1 Mojoanyar music ensemble team in winning first place in the FLS2N event at the district level in the Music Ensemble category, and will then represent the region at the provincial level. Referring to the description, the author is interested in conducting research with the title Music Ensemble Learning Strategy at SMP Negeri 1 Mojoanyar, Mojokerto Regency because he wants to know the learning methods applied to students so that students are able to enjoy the music learning process.

## **2. METHOD**

The researcher used a descriptive qualitative approach in this study, "MUSIC ENSEMBLE LEARNING IN SMP NEGERI 1 MOJOANYAR, MOJOKERTO DISTRICT". The data sources are divided into two, namely primary and secondary data sources. Agus Candra Andika, S.Pd, an arts and culture teacher and music ensemble trainer, serves as the main data source in this study. While secondary data sources are obtained from documents collected directly by the researcher to support information obtained from primary sources which serve as secondary data sources used in this study. Data collection techniques include interviews, observations, and documentation. Interviews were conducted with teachers and music trainers at SMP Negeri 1 Mojoanyar with questions referring to the learning material. Observation according to Gunawan (2017: 145) distinguishes two types of observation: 1) participatory observation and 2) non-participatory observation. Because the researcher is not directly involved. Documentation in this study is in the form of photos of learning activities, exercises outside the classroom and videos of ensemble games played by selected students.

## **3. RESULT AND DISCUSSION**

### **3.1 Music Ensemble Learning Process**

The Music Ensemble learning process at SMP Negeri 1 Mojoanyar is being taught to eighth grade students for the 2024-2025 academic year, guided by the implementation of the Independent Curriculum. The Independent Curriculum is an approach to the education system

that provides greater freedom to educational units, educators, and students in designing, managing, and evaluating learning activities. This curriculum emphasizes in-depth, relevant, and meaningful learning, as well as character development and 21st-century competencies. The Music Ensemble learning process includes several stages, as follows:

**A. Group Formation**

The Music Ensemble group formation is carried out by the Music Arts teacher. Each group consists of 7 to 8 students, each with the following roles: three students playing the pianica, two students playing the recorder, one student playing the acoustic guitar, one student playing the triangle, and one student playing the castanet.

**B. Placement and Selection of Musical Instruments**

The Music Arts teacher is solely responsible for determining the placement and type of musical instruments to be played by students. In this process, the teacher considers the individual potential and skills of students in playing a particular musical instrument, particularly when assigning students to play the acoustic guitar.

**C. Learning Each Instrument (Musical Instrument)**

Learning activities for each instrument are conducted in groups with direct guidance from the teacher. Each student in the group understands their position and role according to the instrument for which they are responsible. The teacher provides guidance on how to read song scores and playing techniques, including proper finger placement.

### **3.2 Music Ensemble Learning Strategies**

Music ensembles are a form of activity within the arts, particularly music. Learning in this area plays a crucial role in developing students' musical potential. Through music ensemble learning activities, students not only gain broader insight and knowledge about music but also hone their skills and develop talents in playing musical instruments. Furthermore, this learning contributes to the development of students' character and personality, such as instilling discipline and responsibility, developing tolerance and mutual respect, internalizing values of politeness, and enhancing self-confidence. These aspects align with one of the primary goals of music ensemble learning, namely optimizing students' cognitive, affective, and psychomotor abilities. Based on the findings of a study on music ensemble learning strategies implemented at SMP Negeri 1 Mojoanyar, several data were obtained that are relevant to the focus of the study. This data includes the learning process and strategies implemented by teachers during music ensemble activities. Referring to the five learning strategies described in the previous chapter, the dominant strategy applied in the context of music ensemble learning at SMP Negeri 1 Mojoanyar tends to be a direct learning strategy. This is evident in the direct delivery of material by teachers to students. However, teachers still actively involve students as learning subjects. In practice, teachers deliver material systematically, direct learning activities, and guide students in the process of practicing playing music. The learning stages implemented also demonstrate alignment with the principles of direct learning strategies.

Direct learning strategies are an approach deemed appropriate for use in the music ensemble learning process. Implementing this strategy in the context of music ensemble learning offers several advantages. First, this strategy allows for an effective and efficient learning process, thereby enhancing interaction between students, educators, and between students. Second, this strategy supports the

optimal achievement of learning objectives, which impacts optimal learning outcomes. Third, educators can deliver learning materials in a structured and systematic manner. Fourth, the material presented is easily accepted and understood by students. Fifth, the knowledge and skills acquired during the learning process have the potential to be firmly embedded in each student. However, there are several shortcomings in the implementation of music ensemble learning. The first weakness that emerged was the teacher's suboptimal role in conveying the essential basic elements of musical ensemble playing. Teachers do not provide instruction on proper pitch production techniques, resulting in a lack of cohesion between instrument groups. Furthermore, other musical aspects such as phrasing, tempo changes, volume dynamics, and interpretive style within songs have not been adequately taught. However, regarding intonation, teachers have utilized keyboard instruments as an aid to check the accuracy of students' pitch selections when playing songs.

#### **4. CONCLUSIONS AND SUGGESTIONS**

Based on the research findings, it can be concluded that the implementation of Music Ensemble learning at SMP Negeri 1 Mojoanyar includes several important aspects, namely: 1) The process of implementing Music Ensemble learning is carried out through the stages of group division, selection and placement of musical instruments, and learning each instrument in a structured manner. 2) The stages of Music Ensemble learning are divided into three main phases, namely the preparation, implementation, and evaluation stages. In the preparation stage, the teacher prepares learning tools that include the preparation of the Syllabus and Lesson Implementation Plan (RPP), as well as preparing relevant learning materials. Meanwhile, students are responsible for preparing the musical instruments that will be used in ensemble activities. In the implementation stage, learning activities refer to the objectives of Music Ensemble learning with a methodological approach that combines demonstration methods, lectures, exercises, group work, and assignments. The learning stages include mastering the techniques of playing musical instruments such as pianica, recorder, guitar, soprano, and rhythmic musical instruments, as well as practicing playing the introduction, main song, and coda. The evaluation stage includes an assessment of several important aspects, including accuracy in conveying pitch information, the level of cohesiveness when playing musical instruments together, and technical skills in playing the instruments used. 3) Evaluation of Music Ensemble learning is carried out through two types of assessment, namely a written test to measure mastery of theory, and a practical test to assess students' ability to play musical instruments directly. Factors that support the Music Ensemble learning process at SMP Negeri 1 Mojoanyar include the readiness of students to bring musical instruments during learning activities, the competence of educators who master Music Ensemble material accompanied by the application of appropriate learning methods, support from a harmonious family and group environment, and also the availability of adequate facilities and infrastructure to support the learning. The factors that become obstacles in Music Ensemble learning at SMP Negeri 1 Mojoanyar include the difficulties experienced by some students in mastering the techniques of playing musical instruments, the delivery of material by teachers that takes place too quickly, limited time for Arts and Culture learning (especially Music Arts) which is only scheduled for one lesson hour (40 minutes) per week, and the lack of special facilities such as an

arts practice room or music laboratory. Based on the previous conclusion description, the researcher put forward several suggestions, namely in the Music Ensemble learning activities, it is recommended that students further develop their creativity in playing musical instruments through consistent practice, both individually and in groups. The application of appropriate learning methods in the Music Ensemble learning process needs to be done so that students can understand the material easily. Considering that the time allocation for the Music Arts subject is only one lesson hour (40 minutes), each stage of learning from planning, implementation, to evaluation needs to be utilized optimally so that the learning process runs effectively.

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