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THE USE OF LEARNING MEDIA THROUGH E-MODULES IN THE M. CARCASSI GUITAR COURSE AT THE MUSIC EDUCATION STUDY PROGRAM, STATE UNIVERSITY OF JAKARTA

Vania Aristanisa

Faculty of Language and Art, State University of Jakarta, Jakarta

Abstract

This study aims to develop and use the Learning Media E-Module of Matteo Carcassi Guitar Course at the Music Education Study Program, State University of Jakarta. This research is a type of Action Research research that is collaborated with development research. In the media development process, researchers use the ASSURE development model developed by Smaldino. The ASSURE development model consists of 6 stages, namely 1) Analyze characteristic learner, 2) State Objective, 3) Select Methode, Media and Materials, 4) Utilize Media and Materials, 5) Requires Learner Participation, 6) Evaluate and Revize. The data collection techniques used are interviews, observations, and questionnaires. Quantitative and qualitative data were analyzed using the Likert scale. Based on the conclusions of the research data, researchers obtained the following results: 1) The results of the analysis of student characteristics showed that 78.21% of the 21 students of the Music Education Study Program class of 2022, State University of Jakarta have an audio-visual learning style, so it is necessary to develop audiovisual-based media, namely E-Modules. 2) From the analysis of student needs, it shows that 90.5% of 21 students agree and are interested in developing E-Module-based learning media. 3) The e-module media that has been developed has passed validation by 2 experts including learning media experts and learning material experts. Based on validation that has been carried out by learning media experts, it resulted in a score of 98.4% so that it reached the "Excellent" category. While the validation that has been carried out by material experts has resulted in a score of 97.6%, which is classified as the "Excellent" category. 4) From the results of the evaluation through media field trials to students showed good enthusiasm, from the student response test produced a score of 92.29% by reaching the "Very positive" category. Therefore, the e-module-based learning media product that has been developed by researchers is very suitable and feasible to use in the learning process of Matteo Carcassi Guitar. After the development process is complete, E-modules are also used in the learning process in the classroom and have an influence in the form of changes in grades after using media with an average student score of 74.9 so that E-module media can be categorized as media that are effectively used in class.

Keywords: E-Modul, Learning Media, Carcassi.

State University of Jakarta

Jl. Rawamangun Muka, RT.11/RW.14, Rawamangun, Pulo Gadung, East Jakarta

E-mail: vaniaaristanisa@gmail.com

INTRODUCTION

Learning has a meaning that means a way or process that comes from the word learning. In achieving a perfect learning goal, educators are required to pay attention to many aspects such as material preparation, classroom management, teaching material management, teaching media management, learning resource management, learning model management to get good and maximum learning outcomes (Arsyad, 2016). All these things cannot be separated from the role of creative educators by utilizing good technology, active student engagement, and the use of innovative learning media. In this case, learning services function as a tool to process information that is difficult for students to do themselves to be able to do learning independently outside the classroom. One of the learning media that is currently being widely used in technological advances is e-modules (Azhar, 2013).

E-module is one of the learning tools that are widely used in today's digital era. Even the Ministry of Culture and Education of the Republic of Indonesia has currently created a special website that provides a lot of open and free electronic modules available from various levels of education and also various subject materials. This proves that our country is aggressively implementing digital learning and is making great use of educational technology to disseminate information to anyone.

According to Diah, the article mentions that e-modules are a development and modification of conventional modules that contain a collection of step-by-step and comprehensive learning topics, systematic and well-structured for independent learning, and are equipped with learning evaluations, utilizing digital technology so that e-modules can be more interesting, innovative, and interactive (Diah Puspitasari, 2019).

Currently, e-modules are utilized in almost all subjects at all levels of education. The ease of adding various multimedia facilities makes this e-module a creative and innovative learning medium such as in learning science, literature, mathematics, and even music arts, even though the facilities can be used to facilitate students' understanding. In music art, e-modules can be the main learning media choice because learning music art is a learning that requires audio and visual media.

Music Education students at the State University of Jakarta are students who come from various diverse high schools, not only from music high schools but also from general high schools. However, in the learning process there is no differentiation between one student, and another based on their high school origin. So that in the learning process students from general high school will be required to be more diligent and faster to understand and learn music materials and supporting instruments more than students who come from music high school. In this case, the first semester is a tough thing for students who come from general high school, they must learn several musical instruments which they have not played before, one of which is classical guitar.

Classical guitar is one of the instruments that is quite difficult for early semester students to learn so that students must be smarter in finding sources to practice more at home. So, from this background the researcher wants to develop an integrated electronic module that students can learn anywhere and anytime to hone the ability to play the guitar of the first semester students.

METHOD

This research was carried out at the Music Education Study Program, Universitas Negeri Jakarta, precisely for 1st semester students of the class of 2022. This research uses a development research method to obtain a product, namely the E-Module learning media for the Carcassi Guitar course. In developing this E-module learning media, researchers used the ASSURE development model developed by Smaldino. The ASSURE model consists of six development steps as follows[4]: Analyze Characteristic Learner, State Objective, Select Method, Media, and Materials, Utilize Media and Materials, Require Learner Participation (involves student participation), evaluate and revise.

The technique of collecting data on the validity and response of students is obtained through a questionnaire sheet. For validation of media and material experts and student responses, the assessment is based on a score range of 1-5 per item (1 = not good, 2 = not good, 3 = good enough, 4 = good, 5 = very good) (Sugiyono, 2017). Analysis of data regarding validity as follows:

| Level of achievement | Category | Category |
|----------------------|-----------------|--------------------|
| 85% - 100% | Very Good | No revision needed |
| 75% - 84% | Good | No revision needed |
| 65% - 84% | Good enough | Revision Needed |
| 55% - 64% | Not good enough | Revision Needed |
| 0 - 54% | Bad | Revision Needed |

Meanwhile data analysis regarding student responses is as follows:

| Level of achievement | Category | Category |
|----------------------|-------------|-----------------|
| 85% - 100% | Very Good | Very Positive |
| 75% - 84% | Good | Positive |
| 65% - 84% | Good Enough | Positive Enough |
| 55% - 64% | Less Good | Less Positive |
| 0 - 54% | Bad | Not Positive |

This research uses a development research method to obtain a product, namely the E-Module learning media for the Carcassi Guitar course. In developing this E-module learning media, researchers used the ASSURE development model. The ASSURE model consists of six development steps as follows: Analyze Characteristic Learner, State Objective, Select Method, Media, and Materials, Utilize Media and Materials, Require Learner Participation, Evaluate and Revise (Smaldino, Lowther, & Russel, 2014).

DISCUSSION

1.1 Analyze Characteristic Learner

The researcher's initial first step is analyzed in advance the characteristics of students in terms of student learning styles. This data was obtained through a questionnaire sheet that has been distributed to 21 students of the Music Education study program Class of 2022. Where the results of the learning style questionnaire show the following results:

| Result | Learning Styles |
|--------|-----------------|
| 40,47% | Audio |
| 37,74% | Visual |
| 21,83% | Kinesthetic |

So it can be concluded that most students have audio and visual learning styles. From the data from this questionnaire, researchers will develop audio-visual-based learning media, namely electronic modules or commonly abbreviated as E-Modules in guitar carcassi courses.

1.2 State Objective

The second step is to determine the learning objectives, where the learning objectives of the carcassi guitar course have been formulated in the RPS based on the ABCD (*Audience, Behaviour, Condition, Degree*) formula. The audience in the carcassi guitar course is 1st semester students in this study Class of 2022. Behaviour is assembled with behavior by describing aspects of competence that students must master in the M. Carcassi Guitar course. This aspect of competence can be obtained from the CPL or Graduate Learning Outcomes in the Semester Learning Plan of the Carcassi Guitar course. CPL consists of 4 areas namely attitudes, general skills, knowledge, specific skills. Condition, in the implementation of learning, good facilities and infrastructure are needed to achieve the learning objectives that have been formulated. In learning Guitar M. Carcassi the learning media used are Books and Youtube. In this study, researchers developed an interactive learning media for previous media collaborations in one unit, namely e-modules that can be used by students independently and can be used anytime and anywhere without being limited by space and time. *Degree*, this aspect is an overview of the standard level that will be obtained after the implementation of learning occurs.

1.3 Select Media and Method

After analyzing student characteristics and formulating learning objectives in the carcassi guitar course, the next step is to determine what methods, media, and materials will be developed and used in the learning process. Researchers also chose to develop and use E-module learning media in carcassi guitar courses. With the learning method independently guided, and the material in the media is the entire material in the Carcassi Guitar book. Making this e-module learning media has several steps, namely as follows:

a. Selection of material in e-module learning media

Researchers make all material discussions in accordance with the Curriculum in the E-Module media including:

1. Guitar History (General introduction to guitar history)
2. Basics of Guitar Playing Techniques (Guitar parts names, sitting position, position holding the guitar, left and right-hand fingering, technical signs)
3. Excerpts of Apoyando & Tirando (Tones in positions I and II, Scales, Exercises, and Preludes on C, G and D Major)
4. Chords (C-edits in Major C, G, and D Scales)
5. Arpeggio Technique (Etude in major C, G, and D scales)

b. **Media creation**

- E-Module Design

In the design of the development of e-module learning media, researchers used the Microsoft Powerpoint application to design the learning media.

- Shooting

This stage is the shooting stage for the material of parts, good sitting position, fingering in classical guitar as below:

Researchers pay attention to how the angle of taking photos considers the lighting, background, and sharpness of the image to make it easier for students to understand the M. Carcassi Guitar course through this e-module learning media.

- Audio Recording

The audio recording process is carried out by considering the clarity of the sound to avoid noise so that the audio is heard clearly in this e-module. In this process, researchers use the FL Studio Mobile DAW (Digital Audio Workstation) application in the recording process. Researchers take advantage of the reverb feature that functions to create audio such as in a large room or echo.

- Video Recording

The video recording process in this e-module is carried out with due regard to sound and image quality. In this process, it is considered in terms of lighting and a plain background so as not to disturb students in understanding the learning material on the video.

- Editing Process in Flip PDF Professional Software

In the stage of inserting Assets into this e-module, researchers use Flip PDF Professional software, which is a digital book creation software that can be used on any device such as mobile phones, tablets, laptops, computers easily. In Flip PDF Professional can add a lot of features with effects such as images, audio, video, quizzes, hyperlinks, and many other useful features that will greatly help students in learning the material in the M. Carcassi Guitar course audio and visually.

Then at the stage of inserting learning videos, there are several *media player styles* in the addition of this video, researchers determine a familiar media player style (like the media player *style* on the Youtube application) to make it easier for users to operate this e-module learning media.

After the media creation process is complete, the next step is expert validation. Researchers validate media to 2 experts, namely material experts and learning media experts before being tested or used for students. Here are the material and media expert validation results:

$$100\% \times \frac{\sum SP}{\sum SM} = SA$$
$$100\% \times \frac{122}{125} = \mathbf{97,6\%}$$

Based on the table above, the material expert validation value reached **97.6%** with the category "**Very good**" so it is worth using without revision.

Here are the results of the media expert's validation.

$$100 \% \times \frac{\Sigma SP}{\Sigma SM} = SA$$
$$100\% \times \frac{123}{125} = \mathbf{98,4\%}$$

Based on the table above, the material expert validation value reached **98.4%** with the category "**Very good**" so it is worth using without revision.

1.4 Use of Media

In the next stage, there is a stage of media use which has previously obtained material and media expert validation. The use of this media was carried out on December 6, 2022, at the Music Education Study Program, Universitas Negeri Jakarta.

The researcher explained how the use of this E-Module learning media can be a new variety of learning media and can help students in the process of practicing and understanding the material in the M. Carcassi Guitar course at the Music Education Study Program, Universitas Negeri Jakarta.

The students in this class are the class of 2022, very enthusiastic in using this e-module learning media because the experience of using digital learning media integrated in one learning media makes them helped in practicing in the classroom, especially in independent practice. This medium also serves to help the introduction of classical guitar and the process of playing classical guitar properly and correctly, especially to students who do not know and have a background in classical guitar playing before.

1.5 Requires Learners Participation

The next stage is the fifth stage, which involves students directly, namely M. Carcassi Guitar students, to use e-module learning media directly. These students use this learning media in accordance with the instructions for use and the order of material in accordance with the Semester Learning Plan contained in the e-module.

The first step at this stage is for students to observe the instructions in the learning media on how to use it. Second, students begin to study the materials that have been compiled ranging from video, audio, and image content. The third step is that students start trying to practice the material contained in this e-module starting from the material on scales, chords, exercises, and preludes using the metronome that has been provided in the e-module starting from a tempo of 60, 80, to 100 BPM

1.6 Evaluation and Revision

After the process of using or participating students in the media that has been developed, researchers conduct an assessment to get a complete picture of the quality of learning media, where this assessment will be an evaluation of whether the media has received a positive response from students and lecturers and is suitable for use or vice versa. The following is a material and media expert validation of e-module learning media. the result of student response to E-Module media is **92.29%**.

CONCLUSION

Development of E-Module-Based Learning Media in the M. Carcassi Guitar Course is development research that has been carried out based on the ASSURE learning media development model. Researchers perform all the ASSURE stages, namely: 1) Analyze Characteristic Learner, 2) State Objective, 3) Select Media, Method, and *Materials*, 4) *Utilize Media*, 5) *Requires Learner Participation*, 6) *Evaluate and Revise*. Based on the student learning style questionnaire, it was found that as many as 78.21% of students of the Matteo Carcassi Guitar course at the Music Education Study Program, Universitas Negeri Jakarta, Class of 2022, have an audio-visual learning style. So that from the results of the analysis of student learning styles, researchers develop learning media that contain audio-visual elements, namely E-Modules. This developed learning media has passed a validation process by experts.

Based on the validation of learning media experts, this e-module obtained a score of 98.4% with an excellent category. Meanwhile, based on learning material experts, they obtained a score of 97.6% with an excellent category. This validated e-module media has been tested in the classroom, students welcomed the use of this e-module media and based on the response questionnaire students obtained a score of 92.29% with an excellent category. So that this e-module-based learning media is very worthy of being used in the learning process of the M. Carcassi Guitar course.

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