Application of Four-Hands Piano Virtual Learning Videos for Learning to Read Basic Level Block Notation

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ABSTRACT

Learning media can be said as a tool in the learning process, with everything that can be used to stimulate the thoughts, feelings, attention and abilities or skills of students so that it can encourage the learning process. The material presented must be systematically and psychologically designed in order to prepare effective instruction. This article discusses learning to read piano instrument block notes using a virtual four-handed piano learning video that can be easily accessed and studied individually. However, the success of the four-handed virtual piano learning video in learning piano block notation has various aspects that must be considered so that the music-making features available in the video can be used effectively. This article aims to discuss the level of student satisfaction in the use of four hands virtual piano learning videos, identify obstacles in learning, provide feedback and important information for learning improvement. This research uses descriptive analysis method. Involving three course students who already understand reading block notation, in the Borg and Gall method, this product testing is in stage 1, where the subjects involved are still in small scope. The results of this test show some of the advantages and disadvantages of learning videos, both in terms of audio, visual, material, material delivery techniques, to the level of students' understanding of the material.

INTRODUCTION

Learning media can be developed by utilizing existing information and communication technology, such as multimedia-based learning media. Learning media can be understood as anything that can convey or stream messages or materials from planned planning, so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently and effectively (Rayanda, 2012). Educational media are used to overcome various obstacles, both in terms of communication, limited classrooms, passive student attitudes, student observations that are less uniform, educational facilities that are less specific, so that learning is impossible without the media (Wiflihani, 2021). One form of learning media used is in the form of video. Video is a technology for capturing, recording, processing, and storing, transferring, and determining the sequence of images by presenting scenes in motion electronically (Munir, 2012).

Learning media is one of the main things used for educators such as teachers. This media is also an event to find out how creative a teacher is in making multimedia-based teaching materials. There are nine factors that can influence the creativity of teachers in teaching, namely thinking style, family factors, teaching beliefs, education and career experience,

personal effort, motivation, teacher knowledge, environmental factors, and the personal qualities of the teachers themselves which are interrelated with each other. (Hong, 2009).

However, in this modern era, there are still some teachers who have gaps in the use of technology and there are still many teachers who do not develop and utilize learning media, so that some multimedia-based learning media are less attractive to students. The lack of variety of learning media in the teaching and learning process has an impact on the level of students' understanding of a subject matter. There are some students who are responsive in understanding the material, there are also students who are slow or even do not understand the subject matter, due to different levels of understanding, thus demanding teachers or educators to be more creative in delivering subject matter. Therefore, learning media need to be developed and applied as well as possible.

With the development of the times, the use of learning videos in music learning will be very useful in addition to being in line with technological developments in the 21st century which is an inseparable part for the current generation. Students can learn it anytime and anywhere without having to wait for people who are experts in the field of musical instruments such as course teachers to teach them. This condition makes music education generally unable to avoid the use of technology in musical life (Raharja & Sayuti, 2014).

In the use of learning media, teachers need to choose the type of media that can be used according to the needs when learning. Learning media today are very good at using images, visual media, audio media and much more. By using learning videos as learning media, students will more easily understand learning and can improve student learning outcomes. Technological advances are increasingly rapid today, so that life is full of opportunities and challenges. The integration between the art of music, science and modern technology has given birth to digital music technology, one of the results is learning videos. This can fill and answer gaps in music education when some students still feel they do not understand the learning material because teachers tend to teach conventionally. With the learning video can present a modern, new, and efficient learning experience.

Learning videos can be found on various social media sites, such as Instagram, Twitter, Facebook, and even the platform with the most users, Youtube. One example is learning videos for piano instruments. Piano is a musical instrument that is most in demand by the public. This instrument can be found in various events, formal education, and course venues.

There are various kinds of piano teaching method books used by various music course institutions. Each book has its own way of introducing basic musical knowledge such as rhythm, technique, key recognition, dynamics, to the introduction of block notation. Musical notation can indicate a tone with the placement of rising or falling that is formed in the symbol (Anggoro, 2021). Reading block notation, especially on the piano instrument, is a material that is quite difficult to learn. Due to this level of difficulty, various student characters appear when studying it. Starting from students who understand and are fast in practice, understand the material but are slow in practice, some even feel insecure when playing. Introducing musical notes to children is not an easy thing because reading musical notes requires an understanding of several things regarding the value of the notes, the location on the stave, the name of the note, and the location on the piano bar. Due to this difficulty, some students became less enthusiastic in practicing and some even decreased their learning motivation so that the students stopped attending the course.

Based on the description above, the study in this study aims to discuss the level of musical progress that students can achieve in the material for reading block notation on the piano instrument being taught, identify what obstacles students experience in learning so that solutions are found in the implementation of learning using video. interactive virtual four hands piano on the course. In the application of the use of this learning video, it involves playing a musical instrument, namely the piano which is available at the researcher's house. The process carried out by students can be observed in several aspects of musical ability which can be improved in reading notation with the help of four hands virtual piano learning videos. This media product has advantages, including indirectly students play a four-handed piano, but it is done virtually without partnering with someone like in general. so they can practice individually.

METHODS

The research method is a description of the research design used, including systematic steps and procedures that must be carried out, research time, data sources, how to obtain data and how to process/analyze data. In this article, the author uses a qualitative research method that is descriptive in nature. The author uses the theoretical basis as a guide so that the focus of this research is in accordance with the facts while in the field. The data obtained in the form of observations of researchers on students who study the piano instrument individually with learning videos as material from the research being tested. The subjects of this study were three students who studied piano instruments with the criteria of having achieved the basic level of reading block notation.

With the Borg and Gall development model, the researcher is in phase 1 trial, where the research subject is still small in scope and not yet widespread, so the researcher gets some input and suggestions for the revision phase of the product being developed, Borg and Gall state that research and development is a research method used to develop or validate a product used in education and learning (Sugiyono, 2013). The process of research findings of a product is developed, adjusted, and makes products based on the findings of these needs, conducting trials where the product will be applied and revising if there are deficiencies (Irwansyah, 2021).

Interviews and observations were also conducted to determine the ease and difficulty encountered as well as how big the level of motivation and interest of students towards learning piano instrument beam notation. Description The analysis of the results of this study includes the results of student reviews when applying the learning videos provided by the researcher. Implementation of the use of four-handed virtual piano learning videos can improve students' ability to read block notation starting from the basics of melody, rhythm, tempo, to dynamics. This is done to increase awareness of musicality for students who learn piano instruments, one of which is the ability to read notation.

Data analysis was carried out through data reduction, namely the process of selecting, focusing, simplifying, abstracting, and transforming the rough data that emerged from the findings in the field. Presentation of a virtual four-hand piano learning video with teaching materials from Christopher Norton's Microjazz Duets Collection 1 book. The results of the study were also analyzed using a questionnaire to determine the success of the research. Analysis of the level of student satisfaction during piano lessons using video.

In addition, the researchers also used questionnaire data with five columns filled in as information before students expressed their opinions about the learning videos that the researchers gave. This aims to facilitate researchers in interviewing these students. The following is a short questionnaire table given to students.

Table 1. The level of student satisfaction in the use of learning videos

No	Student's Name	Video Design	Video Audio	Video Content	Materials and Communication	Understanding Content
1	Student's name					
2	Student's name					
3	Student's name					

Information:

NS: Not Satisfactory LS: Less Satisfactory GE: Good Enough S: Satisfying VS: Very Satisfy

RESULT AND DISCUSSION

Process Before Training

Playing the piano is an important index to measure the technical level of the piano and also the basic conditions of playing the piano to realize different styles of playing (Zhu, 2017). At the initial level, piano learning is focused on exercises to improve finger skills through various exercises (Takegawa, Terada, & Tsukamoto, 2008). Before touching the piano instrument, students stretch their fingers first, this is useful so that students' fingers are not stiff when playing. In the next stage, students start touching the piano and playing scales and triads as an initial warm-up. Playing scales and triads is a technique that is routinely done before going to the main material to flex your hands.

The scale is a collection of notes in one octave (consisting of eight notes) which is formed from several intervals and forms music (Gill & Purves, 2009). By practicing the scales regularly, you can launch your fingering technique. Fingering is an important skill when learning a piano instrument, especially at the beginning of learning (Wei, 2016).

Figure 1. Student doing finger stretching

Not all scales can be used in learning basic piano instruments. Learning that is routinely carried out only uses two scales, namely the major and minor harmonic scales. Practicing

the scales continuously, will produce regularity in fingering (Piano fingering) which in turn can improve finger skills in playing the piano (Nainggolan, 2019). For the triad, students play major and minor chord patterns. It can practice the use of intervals when playing a piano instrument. Interval is the distance between one note and another. At this stage, each student will also be given the opportunity individually to practice the process of reading and playing the piano block notes.

Learning Video Application Process

Learning videos are designed for learning that are combined with computers for learning purposes so that students not only hear and see pictures, but students or video users can respond/respond actively in the learning process. At the implementation stage, students were given a four-hands virtual piano learning video made by the researcher. This video is five minutes and four seconds long. The score and sound notation contained in this video involves the use of a computer music software application, namely Sibelius.

Figure 2. Students watching videos using android tablets

As described in the method, the material being played comes from the Microjazz Duets Collection 1 book by Christopher Norton, the work used is the first part with the title "Simplicity". This work is not too long so that the learning video does not take such a long duration. If the duration of the learning video is too long, students will feel bored and not serious in practicing. When students saw the first minute solid video, at first the students felt confused by the score images contained in the video. This is because students feel they have never seen the score format contained in the video, namely the four-hands piano or four-handed piano format. Four-handed piano is a type of piano duet that involves two players playing the same piano instrument simultaneously. In use in America, the former is often referred to as a four-handed piano (Sadie, 1980). The use of the four-handed piano format is still rarely used as a learning material for piano instruments.

Figure 3. Students watching videos using android gadget

Based on observations, the three students who used this video were initially confused because they had never seen the four-hands piano format before and did not understand the

concept. But this was finally answered when they watched the video from the 15th second. Where in this section we begin to explain briefly and not so deeply about the four-hands piano playing. Then after students observe a brief explanation, students are presented with the work or material they will learn and play in the video. After they finished listening to his work, the three students were surprised when in the video there was a mission they had to complete. The mission required them to play the masterpiece contained in the video.
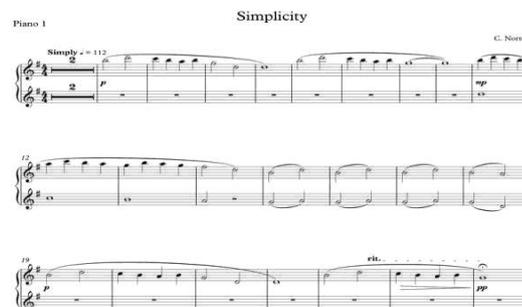

Figure 4. Score "Simplicity" for Piano 1

After studying the part of the score above, students begin to move on to the next stage. Where in this section the concept of a four-hands virtual piano begins to be applied. In the video, there is a blue line in the score section of Piano 2, the sound that is heard from the video is only part of Piano 2. That means, the student has to play the part that has no sound in the video, namely the Piano 1 part. When the three students study this part , they can learn it completely in less than 15 minutes.
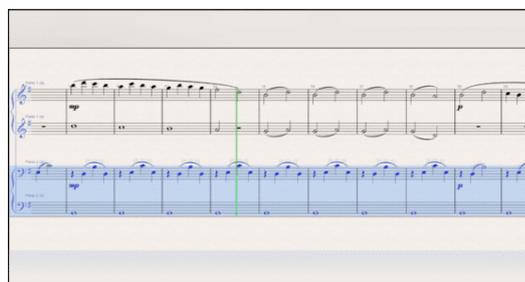

Figure 5. "Simplicity" score for the primo section to play

In terms of playing the four-hand piano format, the person who plays the Piano 1 score is called the primo, if it is positioned on the piano instrument, the player is on the right which tends to play the high notes. After students complete the first mission, students are given a second mission or the last mission, which is to play Piano 2 scores. The concepts used are the same as in the previous mission. However, this time the students acted as Piano 2 players or in four-hands piano terms commonly referred to as secondo. Based on its position in playing the piano, secondo is on the left and tends to play low notes. For this section unlike before, students only spend less than 10 minutes to study it completely. Then students begin to practice the secondo part contained in the video.

Figure 6. Score "Simplicity" for Piano 2

Student Review of Virtual Piano Four-Hands Video

Learning videos can be used to help teachers interact while in class (Sherin & Dyer, 2017). Based on the results of interviews with the three students, the researchers found the advantages and disadvantages of using a four-hands virtual piano video.

1. *Video Design*

In the video visual design section, the third student still feels that there are shortcomings. Among the works given are not given finger numbers like in some piano books. In this learning video, the researcher did not include finger numbers in the work. In some books or piano scores there are fingerings used, but sometimes the fingering does not match the finger anatomy of all piano players, so students are expected to be able to change the fingering according to the piano player's finger anatomy, when students are used to playing according to the writing of the book.

For the superiority felt by the students, they enjoyed the plot in the video till the end. The scores contained in the video are clearly visible and safe to use when using a cellphone or gadget. The video resolution is adjusted to the standard full screen size of the cellphone. For the score section, the design used is the default from the Sibelius software application.

Table 2. The level of student satisfaction in the design of learning videos

No	Student's Name	Video Design
1	Jihan	LS
2	Egi	GE
3	Rayna	GE

2. *Video Audio*

Figure 7. Students play the work with earphones to hear the audio in the video

In the audio section contained in the video, the three students felt that there were still shortcomings. The sound produced when the piece is played is not as real as a real piano

instrument. This was triggered due to limitations in the audio features in the Sibelius application owned by the researcher. So that the sound issued is still in the form of MIDI audio that comes from the application. In addition, because the condition of the course room is quite noisy and is not soundproof, the videos they see are not very audible during the practice process. So they use the help of a headset/earphone to help them when listening to videos. For advantages in terms of audio, the resulting sound does not become broken when students try to use a high volume. Especially when using earphones, the sound produced from the beginning to the end of the video sounds stable.

Table 3. The level of student satisfaction in the audio of learning videos

No	Student's Name	Video Audio
1	Jihan	GE
2	Egi	GE
3	Rayna	GE

3. *Video Content*

The target to be achieved after using this learning video is to increase students' self-confidence and increase awareness of musicality when reading the block notation of piano instruments, the material used in the video uses works that are not too long and difficult. This work consists only of notes ¼, ½, and 4/4 notes or full notes. The dynamics used are mp (mezzo-piano), p (piano), and pp (pianissimo). This work focuses students on processing the dynamics or volume of the sound produced when playing the piano. The drawback of this video is that there are still some important points in the material that have not been delivered. The researcher also did not include a video overview of the example of a four-hands piano game, it is natural for students to feel confused when they first watched the video.

Table 4. The level of student satisfaction in the content of learning videos

No	Student's Name	Video Content
1	Jihan	S
2	Egi	S
3	Rayna	S

4. *Materials and Communication*

In this learning video, the researcher does not use the voice of the person speaking, this is because students only focus on writing, images, and the sound of music produced from the video. After studying the material from the video, the researcher always suggested to the students to correct themselves in playing the piano such as recording while playing. To correct the game, it is necessary to have the sensitivity of the ear in hearing the results of the practice process, whether the expected sound effects have been heard well or not, and whether the sound produced is in accordance with the work being played.

Table 5. The level of student satisfaction in the Materials and Communication of learning videos

No	Student's Name	Materials and Communication
1	Jihan	S

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2	Egi	S
3	Rayna	GE

5. *Understanding Content*

During the process of observing the learning video, students understood the material presented even though there were two students, namely Egi and Rayna, who were a little hampered because this video used English as the introduction. So that in the end the students listened to the material from the researcher orally while watching the video. Initially, the three students were quite anxious because they thought the material given was difficult. However, after following the plot to the end, they were satisfied with the achievements that had been achieved after completing the two missions contained in the video. The time spent by students to complete the material provided in the video averaged approximately 30 minutes. Not to mention that before using the video, students first warmed up their fingers for 10 minutes. In the standard time used the average music course venue is 45 minutes. So, it can be seen that this learning video does not waste a lot of time. Based on the researcher's observations, after students learned to read block notation through this learning video, students experienced several improvements, both in terms of processing dynamics, reading rhythmic, and adjusting the tempo. Students also begin to feel the initiative to learn the work being played and there is no element of feeling forced when learning.

Table 6. The level of student satisfaction in the understanding content of learning videos

No	Student's Name	Understanding Content
1	Jihan	VS
2	Egi	S
3	Rayna	S

CONCLUSIONS

Based on the results of this study, it can be concluded that the use of four-hands virtual piano videos in learning to read block notation can provide convenience and increase knowledge and increase their confidence when playing a piece. Reading musical notation also involves a sense of processing notation patterns or processes directly using a cut system, not reading notes one by one. In addition, it can improve the ability to express some of the musical symbols found on piano scores. Like in the Borg and Gall method, the learning videos that researchers make have several advantages, but there are also some shortcomings so that a revision or improvement stage is needed until the resulting product is suitable for widespread use. It's not only a small area like the three students who are the subject of research, it is hoped that this video can be useful for people who are serious about studying piano instruments, especially in reading notation material. In terms of making learning media, teachers must pay attention to the availability of adequate multimedia for each student so that the devices provided by the teacher and the devices owned by students support each other. Weaknesses in learning videos can provide an idea for developing so that the results are better for use.

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