Minangkabau Traditional Music Practice Learning Strategies; Student Competency Achievement In The Impact Of Pandemic

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ABSTRACT
Education is one sector that plays an important role in building the nation and forming a complete human being. The impact of the pandemic condition makes the learning process at all levels of school to college feel very less enthusiastic. This is because the teaching and learning process which was initially carried out directly / face to face shifted to the learning and teaching process which was carried out through platforms that were integrated into internet-based networks (e-learning). The purpose of this study was to find and design a learning strategy for the Minangkabau Traditional Music Practice Course, FBS UNP Sendratasik Department. From the situation and conditions seen through the GAP analysis, several techniques/procedures must be passed so that the learning objectives can be achieved. The research method was carried out through several stages, including; 1) observation, 2) design of learning devices, 3) implementation of learning, and 4) tests, evaluations and revisions. This research is proven through stages; 1) learn the basic principles of the technology under study, 2) use the formulation of technology concepts; and 3) proof-of-concept of important functions and/or characteristics analytically and experimentally regarding learning strategies for Minangkabau Traditional Music Practice to achieve student competence.

INTRODUCTION

The condition of the Covid-19 pandemic which spread from the beginning of 2019 made various sectors in people's lives less enthusiastic, one of which was the education sector. The implementation of the learning process during the pandemic was dominantly carried out online (in the network) using platforms in the Internet network. This situation inevitably makes teachers/educators must prepare learning tools to achieve learning objectives. Therefore, researchers seek to identify the strategic issues that are happening. The impact is very significant, namely regarding the ineffectiveness of teaching and learning activities during the pandemic. Especially in the application of practical courses, especially the Minangkabau Traditional Music Practice course at the Sendratasik Department of FBS UNP. So that for students as learners, their abilities/competencies will be threatened if they are not dealt with in a systematic, directed and planned manner regarding their learning strategies.

Permendiknas No. 22 of 2006 dated May 23, 2006, in (Goldman, Ian. and Pabari, 2021) conveyed the principles of curriculum development; "a) centred on the potential, development, needs and interests of students and their environment; b) diverse and integrated; c) responsive to developments in science, technology and art; d) relevant to the needs of life; e) comprehensive and continuous; f) lifelong learning; g) balanced between national interests and regional interests". In this way, the curriculum is developed based on the awareness that science, technology and art develop dynamically, and therefore the spirit and content of the curriculum encourage students to

follow and make proper use of developments in science, technology and art. What's more, in the current pandemic conditions and situation with limited gathering activities (social distancing), learning that is carried out traditionally (face to face) inevitably shifts to learning patterns that are tricked through platforms/e-learning. The goal is for the teaching and learning process to continue so that it is hoped that the learning targets (student competencies) can still be achieved if they are tricked through strategies for designing effective and efficient learning devices to be implemented.

In line with the conditions above, Ardipal also confirmed that "the future prosperity of the Indonesian people will not only come from natural resources but from the superiority of local cultural arts that other nations do not have (Ardipal, 2012). For graduates of national education to have competitive and comparative advantages according to national and international quality standards, future curricula need to be designed as early as possible. The position of the Minangkabau Traditional Music Practice course with local art and cultural practice content should be developed into one of the courses that have advantages and is adapted to national education quality standards so that it has competitive and comparative power to meet the needs of the community or the needs of students and their environment.

The ideal conditions regarding learning are also contained in Law No. 20 of 2003 concerning the National Education System Article 3, that "National Education functions to develop capabilities and shape national character and civilization that are useful in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". In connection with this, Fidesneur also stated that "the task of a lecturer is to teach and educate, as an educator the lecturer is responsible for achieving the learning goals he has set, meanwhile as an educator, his responsibility is not only to achieve or not the teaching goals but he is also morally responsible for the results. learning" (Fidesrinur, 2011).

Academic competence can be achieved through education levels and requires an adequate strategy to make it happen (Supriando 2022). Dick & Carey (Anitah, 2013) argues that "learning strategies are not only limited to activity procedures but also include learning materials or packages. The learning strategy consists of all components of the subject matter and procedures that will be used to help students achieve certain learning goals. To achieve the goals of learning, lecturers must also use a set of systematic thinking as an approach. The selection of solutions by applying the problem-solving ideas/background above is based on that lecturers as professionals need to fulfil several requirements, namely; 1) take responsibility; 2) show a positive mental attitude; 3) prioritise primacy; 4) demonstrate competence; and 5) uphold the code of ethics. The learning strategies that were used to be done traditionally (face to face) and the use of teaching materials that were made manually (directly in class/cognitive transfer) previously by the lecturers are no longer effective and efficient solutions to apply during a pandemic. What's more, with the progress of learning that can be done digitally (through platforms/e-learning), the learning system should also be updated using platforms/e-learning complete with learning tools in it, thus helping the learning process for both lecturers and students. Students even though it is done from home/online.

Observations that have been made previously, especially in the implementation of learning Minangkabau Traditional Music Practices at the Department of Sendratasik FBS UNP, can describe several problem identifications as follows;

- Use of e-learning2 that is not optimal;

- Unavailability of lecture media for Minangkabau Traditional Musical Practices that can be connected via the internet network;

- Lack of student motivation towards learning Minangkabau Traditional Musical Practices;

- The design of RPS for the Minangkabau Traditional Music Practice course is not yet uniform;

- RPS is not following the CPL and CPMK of the Study Program;

- The Minangkabau Traditional Musical Practice learning module is not yet available;

- The practicum video for learning Minangkabau Traditional Music Practices is not yet available;

- Threatened Student Competence in Traditional Music Practice Courses as an Impact of the Pandemic;

From the identification of issues that have been carried out, then if problem-solving is not carried out it will have an impact on; 1)the learning process is hampered and not running due to the impact of the pandemic; 2)not achieving student competency and learning quality; 3)there is no strategy for the delivery of learning materials; 4)lack of achievement of the vision, mission and goals of the organization/department; 5)reducing public trust in institutions as education providers and producing prospective educators. Seeing the magnitude of the impact that will arise from the problems above, it is necessary to take strategic steps to solve the problem.

METHOD

This type of research is qualitative descriptive research with a case study approach. Deddy Mulyana (Mulyana, 2006: 201) says that qualitative descriptive research with a case study approach is research conducted by making researchers the main research instrument so that researchers seek to provide a complete and in-depth view of the subject under study. In this way, researchers also try to design, compile, create and use learning tools (RPS, Modules, Video Practicums) that are felt to be effective and efficient in meeting the needs of the learning process.

Creswell in Sugiyono (Sugiyono, 2014: 14) explains that research with a case study approach is a type of approach used to investigate and understand an event or problem that has occurred by collecting various kinds of information which are then processed to obtain a solution so that the problem that is revealed can be resolved. The issue analysis that was carried out previously regarding the conditions that took place, especially during the pandemic, was specifically investigated in the Minangkabau Traditional Music Practice Learning Strategy study; Achievement of Student Competency in the Impact of a Pandemic. The solutions offered to answer the intended strategic issues are carried out with the stages of learning strategies as a solution to problems, including; a)Team teaching coordination and cooperation; b)Designing learning tools (RPS, Modules, Practicum Videos); c)Learning Process; and d)Evaluation, evaluating student products and learning outcomes.

From the solutions offered above, it is necessary to describe the stages of the research and illustrate them in the following Fishbone Diagram;

1. Initial investigation, researchers make observations, discuss and coordinate with the teaching team and conduct a situation analysis to find a solution

2. Construction, namely collecting raw materials/data for material that will later be designed in the form of RPS, Modules, and Practicum Videos.

3. Design, carried out to compile materials/data that have been previously obtained so that they become the products needed in the course of the learning process.

4. Tests, evaluations and revisions need to be carried out for improvement and the needs of the learning process in the future. Whereas the results of the learning process are student competencies both cognitively, affectively and psychomotor in the Minangkabau Traditional Music Practice course.

RESULT AND DISCUSSION

1. RESULT

A. Initial Investigation

The initial investigation is carried out by determining the identification of the problem, by conducting an analysis using a USG analysis tool (Urgency, Seriousness and Growth). USG can be used in determining whether a problem is a priority problem by using three factors. These three factors are urgency, seriousness, and growth which are further explained:

1. Urgency; This factor focuses on how serious or urgent an issue (problem) is to be resolved. The more urgent the problem is to be solved, the higher the urgency of the problem.

2. Seriousness; This factor focuses on how serious the impact will be from an issue (problem) if it is not resolved. If the impact of the problem is getting more serious, then solving it becomes a priority.

3. Growth; This factor focuses on how wide the growth of an issue (problem) is if it is not resolved. If the problem is growing rapidly, then solving it becomes a priority.

The assessment step is carried out by compiling the order of priority issues to be resolved. The ultrasound analysis assessment procedure is to first determine some of the issues that exist, and then make a priority table of these problems. After determining the issues, then determining the priority scale of the list of issues with a rating score from 5 to 10. This aims to determine which issues are raised according to the priority scale. The description of scoring can be seen in the following table;

Table 1. Assessment of the USG method

Value	Description
9-10	Very Important
7-8	Important
5-6	Neutral

Table 2. USG Analysis of the Impact of the Pandemic on Learning Minangkabau Traditional Musical Practices

No	Problem	U	S	G	Total	Rating
1	The use of e-learning is not optimal	5	6	8	19	VI
2	The unavailability of lecture media for Minangkabau Traditional Musical Practices that can be connected via the internet network;	7	8	9	24	IV
3	Lack of student motivation towards learning Minangkabau Traditional Musical Practices	5	6	9	20	V
4	The design of RPS for the Minangkabau Traditional Music Practice course is not yet uniform;	5	5	8	18	VII
5	RPS is not following the CPL and CPMK of the Study Program;	5	6	6	17	VIII
6	The Minangkabau Traditional Musical Practice learning module is not yet available	8	8	9	25	III
7	Minangkabau Traditional Music learning practicum video is not yet available	8	9	9	25	II
8	***The Threat of Student Competence in Minangkabau Traditional Music Practice Course***	**10**	**10**	**10**	**30**	**I**

Based on the results of the issue analysis using the USG analysis tool, it can be seen the level of Urgency, Seriousness and Growth issues that exist by using the brainstorming method in the form of Focus Group Discussion (FGD) with the Teaching Team. So getting the highest rating is the final issue and an issue that needs to be solved for the problem, namely: "Student Competency in Minangkabau Traditional Music Practice Course is threatened by the impact of the pandemic".

To analyze the root of the problem, the tool method is used; a fishbone diagram to improve the quality of learning. As for the problems raised as issues, the authors identified them in the fishbone diagram as shown in the following figure;
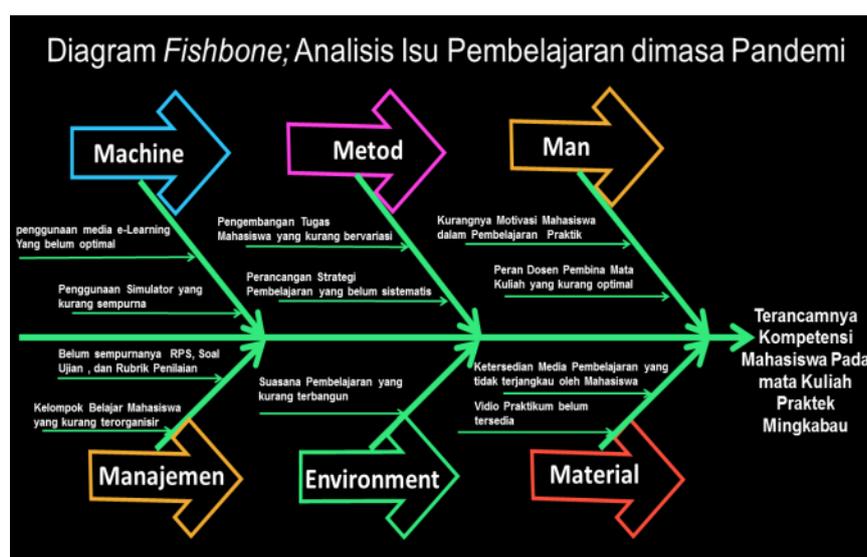

Figure 1. Fishbone Diagram of Learning Issues Analysis

GONDANG | JURNAL SENI DAN BUDAYA
JOURNAL OF ARTS AND CULTURE

If this problem is not solved immediately, it will affect other aspects. The following is a GAP analysis chart of the problems that arise and the solutions that will be carried out:
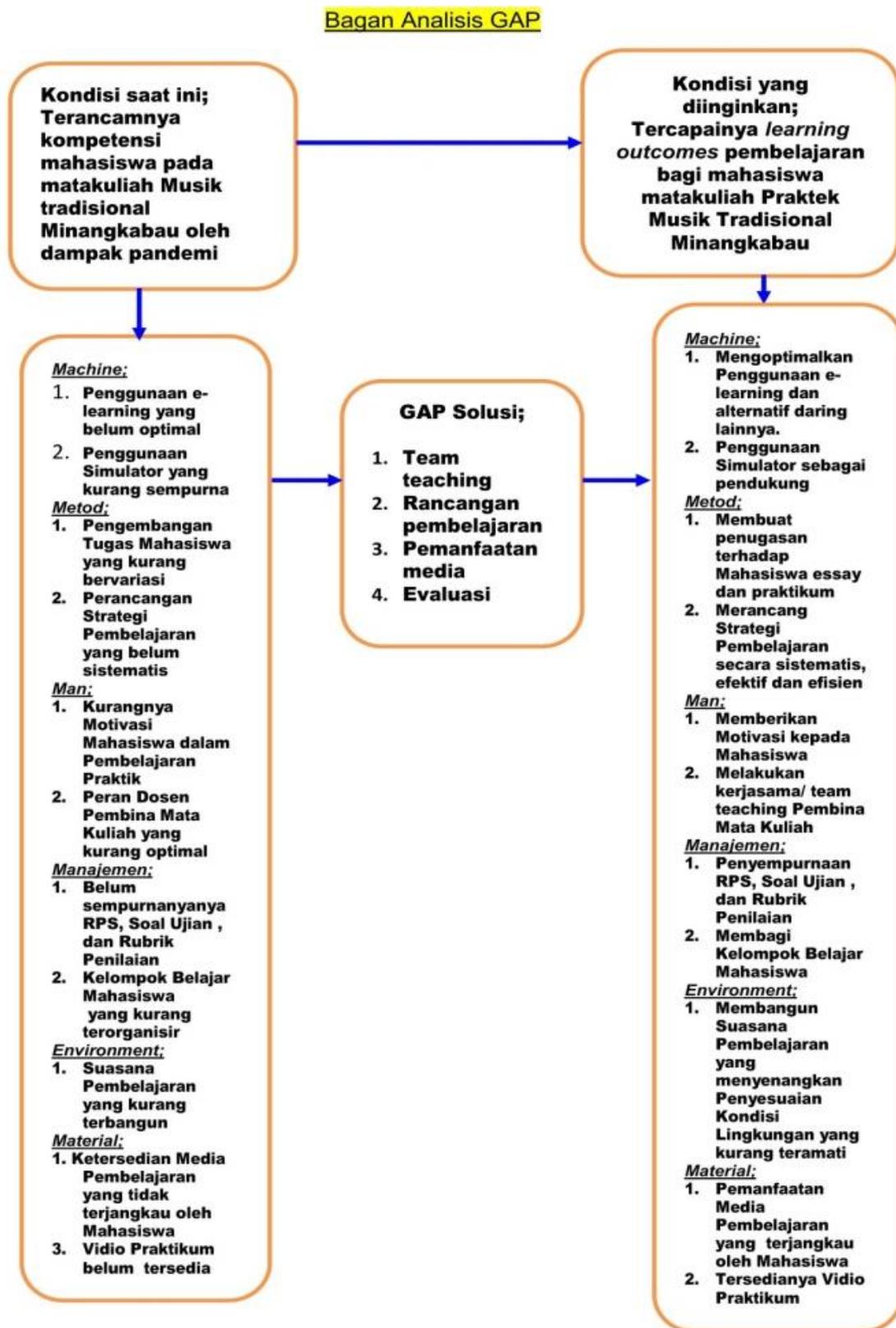

Figure 2. GAP Analysis Chart

GAP analysis means comparison of actual performance with potential or expected performance, to solve problems to anticipate the impact of the pandemic on learning Minangkabau Traditional Music Practice Course. So that it will be carried out with the stages of learning strategies as a solution to problems, including;

a. Team teaching coordination and cooperation (in the form of investigation)

b. Designing/designing learning devices (RPS, Modules, Practicum Videos)

c. Learning process; use of learning tools and media that are effective and efficient in pandemic conditions (use of media in the surrounding environment/simulators, as well as e-learning2 UNP and other online)

d. Test, Evaluation of student learning outcomes and follow-up on the use of products (learning tools).

By studying the concept of strategic issue analysis above, the advantages of the above solutions include; 1)providing an understanding of environmental changes through strategic environmental analysis (internal and external) which will affect the sustainability of the implementation of learning; 2)providing an in-depth and objective understanding of a problem, so that better alternative solutions to problems can be formulated; 3)able to make the right decision on the problem. In this context, namely, efforts to design learning strategies and methods so that learning objectives can be achieved.

B. Learning Device Design

The design of learning tools for the Minangkabau Traditional Music Practice course is carried out by a) preparing Semester Learning Plans (RPS) and Lecture Program Units (SAP; b) preparing Practicum Modules; c) preparing practicum videos; d) preparing practicum questions and instructions; e) make a lecture contract; and f) material input and learning instruments through e-learning2 UNP.

Through RPS and SAP which have been designed by the Lecturer for the Minangkabau Traditional Music Practice course, students can find out the outline and unit of lecture events that will be carried out for one semester. Meanwhile, through modules and practicum videos, students can understand the description of the material that is integrated into e-learning according to the topic every week. In addition, students can also access exam questions as a knowledge/cognitive test, then answer these questions and then submit them back to e-learning according to the specified time as well as practical instructions that they carry out in groups/collaboration. they videotaped each one and edited it together to form a form of presenting the Talempong Pacik ensemble.
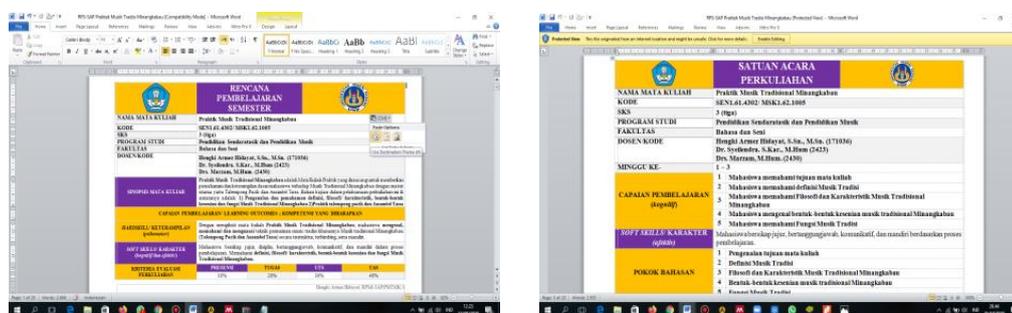

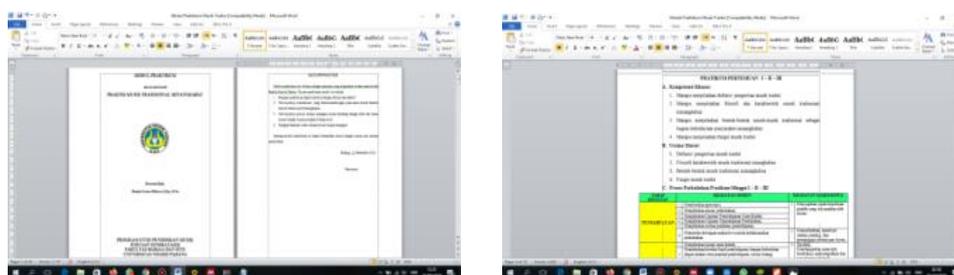**Figure 3.** RPS and SAP for Minangkabau Traditional Music Practice Course

Figure 4. Practicum Module

Figure 5. Practicum Module Preparation

## 2. DISCUSSION

A. Learning Implementation Process

Online learning allows the involvement of innovative learning media to support its implementation (Suryawan et al. 2022). Akhmat Sudrajat (Sudrajat, 2008) stated "In the learning process there are several terms that have similar meanings, so people often feel confused about the difference, including (1) learning approach, (2) learning strategy, (3) learning method; (4) learning techniques; (5) learning tactics; and (6) learning model".

The need and importance of developing information and communication technology is felt to improve the quality of learning (Atmojo, Suroso, and Rahmah 2022). Following the learning conditions that took place, it was dominated by face-to-face via internet (online) networks. Then the application of learning in the Minangkabau Traditional Music Practice course uses the Student Center Learning approach. Student Center Learning (SCL) is a learner-centred learning approach at the centre of learning activities, students must play an active role in developing their abilities to think creatively and innovatively, (Priyatmojo, 2010). The strategy used in this learning is by coordinating team teaching, preparing learning tools, the process of implementing online learning, and evaluating both the learning process of students in this case students of the Minangkabau Traditional Music Practice course as well as evaluation of learning tools used have been prepared to achieve the objectives of learning so that it continues to run effectively and efficiently (Sanjaya, 2008).

The learning method used is through lectures, demonstrations, simulations and laboratory work which are presented in video labs and integrated through the use of an e-learning platform. This means that technically the process of learning the Minangkabau Traditional Music Practice course is carried out online, or utilizing lecturers preparing all learning tools into the e-learning platform and students can access it directly via the internet network. Apart from that, lecturers also need other tactics to complement the effectiveness of the learning process being carried out, such as using *WhatsApp* communication media, and also using face-to-face via *Zoom Meetings*.

The learning of the Minangkabau Traditional Music Practice course which is carried out at the Sendratasik Department of FBS UNP uses two learning models. In this case, the researcher refers to Komalasari's opinion, the first is a problem-based learning model (Problem-Based Learning), and the second is a cooperative learning model (Cooperative Learning) (Komalasari, 2010). Through a problem-based learning model, apart from gaining knowledge from lecturers,

Hengki Armez Hidayat, Minangkabau Traditional Music Practice Learning Strategies: Student…

students can also construct their own knowledge, develop skills and inquiry, and be independent in order to increase their self-confidence (Abbas, 2000). In the case of learning that takes place during a pandemic, students can develop and increase their knowledge and confidence by looking for other sources or solving problems, as well as by looking for other alternatives if there are difficulties in using musical instruments/instruments. Whereas through the cooperative learning, model applied, students are instructed to form groups and work together in a group practice (Isjoni, 2009) especially to present the Talempong Pacik ensemble game as material in the Minangkabau Traditional Music Practice course, in order to improve attitudes to help each other as a form of social behaviour.
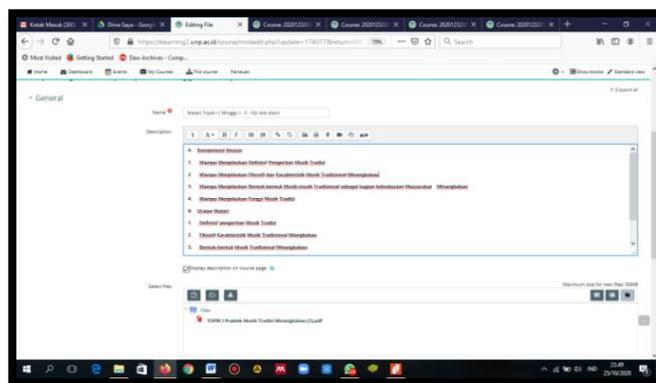

Figure 6. Input learning materials in the form of modules
on the UNP e-learning2 platform

The process of implementing learning is given in the form of material (modules and videos), assignments and instructions by subject lecturers through UNP's e-learning2 platform. The implementation of learning is done in steps; 1) providing learning materials to students online/e-learning2 UNP (practical modules and videos), 2) providing structured assignments; observing videos of traditional music presentations, 3) assigning students to learn to understand the material according to modules and practicum videos, 4) assigning students to practice repeatedly (drill method) and make independent training videos, 5) provide an evaluation of the exercises students have done each topic/discussion of the material, and 6) provide practical questions and instructions.

B. Test, Evaluation of Learning Outcomes and Follow Up

Tests or trials of learning devices that have been designed/designed in such a way and have been integrated through the e-learning platform are carried out in line with the evaluation of the effectiveness and efficiency of learning devices for the Minangkabau Traditional Music Practice course. From the learning process that has been running the material every week is prepared and adjusted to the order of topics and studies in order to achieve the expected competencies, both from cognitive, affective and psychomotor aspects.

The three aspects referred to can be seen by the lecturer in charge of the course directly, from the student's response to the learning process being carried out. Cognitively, students are tested for their insights and knowledge through structured assignments and video assignments for understanding the material they uploaded/collected in the task section that has been designed in e-learning2 UNP. Meanwhile, effectively it can be seen from the involvement/attendance of each meeting/week, listening and then explaining again, including the ability to find opinions, ask questions and so on. Furthermore, for the psychomotor test, it can be seen from the mastery of the practical material that they have witnessed through demonstrations/simulations in the practicum videos which they then imitate and the video again to be uploaded in the practicum practicum section.
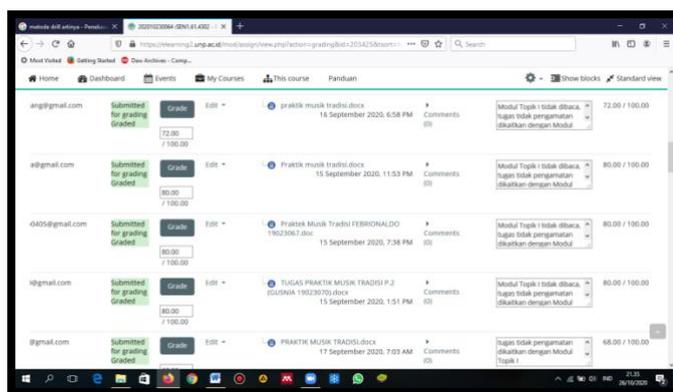
Figure 7. Evaluation and assessment of student assignments
on assignments in e-learning2 UNP

Figure 8. Video of independent practice by students

Evaluation of student learning outcomes is also carried out on each discussion/topic every week, by provoking curiosity, and creativity, and throwing problems to be solved together. And of course, apart from the evaluation carried out by the supervising lecturer, they conclude every material that has been discussed and reflected on so that what has been learned can make an impression on their memory to be remembered later as a frame of mind and concept which they understand and control.

Learning outcomes face-to-face and online certainly have different qualities. However, by getting around the learning conditions that must be carried out online, the supporting lecturers can also pay attention to the quality of student learning through the platform used. As well as providing evaluation notes and assessments directly on e-learning. As shown in Figure 7, on structured (cognitive) assignments students' scores are not maximized if they do not associate video observations with the modules provided in e-learning. That is, what they write down in the observation task is not quite follow the procedures that should have been prepared in the practicum module. However, as shown in Figure 8, the value of the practice they carry out independently can be said to be maximal. With creativity, they can do and use media that are around the environment that can be used as musical instruments.

Follow-up is part of the strategy carried out in the mass learning process in the following semester, in line with the establishment of team teaching coordination and cooperation, as well as the availability of learning tools that have been designed and integrated through the use of e-learning platforms. So, even though the pandemic is over, with the availability of complete learning tools, the teaching and learning process can still be carried out both online and face-to-face or a mixture of both (blended learning), and can be updated according to regulations learning conditions

Hengki Armez Hidayat, Minangkabau Traditional Music Practice Learning Strategies: Student...

and needs for the learning process to take place effective and efficient.

CONCLUSIONS

This research was carried out in several stages, starting from investigating/studying issues of collaboration and team teaching collaboration, designing learning tools, and learning implementation processes, to trials and evaluation of learning tools and processes. From the stages and outcomes achieved from the research, it is hoped that all components of the results of this study can be used as guidelines in implementing learning strategies in courses that are dominant in practice. In practice, learning tools (RPS, SAP, modules and video practicum) have been designed in such a way as to use an internet-based learning platform, namely e-learning2 UNP. This study carried out the learning process by adapting to pandemic conditions and the results of technological advances in order to achieve student competence (cognitive, affective and psychomotor).

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