

Adopting Western-Style Violin Techniques in Playing Malay Song

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Abstract: The violin instrument is one of the compulsory subjects in the Music Education Study Program, which is a competency for students who make it the main choice. In the learning, theoretical and practical reinforcement is given, so that students can master both knowledge and play it well, so that these two materials become an inseparable part. This is done as a strengthening of the knowledge of graduates as prospective artists and prospective teachers, who will present them in class. However, in the learning process there are still many obstacles, especially the lack of learning resources related to the cultural context, especially in creative material by incorporating Western elements into ethnic music, especially ethnic North Sumatra. This is related to how to adopt the structure of Western music into ethnic music, in addition to technological advances that require lecturers to be more creative in the process of transferring knowledge, which is certainly a problem in the implementation of learning. Based on this, the purpose of this research is to focus on designing the Violin learning media in the form of a Violin Textbook as a strengthening of student competence. This research is development research that refers to the Borg and Gall development model with ten steps of implementation. These ten stages are then grouped into 5 stages, namely the needs analysis stage, the planning stage, the initial product manufacturing stage, the assessment and validation stage, and the final product stage. Data analysis techniques include analysis of product data validity including media and materials.

Keywords: Game Techniques, violin, folk songs

Introduction

The violin is a musical instrument originating from Europe, which was originally royal musicians and street musicians who used to play it. This instrument was originally used to play classical music, including Minuet No. 3 by composer J.S Bach, Four Seasons by Antonio Vivaldi, Eine Kleine Nacht, music by Wolfgang Amadeus Mozart and so on. They play it in an orchestra or solo performance. Learning music, in this case the Violin instrument, is not only learning notation, but there are many things that must be known and understood to be able to play according to the background of his work. Playing the violin is the same as any other musical instrument by using musical notes along with the basic notes, such as using kreis (#) to increase half a note, or decrease by half a note (mol), as well as tempo types such as: Allegro, Adagio, Largo, Lento and Vivace. In addition to the type of tempo, there are also types of how to play notes such as: Ritardando, Rallentando, accerelando, Simile or played in the same way as well as the sign fermata which means extending the tone / resting the tone. In addition to the things above, there are also dynamic signs that must be understood when you want to play the violin, namely dynamic signs such as: Piano (played softly), Pianissimo (very soft), Forte (played loudly).

In playing the violin, the player who plays it must understand the major and minor scales. The violin is included in the melodic instrument as a carrier of the melody. In addition, the violin is an instrument that plays an important role in an orchestra, the violin is the backbone of a classical orchestra. In relation to the explanation above, the violin is a traditional western musical instrument which is a mandatory material for students who take the violin as a major instrument in the Performing Arts Study

Program and the Univ Music Education Study Program. Medan State. In the learning process, students are given scientific and practical abilities as competencies that must be possessed. As a major subject, they get it for 4 semesters with learning stages, starting from basic, intermediate, to skilled. In the learning process, they are also equipped with mastery of playing in an orchestra that collaborates with other instruments. They are also equipped with competence in studying traditional arts from their background to how to play the violin. Creative competence is also an enrichment in mastering the violin, by arranging or creating new musical works, by placing the violin as the main instrumen.

In practice, the competencies that should be mastered by students cannot be carried out optimally. Many things are the cause, one of which is mastery in analyzing, translating Western music into ethnic music, which of course has a different sound color, and how to play it. The technique of the game itself is a way of touching/holding and playing a musical instrument according to the notation rules. For example, playing musical instruments using legato, staccato, pizzicato, slurs and other techniques (Banoë (2003: 409). Furthermore, the word game has the meaning, the presentation of art that can be played by anyone, to be enjoyed by anyone (Poerwadarminta, 1991:614) This explanation relates to the use of the term game which means Nusing a musical instrument to be displayed.

The problem above becomes a separate problem when it is associated with playing ethnic songs because ethnic songs have their own techniques that are different from Western techniques. This is related to the mastery of the material to play ethnic songs of North Sumatra, in this case the songs of ethnic Malays. Regarding playing the violin instrument, it becomes a problem in itself when teaching, in addition to insufficient learning resources, especially media in the form of books, as well as audio-visual media. So far, learning is only based on teachers who provide material based on their abilities. So that the competencies that should be possessed well, ultimately cannot be carried out optimally. In view of these rights, this research was proposed based on a needs analysis specifically on the provision of learning media as teaching resources that have not answered competencies, and answered problems in the field. As a prospective teacher who will be dealing with all walks of life, of course, you must be equipped with maximum abilities and knowledge. Learning media as learning resources can actually help overcome problems in the learning process. The existence of the media can increase students' motivation and interest in learning, increase the effectiveness and efficiency of delivering information and make it easier for students to understand the content of the material. Thus, efforts are needed to prepare learning tools, by designing a media that can provide complete information on the material being studied, namely by designing teaching materials in the form of textbooks.

With regard to the preparation of textbooks, attention is needed in seeing the variety and uniqueness of the learning carried out, accuracy in choosing the media and methods used, being influential on the competencies and results achieved. In addition, student perceptions also greatly affect learning outcomes. Therefore, learning resources are needed that can complement the learning process, especially in scientific strengthening of ethnic music, so this research is important to do. Textbooks as references are an important part of the learning process, as stated by Ahmad Rohani & Abu Ahmadi (1995: 152), references as sources can be said to be teachers who become lesson materials. Furthermore, learning resources are also mentioned as tools that can be used as a process of transferring knowledge which is carried out directly or indirectly, and becomes the preparation of students who complete themselves when learning takes place. Learning resources are everything that can support the learning process so as to provide positive change. This is in accordance with the statement of Arif S. Sadiman (in Ahmad Rohani & Abu Ahmadi, 1995: 152-153) providing an explanation that learning resources are matters relating to various sources obtained from various sources, and allow the learning process to occur. Learning resources play a role in making a person able to change himself from not knowing to knowing. from not understanding to understanding, from unskilled to skilled, and one can make the difference between good and bad.

Music Meaning

In understanding violin learning, it begins with an understanding of music, namely music is the result of sound that has a plot in an organized, orderly manner, and is played using an instrument to produce the sound. Furthermore, Sunarko (1985: 5) music is said to be an expression of the appreciation of one's heart in conveying wishes, hopes in the form of sounds that are regular in melody or rhythm, and have harmonious and beautiful elements. Furthermore, Hardjana (1982:5-6) explains that the word music comes from the Greek, namely *Musike*. *Musike* comes from the word *muse-muse*, namely the nine Greek gods under the goddess Apollo who protected the arts and sciences. Instruments or musical instruments are also an important part of the existence of music itself, which is divided into several categories or sections, namely stringed, string, wind, and percussion instruments. The distribution of these types of musical instruments also applies to traditional musical instruments, especially in Indonesia.

Research Methods

In developing learning, steps are used in its implementation, as stated by Richey et al. (2003:1101) describes educational research, there are 3 steps, namely; 1) (1) design, including analysis, planning development, evaluation, utilization, and maintenance, (2) development, covering product production and evaluation, (3) utilization and maintenance, covering use, management, summative and confirmative evaluation. What Richey put forward regarding learning design research is a part that must be understood so that it can be developed.

Designing teaching materials into a product requires a development methodology as a basis for preparation. In this case the Research and Development (R & D) methodology is the reference in this study. Sukmadinata (2012: 164) Research and Development is a way or steps in making new products or improving products that previously existed and can be accounted for. Borg and Gall (1983:772) stated that "educational research and development (R and D) is a process used to develop and validate educational products" conveying that development research is a process of working on developing and validating educational products.

From the explanation above, it can be understood that this research is a development research that produces a product. The products developed can be varied, such as models, media, strategies, methods, or teaching materials in learning. For this reason, the process refers to the R & D model with ten stages of work which are then grouped into five work steps, namely; needs analysis stage, planning stage, initial product manufacturing stage, assessment and validation stage, and final product stage.

Discussion

This study produces a product in the form of a Violin playing technique textbook that adopts Western game techniques into folk song playing techniques. The making of packaging in its development is carried out in several steps including the preparation stage for the design of the Violin Playing Technique textbook material, the implementation stage of making the Textbook, then the media is validated by several validators including material expert validators and media expert validators. Before the preparation of the Violin Playing Technique textbook by adopting western game techniques into Regional (Malay) songs, it is first explained that the Malays are an example of the material in this textbook.

Textbook Development

Needs Analysis Stage

The selection of Malay songs as the material developed was adjusted to the needs of strengthening practical mastery competencies. Malay songs are usually accompanied by drums, accordion and violin instruments, so that they are used as material in mastering playing by adopting Western-style playing techniques. In the game of Malay songs, it has its own technique with its own characteristics, where the musical structure is known as *Cengkok* and *Grenek* which are found in each strain. *Cengkok* and *Grenek* are the characteristics and identity of playing the Malay Violin. In this regard, students have difficulty playing the violin to accompany Malay songs, besides that there are several western-style playing techniques in Malay song playing, so by adopting Western permian techniques to make it easier to accompany Malay songs.

Observation

Observations and observations have been made before when practicing accompaniment of

Malay songs. related to the Violin Course. From the results of observations, there are problems in the learning process, which are related to the lack of learning resources in the form of references to study local music in North Sumatra. In addition, the understanding of the violin instrument in a structural approach and the technique of playing it functionally, has not been able to be given optimally, this is related to the lack of knowledge of the instructor about the art of local content.

Material

The material arranged in the textbook is Violin music material in playing local (Malay) songs. The selection of this material is a competency that must be mastered, as well as a form of preservation, inheritance, generation and re-familiarizing the art of blood to its owner. With the existence of a textbook on violin playing techniques, it is hoped that the violin learning process can be carried out optimally.

Planning Stage

The preparatory design is the initial initial stage of making the Violin textbook, where at this stage the author prepares the syllabus, RPS (Semester Learning Plan) and prepares the material. Compiled based on the syllabus, the RPS which contains the strength program in one semester. The preparation stage for the design of the Violin Playing Technique material is based on a needs analysis conducted in the Sendratasik Department in two Study Programs, in addition, this material can also be used in music courses or violinists in general. Textbooks that are made can also be a treasury documentation of learning resources that are indispensable, to complement existing music books. Based on the discussion that has been done about the needs of this material, the stages in the process are arranged as follows.

Early Product manufacturing Stage

This research resulted in a product of Musical Arts teaching materials in the material of Violin Permian techniques which adopted Western Game Techniques in playing Malay songs. This teaching material contains RPS knowing the technique of playing forms and variations of rhythm patterns in Malay songs using Western permian techniques, and displaying rhythmic forms and variations through songs.

Product characteristics

Products in the form of textbooks are arranged with the characteristics of teaching materials in the form of printed teaching materials. In its preparation based on paper size standards set by ISO. The paper size used is A4 (210 x 297 mm) with a vertical or portrait shape. For the front and back covers, Art Cartoon paper with a weight of 250 gsm is used, while the contents of the textbook are A4 size HVS paper, the paper weight is 100 gsm. For the typeface used Bookman old style with font size 12 pt – 14 pt. In designing textbooks, the selection of dominant colors is an important part by using primary colors and other attractive colors. This selection is so that the books compiled are interesting and adapted to the needs. This is for the attractiveness of the contents of the book which are also adapted to the material.

Textbooks compiled using face-to-face (combination) instructional materials. So, the learning can be done with the lecturer or independently. The preparation of this textbook is part of understanding the material, in the delivery of teaching material, making it easier for students to study it and making it easier for lecturers to deliver it. At the same time, students can practice their skills by self-study. The contents of the textbook contain activities for students to be more active, practice together in playing the violin and practice independently.

The textbook also contains the Malay ethnic group with the background of the violin, which is understood as traditional Malay music. In addition, learning notation, time and technique of playing the violin with ethnic (Malay) songs, is also part of the material, as well as how to play the violin correctly. In the lesson, a song with musical notes is included. textbooks also contain pictures, photos in clarifying the material being taught. So that through this textbook, students can more easily understand and play the violin correctly;

Developing Textbooks

The textbook developed is teaching material for Violin playing techniques by adopting Western game techniques into folk (Malay) song playing techniques. In developing textbooks, firstly the readiness of the material obtained from various sources/references. Next, the material

that has been determined is written using simple and clear language. Next is the illustration in the textbook, designed according to the teaching material. After the textbook is finished, then the results of its development are evaluated and revised by material experts, linguists, and media experts, which are then forwarded to students as users of teaching materials.

Composing Design

Preparation of teaching materials begins with designing the front cover, back cover, and content of teaching materials. The content of teaching materials consists of introduction, content, and closing. The preparation of teaching materials follows the stages that have been mentioned at the beginning. Further evaluation by material experts, linguists, and media experts. Below is a picture of the initial product. The design display on the cover page above, describes the contents of the material in the compiled textbook. The phrase "Violin Playing Techniques: Adoption of Western Permian in Playing Malay Songs". This sentence describes the material contained in the textbook which describes technical knowledge and plays folk songs (Malay) using Western game techniques.

Assessment and Validation Stage

After passing the production stage, the next step is to conduct expert validation tests of material experts and tests of media experts, and linguists. Validation test is used to see the quality of the material and media that has been packaged by the author. In addition, this validation test helps the author to produce textbook products that are worthy of being used as teaching materials. When conducting the validation test, the author gets guidance and revises it again if the validation test is not in accordance with the material, media, and language feasibility test instruments.

In the material validation test there are several inputs, so that the Malay art material with the background of using the violin as an instrument needs to be added. Likewise with Malay songs as practical examples to be distinguished according to the tempo of Malay music. Furthermore, pictures, photos that support the material need to be added. Input from the Design Expert team, in the use of color, page background to be clarified, other than that it's quite good

Furthermore, input from a team of linguists, to compose sentences in the explanation of game techniques to be clarified and arranged in a structured and systematic way, so that they are easy to understand.

Table 1. Assessment Results of Material Experts, Media Experts, and Linguists

| No Evaluator Category | |
|-----------------------|--|
| 2 | Material Expert: Wiflihani M.Pd Very good (90 %) |
| 3 | Media Expert: Drs. Fahmi., M.Pd Very good (96 %) |
| 4 | Linguist: Drs. Zulham M.Pd Very good (86 %) |

Based on the validation results from the expert team, it can be concluded that the textbook of Violin Playing Techniques: Adoption of Western Violin Playing Techniques in playing Malay songs is appropriate to be used as a textbook and becomes a guide for students of Music Education Study Program, and Performing Arts Study Program, who take the choice of Violin. From this textbook, students can learn well, because the discussion in the book presented is systematic, using communicative language, straightforward, and easy to understand.

Conclusion

Folk songs are part of the material that is a competency that must be possessed by students, including students who make the violin instrument their main competency. In the game, folk songs have special characteristics that are different from playing Western songs in general, so references are needed to help students hone their playing skills. This is also a form of effort to document, inherit, and preserve regional arts that must be maintained and developed.

Based on the development of multimedia-based learning media, it can be concluded as follows:

The development of learning media for Violin Playing Techniques textbooks has been carried out

by researchers through several stages according to the Boerg & Gall model grouped into 5 stages, including analysis (needs analysis), planning stage, initial product manufacturing stage, assessment and validation stage, and final product stage. Needs analysis is carried out using interview data collection techniques, questionnaires, and documentation data

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