

Creation of Learning Videos on Balinese Folk Song Arrangements for Junior High School Art and Culture Teachers in Buleleng Regency and Denpasar City

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The purpose of this research is to comprehend the learning of group vocal arrangements including their forms and stages for the environment of arts and culture teachers at junior high school in Buleleng Regency and Denpasar City through making related learning videos. The research method used is qualitative and quantitative, with data collection techniques through interviews, observation, document study, discography, and questionnaire. The theory used is the theory of analysis of the form and structure of the song and the theory of function. Primary data sources were obtained from interviews, observations, and discography (VCD). Secondary data was obtained from books, journals, and internet materials. The results showed that by providing material for Balinese folk songs arrangement in group vocals at the level of junior high school teachers in Buleleng Regency and Denpasar City through a video learning process, students' interest in learning music arrangement increased and allowed them to practice directly conveying the results of the arrangement in group vowel form.

Keywords: *Learning videos, arrangements, group vocals, Balinese folk songs.*

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INTRODUCTION

One of the junior high school subjects is Arts and Culture (Seni Budaya). The purpose of this subject is for junior high school students to have experience of expression, creation and appreciation of art which benefits them from developing aesthetic sensitivity, increasing creativity and critical thinking, and instilling ethical values in behavior. Arts and Culture subjects cover aspects of dance, music, theater arts, and fine arts. Music art subject is one of the subjects that demands the skills of a teacher in organizing learning material and giving demonstrations of playing songs and music, as well as demanding children's creativity in learning and playing music. This indicates that the art of music is taught through the theory and practice of music itself. The subject of music art education is one of the subjects that demands the skills of a teacher in organizing learning material and giving demonstrations of playing songs and music, as well as demanding children's creativity in learning and playing music. This indicates that music art education subjects are taught through the theory and practice of music itself.

Based on the results of the researcher's meeting with the arts and culture teachers at Teacher Consultation Group (Kelompok Musyawarah Guru Mata Pelajaran or MGMP) for Junior High School in Buleleng Regency and Denpasar City, there were obstacles in learning music arts in junior high schools, namely the unavailability of learning videos for composing songs that could be used as teaching guidelines music arts in class IX (nine) semesters 1-2, especially in the basic competency in the technique of developing rhythmic and melodic ornamentation of songs in the form of vocal groups.

According to Kristiawan (2016), there are still many facts in the field showing that music art learning activities in schools still have obstacles that result in the expected ineffective learning. This is due to the teacher's difficulties in providing music art learning materials such as teaching musical elements and imitating musical elements through songs.

There are other difficulties such as teacher difficulties in lacking media or visual aids and the lack of quality of expertise they have. This is proved by Listari, et al (2022), showing that teachers' abilities are not optimal in teaching music in class. The same results were also shown by research conducted by Sutisna (2020), that this happened because most of the existing teachers were not arts graduates.

The idea for this creation originated from the problems faced by teachers when researchers held meetings with the arts and culture teachers at Teacher Consultation Group for Junior High School in Buleleng Regency and Denpasar City. The problem faced is that there is no video for learning to arrange songs in the form of group vocals in music arts subjects, especially in class IX (ninth) semesters 1-2, in the basic competencies of techniques for developing rhythmic and melodic ornamentation of songs in the form of group vocals. The purpose of this research and creation focuses on creating learning video products for composing songs in the form of group vocals, and testing the created products.

Learning media is an important component in the learning process. According to Munadi (2013: 9), the use of media should be a part that must receive the attention of the teacher as a facilitator in every learning activity, because the media in the context of learning is the teacher's language. Learning media has a strategic role and function in achieving learning objectives. The use of rich and varied learning media not only increases learning motivation, but also makes learning outcomes more meaningful.

One form of learning media that can support students to increase motivation and learning achievement is learning videos. Video is a type of audio-visual media, which means learning media that can be seen using the sense of sight and heard using the sense of hearing. As a learning medium, video is effectively used for mass learning processes, individuals and groups (Daryanto, 2013). The benefits of using video media according to Prastowo (2012: 302) include (1) giving students an unexpected extraordinary experience; (2) clearly shows something that was impossible to see at first; (3) analyze changes in a certain period of time; (4) giving students experience to feel a certain situation; (5) presents real-life case study presentations that can evoke discussion among students.

The use of learning videos to arrange songs in the form of group vocals is very important in learning the art of music, considering that learning videos using audio signals combined with moving images in visualizing material are very effective for conveying dynamic material. The material requires the visualization of facial expressions, as well as a certain environmental atmosphere that is presented through the use of video technology so that learning material, both theoretically and practically, can be conveyed to students properly and clearly.

After mastering the material on how to develop song melodies in the form of group vocals and procedures for arranging a song, art and culture teachers and students are expected to be able to apply vocal techniques in developing song melodies in the form of group vocals and composing arrangements ('*aransemen*' in Indonesian language) both in vocal, instrumental and mixed forms. The benefits of developing this learning video really help teachers achieve learning effectiveness both theoretical and practical subject matter, can attract and direct students' attention to concentrate on learning content, and can stimulate students' interest to be more independent, more active, and motivated to practice exercises.

LITERATURE REVIEW

Arrangement (or *aransemen* in Indonesian language) is a technique of compiling and arranging additional notes that accompany the melody of a song. There are also those who argue that the arrangement is the reprocessing of a pre-existing compositional form into a new form of presentation. The purpose of arranging is to make the appearance of a song better than before. The coda is the closing part of a poetry musical performance. This concluding section does not need to be too long, but it needs to be worked out properly so that it can give the impression of a climax or anti-climax to all the works shown (Soeharto, 1979).

Randel (1979) explains that the notion of arrangement is the activity of rearranging a melodic or harmonic component of a piece of music, without changing the meaning and character of the melody. Arrangements can be made for vocals, musical instruments/instruments and/or a combination of vocals and instruments. In composing a song, there are several parts that need attention, so that the song can be presented as a whole, which includes the intro, main song, and coda/closing. Intro/introduction is a short passage at the beginning of a song whose function is to usher into the main song. The length of the intro usually consists of 4 to 8 measures.

Prior to developing song melodies in vocal groups, it is necessary to provide vocal technique material including discussion of what a good voice looks like, what are good postures in singing, forming and processing voices, singing with a voice that resonates (resonance), sings in the right tone (intonation), clear pronunciation (articulation), complete singing sentences (phrasing) and how to animate a song (Tim Pusat Musik Liturgi, 2011).

Development of song melodies, namely adding notes at the end of musical sentences, developing other melodies is by adding melodies outside the main melody. This development can be in the form of adding short melodies in places in the song that are considered empty. This technique is called filler, which is stuffing that is played directly when someone plays music (fill-in) or has been written before. The purpose of developing song melodies in the form of vocal groups is to beautify the melody of a song, another term is called ornament which can also be interpreted as melodic decoration which is done by adding tones or modifying the rhythm of the song, this decoration is added so that the songs sung are more beautiful and interesting. Every music has a different development style (Banoë, 2023).

The steps for songs arrangement are (1) selecting and determining songs; (2) filling in rhythm (rhythm patterns); (3) filling in chords or chord progressions; (4) determining the bass tone; and (5) filling filler (Prier Sj, 1986). Sutisna (2020) states that limited knowledge of the art of music is an obstacle for teachers to carry out music learning in class, and teachers experience difficulties in conveying music art material due to limited facilities and infrastructure in the form of musical instruments.

Sabanurisa, et al. (2022) explained that, first, the mistakes that music teachers sometimes make during learning are taking place, namely only conveying material and not singing or practicing it. Song vocabulary is closely related to the ability to develop music learning, there are several things that cause a lack of song vocabulary for educators, the first is the low willingness of educators to sing and know musical elements, such as; rhythm, pitch, melody, tempo and so on. Second, the problem of having educators who have low musical ability to teach music needs attention from various parties, such as being able to learn and practice with fellow educators who have mastered the skills of singing and playing musical instruments. Third, the teacher's difficulties lack of media or teaching aids, learning media is very influential in terms of learning both for students and teachers must be able to make something creative out of anything to make use of material to be presented as creative learning media.

Kristiawan (2016) suggests (1) for students, they should be more painstaking and concentrated in learning various types of musical instruments so that they can more quickly master the musical instruments being taught; (2) for each teacher should have high creativity to develop appropriate learning media in order to arouse students' interest and creativity; (3) teachers should act democratically by

giving freedom to students to express opinions and accustoming students to independent learning so that students' musical creativity can be created by itself.

RESEARCH METHODOLOGY

This research produces a product and test the effectiveness of the product being developed. The procedure for creating learning videos for Balinese folk songs arrangement in the form of group vocals uses the Borg & Gall (2003) development model, with 5 main stages: (a) analyzing the product to be developed; (b) developing products; (c) expert validation and revision; (d) individual trials and product revisions; (e) small group trials and product revisions.

Design validation and product trials are intended to test materials and videos developed with the aim of knowing the accuracy, usability and feasibility of the product to be developed. The first step is validation by experts both quantitatively and qualitatively. The results of the validation were obtained through (1) showing a learning video for composing songs in the form of group vocals; (2) the results of the questionnaire answers to find out the usefulness, accuracy, feasibility, comments and suggestions for the product to be developed. Furthermore, revisions are made if there is anything that needs to be revised from the expert test. The next step is to hold individual trials, and small group trials, and revisions are made if there are things that need to be revised.

The one who validates this learning video product is an expert on music art material named R. Bambang Bogi Prasetyo, the work of a music artist, and the coach and arranger for choirs and vocal groups. Meanwhile, a learning media expert named I Wayan Sukra Warpala, a teaching staff (lecturer) at the Educational Technology Study Program, Postgraduate Program, Universitas Pendidikan Ganesha. Individual and small group trial subjects were Junior High School teachers of Arts and Culture at Buleleng Regency and Denpasar City.

The data collection instrument used was a questionnaire. Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. A questionnaire is an efficient data collection technique if the researcher knows with certainty the variable being measured and knows what can be expected from the respondent (Sugiyono, 2014: 142).

Data analysis techniques used in this research and creation are quantitative and qualitative techniques. Quantitative data were analyzed using scoring on all questionnaire items. While the data in the form of comments and suggestions were analyzed qualitatively, namely presented as is as material for consideration for revising and perfecting the learning videos.

RESULTS AND DISCUSSION

Process of Learning Videos Creation

Video learning is a form of audio-visual media. Based on the opinion put forward by Arsyad (2016: 36), that learning videos are a series of moving images accompanied by sound that form a single unit, then strung together into a plot and containing messages whose contents are for the achievement of learning objectives. All of these things are then stored by the storage process on tape or disk media (Rusman & Rivana, 2011: 218).

According to Daryanto (2013: 104-106), the stages of making learning videos, namely (1) determining ideas that arise from problems that are formulated as gaps between reality that occurs and what is expected; (2) determining the objectives, what is meant is the formulation of the expected competencies, so that after watching the video program students can master the expected competencies; (3) conducting a survey (collecting material). The survey was conducted to collect information and materials related to the video to be made; (4) make an outline of the contents. Materials or information that has been collected through surveys must of course be related to the objectives that have been formulated; (5) making treatments, arranged closer to a series of videos so that they are seen sequentially and look clearer; (6) write the script. Manuscripts are made based on the sequence of visualization and audio presentation which are more detailed.

Figure 1 is an overview of the contents of the learning video.

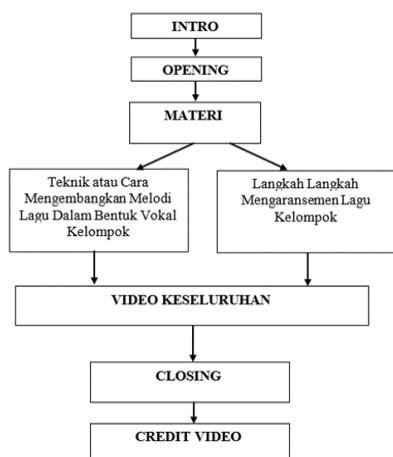


Figure 1. Learning video contents.

Music, both vocal and instrumental, consists of four elements (a) melody; (b) harmony; (c) rhythm; (d) timbre (sound color). The development of song melodies in group vocals requires discussion of (1) what a good voice looks like, (2) how good body posture is in singing, (3) sound formation and processing, (4) singing with a resounding voice (resonance), (5) singing in the right tone (intonation), (6) clear pronunciation (articulation) of complete singing sentences (phrasing), and (7) how to animate a song (Tim Pusat Musik Liturgi, 2011).

Development of song melodies, namely adding notes at the end of musical sentences, developing other melodies is by adding melodies outside the main melody. This development can be in the form of adding short melodies in places in the song that are considered empty. This technique is called filler, which is stuffing that is played directly when someone plays music (fill-in) or has been written before (Banoë, 2003). The purpose of developing song melodies in the form of group vocals is to beautify the melody of a song, another term is called ornament which can also be interpreted as melodic decoration which is done by adding tones or modifying the rhythm of the song, this decoration is added to make the song sung more beautiful and interesting. Each music has a different development style.

According to Simanungkalit (2013: 4), vocal music is music that originates from the human voice, which can be played by a singer or a group of people. Vocal technique in singing can basically be interpreted as a method used by someone to be able to produce a good and correct sound. When a singer can master vocal techniques properly and correctly, it is certain that someone can produce a voice that sounds clearer, more beautiful, more melodious, and louder (Simanungkalit, 2013). People who are used to

singing in front of many people by mastering vocal techniques have many benefits. That's because, in addition to being a good singer by producing a higher quality sound, the processing of correct vocal techniques is also very helpful in keeping a singer's anatomy stronger and more stable. Understanding this vocal technique will make it easier for the singer participants to understand the five techniques that will be mentioned below.

In doing vocal exercises or learning to sing, one of the most important aspects that a prospective singer needs to master is vocal technique. By learning vocal techniques, you will be able to produce clear, melodious and beautiful voices. There are several vocal techniques that need to be considered and practiced regularly in order to improve singing skills, including: intonation techniques, articulation techniques, resonance techniques, breathing techniques, and delivery techniques.

Intonation techniques related to the ability to determine the accuracy of the high and low of a sound in each tone. This means that there is a different emphasis on each number of syllables in a song that is being sung. A singer who masters intonation techniques can sing better and is able to produce clear, loud, and very comfortable sounds or sounds when heard in the ear. According to Tim Pusat Musik Liturgi (2016: 41), there are eleven reasons why notes are sung incorrectly, namely: (1) the singing atmosphere is too tense; (2) less concentration in singing; (3) the singers are out of breath; (4) there are things that are repeated / withheld, tiring; (5) singers are less sensitive to harmony in chord combinations; (6) less adept at aiming pitch jumps; (7) the tones at the boundaries of the sound area are difficult to master; (8) the notes at the boundary of the voice area are difficult to sing; (9) letters with dark and light colors affect pitch; (10) tendency to follow other scales; (11) slipped while swinging the pitch.

Articulation is a way of saying the words in singing so that the message of the song can be understood and understood by the listeners. Factors that need to be considered to get good articulation include upright body posture, correct mouth position, vocalist training, formation of vowel sounds, and formation of consonant sounds. In the articulation of vowels, there are five types of vowels, namely A, E, I, O, U. These five letters form all words in Indonesian and other foreign languages. As explained above, if we sing unclearly, the listener will not be able to enjoy the song being sung. To be able to make the songs sung enjoyable for people, the conveying of the message of the song through

the text of the song must be clearly audible. To get clarity of articulation we have to practice it. Singing is connected with words. In order for the message of the words to be understood, singers must pronounce each song lyric well, but sometimes the words sung will sound vague and unclear when singing together, the pronunciation of the lyrics is not synchronized so that there is no unity and meaning. from song lyrics (Lasar., et al, 2021).

Resonance technique is an attempt to beautify sound by functioning air cavities which also vibrate vibrating around the mouth and throat. Resonance in each person is different both in shape, size and quality. Resonance in humans functions to beautify sound by amplifying and amplifying sound vibrations from the source so that the sound sounds loud and melodious. The quantity and quality of the sound resulting from this resonant amplification will distinguish the color of the sound produced. Resonance in humans is located in the nasal cavity (upper/head resonant), pharynx/mouth (middle resonant), and chest (lower resonant). Based on the utilization of these three resonants, various sounds can be produced, namely the sound of the upper register, middle register and lower register. Good and correct mastery of resonance will produce good and correct vocal techniques in singing.

In singing, breathing is one of the vocal techniques that plays an important role, so it needs to be trained regularly and continuously. This is because a singer will need more air to go in and out through the lungs. Conversely, if a singer does not practice breathing regularly and consistently, it will greatly affect the body's resistance. This can make the song being sung easy to pause or disconnect. Singers usually who do not master breathing techniques will tire easily when singing and this will affect the performance of songs that are less than optimal.

The song delivery technique in singing is part of one of the techniques that must be possessed by singers when singing a song. Having good and correct vocal technique, if a singer is not suitable for singing a song, then the singer becomes less attractive and may be less liked by listeners. Having the right attitude in reciting songs is important because it is part of the singer's relationship with the audience.

One of the successes of a singer in performing a song is the accuracy in interpreting a piece of music or song. Factors that need to be considered in interpreting a piece of music include the theme of the song, musical elements (tempo, dynamic, expression, rhythm, and time signature), as well as the impression to be conveyed through the lyrics of

the song. Singing means bringing a song, singing in which there is an idea, the content set out by the songwriter. In a song, there are things that can be known with certainty, such as musical elements that are sometimes included by the composer, but there are things that cannot be known with certainty, such as the meaning of a song because it seems so abstract, so interpretation is needed. There are several ways to analyze a song or vocal singing to get a picture of the correct interpretation so that it can attract listeners to participate in the musical atmosphere created by the singer. There are several things that need to be done in order to maximize the performance of a song, such as (1) finding the meaning and meaning of the lyrics from the song; (2) analyzing song or chant sentences; (3) singing wholeheartedly with expression according to the theme of the song and following the rhythm of the music.

In singing in groups, apart from paying attention to vocal technique, as explained above, it is also necessary to pay attention to good cooperation, cohesiveness, mutual respect for friends in singing and pay attention to the singer's formation position. Organize each person according to the distribution of voices which in this case consists of voice 1, voice 2 and voice 3, (soprano, alto, tenor). Before carrying out singing activities, it is always preceded by warming up the voice first to produce good and beautiful sound quality. Vocal techniques can be mastered if the prospective singer exercises regularly by performing vocalizations (Pamungkas, 2018). The cohesiveness that is meant here is singing in a compact manner, no voice that stands out alone and care for each other so that the sound produced is always harmonious/homogeneous. To sing an arrangement of a song in a group requires a division of voices, the song to be sung by a vocal group must be arranged so that it can be sung with more than one voice so that it remains beautiful.





Figure 2. A number of photos of research and creation activities carried out.

(Source: Sustiawati, 2023)

Balinese Folk Songs Arrangement in the Form of Group Vocals

The process of conveying musical ideas is often done by compiling these ideas in a musical composition. In addition, composers can also put their ideas in an arrangement. Arrangement is closely related to creativity, an arranger is required to be able to process a piece of music to be arranged, so that the piece of music can become more artistic and have aesthetic value. Not only a work of instrumental music that can be arranged, but what is currently developing are songs being arranged in the form of instrumental music. As was done by Erwin Gutawa who arranged Koesplus songs in an instrumental format into an orchestra. It is important for an arranger to have extensive knowledge about arrangements in order to develop and process the song to be more artistic. The things that become challenges are, how can we adapt a song into an instrumental form, and process the structure and develop the musical elements in the song. The purpose of the arrangement is to make the appearance of a song better than before.

Arrangement is adapting one musical medium from the original music which is arranged into another form (Scholes, undated: 53). Adaptation variations can be produced in many ways, such as processing musical elements, namely melody, rhythm, harmony, dynamics, timbre and expression (Miller, undated: 153). In this sense, an arranger is very free in processing the music to be arranged, including determining the form of music which is the basic concept of the arrangement. In *The New Grove Dictionary of Music and Musicians* it is said that the notion of arrangement is the activity of rearranging a melodic or harmonic component of a piece of music, without changing the meaning and melodic character (Randel, 1979: 28). Arrangements can be made for vocals, musical instruments/instruments and/or a combination of vocals and instruments. In another sense, arrangement is rewriting a composition with different instruments from the original work, it can be said as a transcription (transfer/copy) (Ammer, 1972: 12). This shows that

an arranger can use any musical instrument in arranging a piece of music.

Judging from the cultivation, the arrangement includes elements of melodic, rhythmic, and harmony. An arranger composes other melodies according to the main melody which has been determined by the chord progression. An arranger must also make a rhythm/rhythmic pattern according to the song being arranged, and according to the rhythmic musical instruments used. Before the arrangement is made, there are several preparations that must be made (1) Selection of the songs to be arranged; (2) Determination of the instruments to be used in the arrangement; (3) Selection of instruments in accordance with the desired atmosphere in the arrangement.

Before starting to arrange, it is better to make a selection of the songs to be arranged. After the song is obtained, the arranger must learn and master the song as well as possible, for example by singing the song repeatedly. The arranger must also pay attention to the contents of the message contained in the song. An understanding of the contents of the song's message will determine how the rhythm and style are interpreted or interpreted. The songs arranged in this research and creation are Cening Putri Ayu; Don Dap-Dape; dan Ratu Anom.

The procedure for creating a learning video for Balinese folk songs arrangement in group vocal form uses the Borg & Gall (2003) development model, with 5 main stages: (a) analyzing the product to be developed; (b) developing products; (c) expert validation and revision; (d) individual trials and product revisions; (e) small group trials and product revisions. In the product analysis, researchers conducted a needs assessment to identify problems related to learning the art of music. The problem discovered through the arts and culture teachers at the Teacher Consultation Group meeting was that music arts lessons did not yet have videos for learning to arrange songs in the form of group vocals. Based on the results of this meeting, it is very necessary to create a learning media prototype, namely learning videos for Balinese folk songs arrangement in the form of group vocals, so that learning is more communicative and effective. At the creation (development) stage, learning video material is created which includes (1) knowledge of song arrangement techniques in the form of group vocals; (2) knowledge of techniques/how to develop song melodies in the form of group vocals; (3) create, develop a simple song melody in the form of group vocals; (4) displaying the results of the song arrangement in the form of group vocals. In the post-

product creation stage, the activities carried out are expert validation and revision; individual trials and product revisions; small group trials and product revisions.

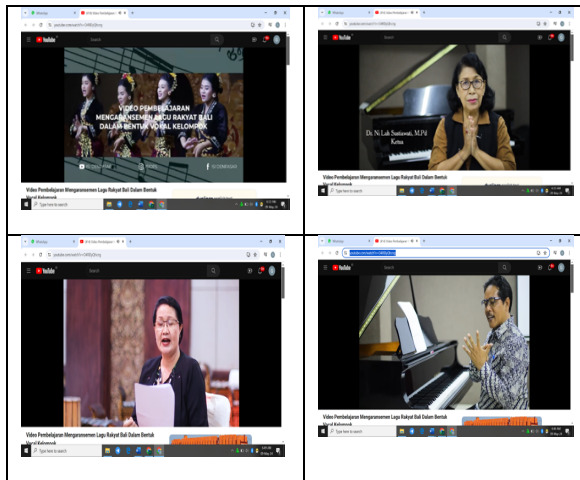


Figure 3. The Learning Video for Balinese Folk Songs Arrangement (Video on <https://www.youtube.com/watch?v=O4RElyQhcng>).

(Source: Sustiawati, 2023)

The validation results from content (material) experts obtained a total score of 36 with a percentage of 90%, this means that the learning video for Balinese folk songs arrangement in group vocal form is very feasible and does not need to be revised. Validation by learning media experts obtained a total score of 35 with a percentage of 87.5%, this means that the learning video for Balinese folk songs arrangement in group vocal form is very feasible and does not need to be revised.

Individual trials at the arts and culture teachers at the Teacher Consultation Group for Junior High School in Buleleng Regency on learning videos of Balinese folk songs arrangement in group vocal form obtained the following results.

1. Respondent 1 obtained a total score of 37 with a percentage value of 92.5%.
2. Respondent 2 obtained a total score of 40 with a percentage value of 100%.
3. Respondent 3 obtained a total score of 40 with a percentage value of 100%.

It can be concluded that the results of individual trials on learning videos for composing Balinese folk songs in the form of group vocals at the arts and culture teachers at the Teacher Consultation Group for Junior High School Buleleng Regency are in the

very appropriate category and do not need to be revised.

Small group trials at the arts and culture teachers at the Teacher Consultation Group for Junior High School in Buleleng Regency on learning videos on composing Balinese folk songs in group vocal form obtained the following results:

1. Respondent 1 obtained a total score of 35 with a percentage value of 87.5%.
2. Respondent 2 obtained a total score of 35 with a percentage value of 87.5%.
3. Respondent 3 obtained a total score of 38 with a percentage value of 95%.
4. Respondent 4 obtained a total score of 40 with a percentage value of 100%.
5. Respondent 5 obtained a total score of 40 with a percentage value of 100%.
6. Respondent 6 obtained a total score of 36 with a percentage value of 90%.
7. Respondent 7 obtained a total score of 40 with a percentage value of 100%.
8. Respondent 8 obtained a total score of 36 with a percentage value of 90%.
9. Respondent 9 obtained a total score of 40 with a percentage value of 100%.

It can be concluded that the results of small group trials on learning videos on composing Balinese folk songs in the form of group vocals at the arts and culture teachers at the Teacher Consultation Group for Junior High School in Buleleng Regency are in the very appropriate category and do not need to be revised.

Individual trials at the arts and culture teachers at the Teacher Consultation Group for Junior High School in Denpasar City on learning videos of Balinese folk songs arrangement in group vocal form obtained the following results:

1. Respondent 1 obtained a total score of 37 with a percentage value of 92.5%.
2. Respondent 2 obtained a total score of 35 with a percentage value of 87.5%.

3. Respondent 3 obtained a total score of 40 with a percentage value of 100%.

It can be concluded that the results of individual trials on learning videos for Balinese folk songs arrangement in the form of group vocals at the arts and culture teachers at the Teacher Consultation Group for Junior High School in Denpasar City are in the very appropriate category and do not need to be revised.

Small group trials at teachers at the Teacher Consultation Group for Junior High School in Denpasar City on learning videos of Balinese folk songs arrangement in group vocal form obtained the following results:

1. Respondent 1 obtained a total score of 40 with a percentage value of 100%.

2. Respondent 2 obtained a total score of 37 with a percentage value of 92.5%,

3. Respondent 3 obtained a total score of 37 with a percentage value of 92.5%.

4. Respondent 4 obtained a total score of 37 with a percentage value of 92.5%.

5. Respondent 5 obtained a total score of 39 with a percentage value of 97.5%.

6. Respondent 6 obtained a total score of 36 with a percentage value of 90%.

7. Respondent 7 obtained a total score of 36 with a percentage value of 90%.

8. Respondent 8 obtained a total score of 37 with a percentage value of 92.5%.

9. Respondent 9 obtained a total score of 40 with a percentage value of 100%.

It can be concluded that the results of small group trials on learning videos for Balinese folk songs arrangement in group vocal form at the arts and culture teachers at the Teacher Consultation Group for Junior High School in Denpasar City are in the very appropriate category and do not need to be revised.

Validation Results of Material Experts and Learning Media Experts

The results of this art research and creation (*penelitian dan penciptaan seni* or P2S) are in the form of a video prototype learning to arrange

Balinese folk songs in the form of group vocals, the material of which includes (1) knowledge of song arrangement techniques for vocal groups; (2) technical knowledge/how to develop song melodies in the form of vocal groups; (3) create simple melodies for vocal groups; (4) displays the results of song arrangements for vocal groups. The learning video product for Balinese folk songs arrangement in the form of group vocals was assessed by arrangement expert R. Bambang Bogi Prasetyo.

Furthermore, the learning video product for Balinese folk songs arrangement in the form of group vocals was assessed by learning video expert I Wayan Sukra Warpala.

Results of Individual and Small Group Tests on Learning Videos of Balinese Folk Songs Arrangement in the Form of Group Vocals

After the learning video product for Balinese folk songs arrangement in the form of group vocals has been validated by the arranger expert and video expert, the next stage is individual trials on three art and culture teachers as respondents. All respondents were given a questionnaire and video product viewing, then continued with filling out the questionnaire that had been distributed.

After the learning video product for Balinese folk songs arrangement in the form of group vocals was tested individually, the next step was to try out small groups on nine (9) art and culture teacher respondents. All respondents were given a questionnaire, and video product viewing, then continued with filling out the questionnaire that had been distributed.

The comments that appear are as follows. (a). "Very happy to have made a video for learning to arrange songs, because there has never been a video for learning to arrange songs. This video can be used in Grades 7, 8, 9 of junior high school". (b). "In general, the video is of high quality, meets the criteria, and is very interesting. This is very helpful in learning at school".

CONCLUSION

The idea for this creation originated from the problems faced by teachers when researchers held meetings with arts and culture teachers through the arts and culture teachers at the Teacher Consultation Group for Junior High School in Buleleng Regency and Denpasar City. The problem faced is that there is no video for learning to arrange songs in the form of group vocals in music arts subjects, especially in class IX (nine) semesters 1-2, in the basic

competencies of techniques for developing rhythmic and melodic ornamentation of songs in the form of group vocals. The purpose of this research and creation focuses on creating learning video products for composing songs in the form of group vocals, and testing the created products. The benefits of developing this learning video really help teachers achieve learning effectiveness both theoretical and practical subject matter, can attract and direct students' attention to concentrate on learning content, and can stimulate students' interest to be more independent, more active, and motivated to practice exercises.

The results of individual trials of learning videos on composing Balinese folk songs in the form of group vocals at the the arts and culture teachers at the Teacher Consultation Group for Junior High School in Buleleng Regency, fall into the very proper category and do not need to be revised. The results of the small group trial of the video learning to arrange Balinese folk songs in the form of group vocals at the arts and culture teachers at the Teacher Consultation Group for Junior High School in Buleleng Regency, are in the very proper category and do not need to be revised. The results of individual trials of learning videos on composing Balinese folk songs in the form of group vocals at the arts and culture teachers at the Teacher Consultation Group for Junior High School in Denpasar City are in the very proper category and do not need to be revised. The results of the small group trial of the video learning to arrange Balinese folk songs in the form of group vocals at the arts and culture teachers at the Teacher Consultation Group for Junior High School in Denpasar City fall into the very proper category and do not need to be revised.

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