



Music Course Learning Program Analysis: Study at Indra Music School Bandung

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Abstrak

Terselenggaranya pendidikan formal tentu perlu adanya dukungan tambahan sebagai upaya peningkatan tumbuh-kembang anak, salah satunya dengan pendidikan non-formal pada lembaga kursus musik. Artikel ini bertujuan menganalisis program pembelajaran kursus musik yang diselenggarakan oleh Indra Music School Bandung. Pendekatan kualitatif digunakan dengan metode analisis deskriptif dimana data dikumpulkan melalui observasi dan wawancara, kemudian dianalisis melalui teknik reduksi, verifikasi, dan ditarik kesimpulannya. Hasil penelitian mengungkap terdapat dua kurikulum yang digunakan Indra Music School, yaitu kurikulum independen hasil rancangan dan pengembangan lembaga itu sendiri serta kurikulum ABRSM. Proses pembelajarannya tidak memanfaatkan teknologi, hanya menggunakan buku sebagai pedoman pembelajaran. Penelitian ini diharapkan dapat memberikan pemahaman komprehensif terkait penyelenggaraan kursus musik pada lembaga-lembaga lainnya.

Kata Kunci: Pendidikan Non-Formal, Program Pembelajaran, Kursus Musik, Indra Music School.

Abstract

The implementation of formal education certainly requires additional support as an effort to improve children's growth and development, one of which is non-formal education at music course institutions. This article aims to analyze the music course learning program organized by Indra Music School Bandung. A qualitative approach is used with a descriptive analysis method where data is collected through observation and interviews, then analyzed through reduction, verification techniques, and conclusions are drawn. The research results revealed that there are two curricula used by Indra Music School, namely the independent curriculum designed and developed by the institution itself and the ABRSM curriculum. The learning process does not utilize technology, it only uses books as a learning guide. It is hoped that this research can provide a comprehensive understanding regarding the implementation of music courses at other institutions.

Keywords: Non-Formal Education, Learning Programs, Music Courses, Indra Music School.

Introduction

Education according to Law No 20 of 2003 concerning the National Education System) is a conscious, planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed from him, community, nation and state. Education functions to develop abilities, shape character and moral values, through education individuals are prepared to become responsible, ethical citizens, and contribute positively to society. In Law No 20 of 2003 concerning the National Education System article 13 paragraph 1 states that the implementation of Indonesia's national education system is known by 3 pathways namely formal, non-formal and informal education pathways. Non-formal education is an education path outside formal education that can be implemented in a structured and graded manner. Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equivalency education, and other education aimed at improving the abilities of students.

In the implementation of education, of course, it cannot be separated from the guidelines or what is familiarly known as the curriculum. In Law No.20 of 2003 on the National Education System, article 1 states that the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as a reference in learning activities to achieve educational goals. The educational objectives referred to here are the objectives listed in the vision of an educational institution that will be achieved through the steps contained in the mission of the educational institution.

In the national education system law (SISDIKNAS) No. 20 of 2003, it is said that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organising learning activities to achieve certain educational goals. Currently, in the world of formal education in the next school year 2017/2018 according to information received by the author will use the revised version of the 2013 curriculum. Of course, the enactment of this curriculum will provide a little clarity on the implementation of the learning process in schools after so long dogged by the uncertainty of the curriculum to be used. Of course there are changes both slowly and significantly in the implementation of the curriculum from time to time (Riyadi & Budiman, 2023).

Non-formal education should have its own curriculum which is certainly different from formal education. The non-formal education curriculum should be tailored to the needs of its students and cannot be beaten equally like formal education. As we all know that the background of the learning community in non-formal education units such as PKBM (Community Learning Activity Centres), Learning Houses, Foundations, courses, and so on should vary according to the community from which the education unit is established. Learning citizens do not need the theories of physics, chemistry, and so on because they are too tired of thinking in fighting for their lives coupled with these theories, the purpose of education will not be achieved. As well as Indra Music School which is a non-formal education school in the field of music courses, located on Jalan Progo no 28 Bandung City. Indra Music School is one of the YPPM branches in Bandung which was originally located on Jalan Soka no. 5, then in 1990 turned into an independent music school.

With the increase in activities at Indra Music School, in 2004 Indra Music School occupied a new building on Jalan Progo 28, and then opened a branch at Ruko Taman Mekar Utama 39, Istana Mekar Wangi, Bandung. The study programmes offered at Indra Music School are Piano (Classical, Pop, Jazz), Keyboard, Guitar (Classical, Pop, Jazz), Electric & Bass Guitar (Rock, Jazz), Violin, Viola, Cello, Contrabass, Flute, Oboe, Saxophone, Clarinet, Trumpet, Choir and Vocal).

The curriculum in non-formal education must also be considered because this will have an impact on the learning that will be applied by teachers to students, considering that the non-formal education curriculum is certainly different from formal education, and also each non-formal education institution has its own curriculum. In its implementation, the curriculum in non-formal education institutions is either effective or not. Moreover, one of the problems that exist in non-formal educational institutions at Indra Music school is the lack of curriculum development which still applies the learning system as originally formed, so it does not keep up with existing technological developments. This is the basis for this researcher in analysing the curriculum applied by Indra Music School.

Method

This research uses descriptive qualitative method and the research location is at Indra Music School, Jalan Citarum, Bandung City. The data sources in this research are music teachers and relevant documents. In addition, observation, interviews, documentation, and literature study were also used as data collection techniques in this research.

Result and Discussion

Non-Formal Education

Non-formal education is education outside formal education that is carried out in a structured and tiered manner aimed at developing the potential of certain learners by emphasising knowledge, functional skills, attitude development, and professional personality. This education is more convenient and has a short-term programme than formal education. One of the reasons why non-formal education exists is because not everyone is able to get formal education even though they have the right to get it as explained in the results of the 1945 Constitution amendment to IV in article 31 paragraph 1 that every citizen has the right to education. Therefore, this education exists and develops in the community as an addition or substitute for formal education.

This education includes early childhood education, life skills education, youth education, literacy education, skills education and job training, women's empowerment education, equivalency education, and other education used to develop the abilities of students. Non-formal education is usually organised by course institutions, training institutions, study groups, community learning activity centres, assemblies of taklim, and so on. Examples of non-formal education are sewing, music, or even computer courses that are still growing in the community.

Indra Music School Curriculum

Curriculum is a way to achieve educational goals and must be owned and compiled by the school. Indra Music School applies a different curriculum from music schools in general, because they compile the curriculum independently combined with the ABRSM (Associated Board of The Royal School of Music) curriculum.

The curriculum comes from the Royal London Institute of Music which has provided curriculum facilities to 93 countries that organise non-formal education. Learning in this curriculum is carried out from elementary level to diploma level. The ABRSM curriculum consists of a learning syllabus to theory and practice exams for various musical instruments. The exam was first conducted in Semarang in the 1990s. The learning that is carried out at the elementary level up to grade 8 includes knowledge of music theory to practice using musical instruments until students reach the diploma level.

The curriculum provides the same quality of music learning as an academic music conservatory in terms of teaching materials and graduate qualifications. In teaching and learning activities, the Indra Music School curriculum also has a book that is used as teaching material, namely the Mimi Jojo and Snowman book for new students who will learn music. This book is more intended for ages 1-6 years because it is decorated with pictures and works that can attract attention and facilitate their learning activities.

On the other hand, advanced learners also have their own books, such as the classical music books of Mozart, Chopin, or even other works that are more difficult than the Mimi Jojo and Snowman books. Learners are required to take a grade promotion exam which is routinely organised by Indra Music School in order to find out how the learners' abilities are during their education there. However, students are not required to take the ABRSM exam because this exam is only if they want to get an ABRSM certificate and make a recital event.

The curriculum applied and implemented by Indra Music School is quite effective although there are some obstacles in the process of technological development because they do not apply

technology, but use books as media as well as teaching materials.

As stated by Sumardi, one of the curriculum learning methods that can be implemented by non-formal educational institutions is interactive methods or methods that require communication between teachers and students, between students, students with learning media such as computers, or students with their environment (Sumardi A, 2008). Therefore, it can be concluded that this method can be an alternative that can be used by Indra Music School so that music teaching and learning activities are not only fixated on books so that they can apply and keep up with technological developments that are increasingly growing rapidly.

Conclusion

Based on the discussion above, this research aims to analyse the curriculum implemented at Indra Music School. The results of the research can be concluded that the curriculum used by Indra Music School uses a combination of 2 ABRSM curricula and also a personal curriculum created by Indra Music School. This aims to develop student creativity and also accommodate students according to their level abilities. Because the purpose of the ABRSM curriculum itself accommodates students to be able to choose to take exams to have international certificates or not. The development of the curriculum through the technology applied is still one of the characteristics of Indra Music School and is still maintained because of its originality which is only based on book teaching materials. It is possible that over time it will follow the development of existing technology as a new breakthrough that is expected to make Indra Music School the best non-formal educational institution in the field of music which of course can continue to excel and develop the talents and potential of its students.

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