

**SELECTION STANDARDIZATION AND MUSICAL INSTRUMENTS
ASSESSMENT OF MUSIC INSTRUMENTS PREPARATION SUBJECT IN MUSIC
EDUCATION STUDY PROGRAM OF UNIMED**

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ABSTRACT : *Factors which influences students to choose musical instrument such as: the role of musical instruments in musical performances, the influence of parents, the influence of teacher, the influence of sex, the availability of instruments, playing techniques and musicality. Selection standarization of musical instrument are used to see the extent of students in choosing musical instrument which is appropriate with the standard that has been determined by the lecturer. The standards for selecting musical instruments compiled by the lecturer team are: Piano Instruments, Swipe Instruments, Vocals, Blowing Instruments, Percussion Instruments, Drum Set Percussion Instruments / Percussion Instruments in addition to Drum Set / Standard and Voting Instrument Selection Assessment. From the standard of musical instrument, students choose musical instruments in accordance with established standards to take Music Instruments Preparation Subject and to achieve the competency of its subject.*

KEYWORDS: Standardization, Selection, Assessment, Musical Instruments

INTRODUCTION

Music Education study program is one of the study programs at the Language and Arts Faculty of Medan State University. Music Education Study Program has a lot of interest compared to other art study programs (Dance education study program, Fine Arts Education Study Program and Performing Arts Study Program). Student admissions in the Music Education Study Program are conducted in three paths, namely the SNMPTN pathway (National Selection to Enter State Universities), SBPTN pathways (Joint Selection into State Universities) and UMB paths (Joint Entrance Exams). From the number of applicants for the 2018/2019 Academic Year in the Music Education Study Program, the students accepted were only 110 people with details: 27 people from the SNMPTN pathway, 40 people from the SBMPTB track and 43 people from the UMB pathway.

Before the first semester, lecture begins Music Education Study Program will map students who will choose musical instruments as major instruments in Music Education Study Program. This mapping is very important Prodi and students to know the musical instruments that will be chosen by students, because this musical instrument will be used for four semesters in preparatory musical instrument courses (semester I), basic musical instruments (semester II), intermediate musical instruments (semester III) and advanced musical instruments (semester IV). So far, students have not been familiar with the characteristics of the instrument to be chosen, students choose the instrument only because they follow friends, often see it on TV or music shows, get to know some books / magazines / photos and others. This led to the accumulation of musical instruments such as violins, guitars, vocals and

pianos, even though there were still many other types of musical instruments in the Music Education Study Program.

The selection of inappropriate musical instruments will lead to learning the practice of musical instruments that are hampered due to the rare practice, so often not going to college and finally not graduating in the course. The selection of musical instruments that accumulate on several musical instruments will result in imperfect learning for related subjects, for example, cannot be made into groups of mixed music ensembles, orchestras, marching bands, staging works, musical compositions. Therefore the selection of musical instruments is very important and must be adapted to the condition of the body and the needs of related subjects so that learning in the Music Education Study Program can run well.

From the above phenomena, researchers are interested in making research on "Standardization of the Choice of Musical Instruments in Unimed Music Education Study Program". The results of the study are expected to provide enlightenment for students who are able to choose musical instruments that really fit their posture and the needs of related subjects.

REVIEW OF LITERATURE

Standardization

Standardization comes from the standard word, which means the unit of measurement used as the basis of comparison, quantity, quality, value, and results of existing works. Standards include specifications for both products, materials and processes. Standardization is the determination of a measure that must be followed in producing something. Standardization can be said as a process of forming a technical standard which will later be used as a reference or test method, standard definition, standard of certification, and standard procedure or practice.

An activity must follow the applicable standards so that the results can be accepted by the public. By using standardization groups can easily communicate through established guidelines in order to maintain the expected results.

Preferences

The reference has the choice or choice meaning. The term preference is a trait or desire to choose. The choice of likes or dislikes by someone shows the likes of the various choices available. A rational person will choose what he likes the most. In other words, from a number of alternatives, there are people who are more likely to choose something that can maximize their satisfaction. This is reinforced by the opinion of Doris Grober in Vivian (2010), that media preferences generally require media users to sort user preferences towards a media.

Assessment

Assessment is a process for making decisions using information obtained through the measurement of learning outcomes both using tests and non-tests. The purpose of the assessment is; (1) to provide information on the progress of student learning outcomes

individually in achieving goals in accordance with the learning activities undertaken; (2) information that can be used to foster further teaching and learning activities, information that can be used by teachers to determine the level of students' abilities; (3) provide student learning motivation, informing the ability to be encouraged to make an improvement effort; (4) provide information about all aspects of student progress; (5) provide appropriate guidance for choosing seoklah or position according to their skills, interests and abilities.

Musical Instruments

Musical instruments are musical instruments that are made and modified with the aim of producing beautiful music. In essence, everything that produces sound and in a certain way can be regulated, it can be called a musical instrument. In general music instruments also mean a tool specifically intended for music. A field of science to study a musical instrument known as organology (the science of the structure of musical instruments based on sound sources and how to produce sound). Based on the source of the musical instrument based consists of: Idiophones (the source of the sound comes from the body vibration of the core part of the instrument itself), Kordofon (the source of the sound comes from strings), aerophones (the source of sound comes from vibrations of air), membranofone source of membrane or membrane), elektrofon is a type of musical instrument whose source comes from signals resulting from electronic circuit oscillations (vibrations).

Characteristics of Musical Instruments

- a. The role of musical instruments in a music group.
- b. The influence of parents who support their children to play a particular musical instrument will make the child choose the musical instrument
- c. The influence of the teacher to advise students to choose musical instruments.
- d. Sex influence

A person's gender will be used as an excuse to choose music instruments that are classified as feminism and masculine.

- e. Availability of instruments

Someone who chooses to play certain instruments because the instrument is already available, for example a family that already has a saxophone will be used for generations by his family. The availability of these instruments is also for financial reasons.

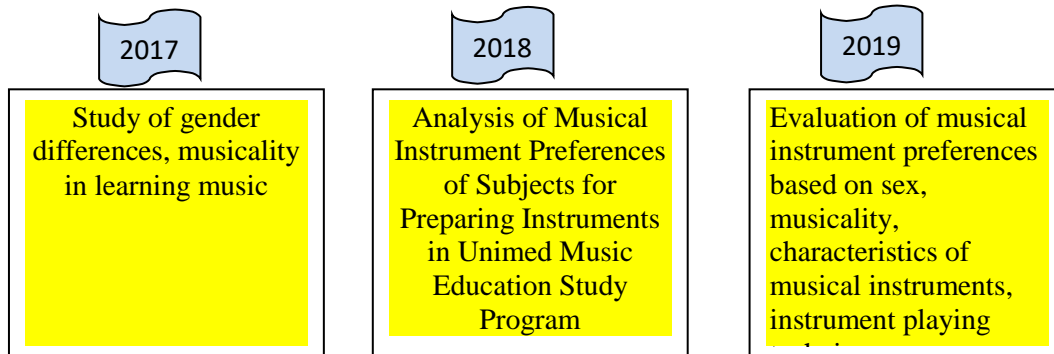
Playing Techniques

Each musical instrument has its own technique in playing it, ranging from simple game techniques to complex game techniques that require certain training to master the game technique.

Musicality

Musicality is sensitivity to the elements of music (rhythm, melody, harmony). Someone who has high melodic musicality will certainly choose instruments that are always a melody in

music groups, such as violins, pianos, flutes, trumpets, and so on. In detail the research roadmap can be seen in the chart below:



DISCUSSION

Factors Affecting the Selection of Musical Instruments of Music Education Study Program in Unimed

Music Education study program is one of study program in *Sendratasik* Department of Faculty Languages and Arts in State University of Medan. Selection Instrument subject is compulsory subject that is chosen by students for four semesters (preparation instruments, basic instruments, and advanced instruments). The selective instrument courses consist of: friction (violin, violin, celo and bass counter), blow (flute, saxophone, trumpet), picking (guitar), piano, vocal, percussion. The selection of musical instruments is not determined directly by students but must use the standards made by the team.

Based on the results of interviews conducted with some students of the 2018 Music Education Study Program, before they had used the standard set of musical instruments, they chose musical instruments simply because they had used musical instruments, cheap musical instruments, music films for example. , music shows), and love to see the players in playing the musical instruments. This is one of the things that interests students in choosing musical instruments.

In general, the factors that influence students to choose musical instruments include:

a. The role of musical instruments in musical performances

Music Education Study Program students choose musical instruments because the role of musical instruments is very much needed in one form of musical performances, such as ensembles and orchestras. For orchestras which are courses in the Music Education Study Program (class of 2016), the number of musical instruments needed is:

- a. String instrument 36, with details: violin: 24, viola 6, cello 4, bass counter 2.
- b. Inflatable instruments 14, with details: flute 2, clarinet 2, saxophone 3, trumpet 4, tuba 1

- c. Piano Instrument: 2 (alternating)
- d. Percussion instruments: 1
- e. Vocal: 2 (solo), 20 (choir)
- f. Other instruments: Timpani 1, Cymbal 1, bass guitar 1

Apart from the need to select instruments for scarcity of musical instrument players, it is also a factor in the selection of musical instruments. Currently rare musical instrument players are contra bass players, because one of the requirements must have a large body to be balanced with the contra bass body. From each class received at the Music Education Study Program, usually only about 2 people choose contra bass as their instrument of choice.

b. The influence of parents

The selection of musical instruments can be seen in the influence of parents or family, usually parents who support their children to choose a musical instrument because they have offspring who can play these musical instruments. This can be seen in the students of Music Education Study Program whose parents are violin players, so their children choose the violin as their chosen instrument. This is done so that when exercising at home the student can practice with his parents, so that the competency in playing the violin will be even better.

c. Teacher Influence

The role of the teacher (lecturer) is needed by students, because students do not yet understand the musical instruments that they will choose both in terms of playing techniques, the source of the sound, and the price. If at the beginning of the first semester lecture at the Music Education Study Program students cannot attend the elective instrument course for some reason (illness or other reasons), then the lecturer can recommend the type of instrument of choice before the KRS repairs end.

d. Effect of Gender

The influence of sex turned out to be one of the factors in choosing a musical instrument in the Music Education Study Program, because there were music instruments which were classified as masculine which were chosen by male students, such as inflatable instruments (trumpets and saxophone). Whereas feminine music instruments are more in demand by female students such as violins and pianos. But sometimes students do not care about the group of musical instruments, they assume that the inflatable instrument is rarely played by women so they will play it.

e. Availability of instruments

The availability of instruments is one factor in the selection of musical instruments, because these musical instruments are already available (already owned by the family). Maybe the musical instrument has been played by his grandfather, father and other family members, so students don't need to buy it. In addition, the selection of musical instruments is also due to the price that is too expensive so it is not affordable for parents to buy it. Students will choose a guitar or violin because the price is still affordable compared to choosing an inflatable instrument or even a piano.

f. Game technique

Each musical instrument has its own technique in playing it, ranging from simple game techniques to complex game techniques that require certain training to master the game techniques. Music Education Study Program students will choose musical instruments with techniques that can be mastered to play music instruments skillfully because game techniques will be trained every day for four semesters. Therefore game techniques are very important in choosing musical instruments.

g. Musicality

Musicality is sensitivity to the elements of music (rhythm, melody, harmony). Music Education Study Program students who have high melodic musicality will surely choose musical instruments that are always a melody on music shows, such as violins, pianos, flutes, trumpets, and so on. Students who have a high rhythmic musicality will choose musical instruments that always become rhythmic patterns such as musical instruments included in the percussion family.

For the several factors for selecting musical instruments in Unimed Music Education Study Program, the musical instruments chosen by Music Education Study Program students before taking courses These tools can be grouped in the following table 4.1:

Table 1: Selection of Musical Instruments Force 2018 FY 2018/2019

| No | Types of Instrument | Number of Voters |
|----|------------------------|------------------|
| 1 | Friction Instrument | 15 |
| 2 | Inflatable Instrument | 21 |
| 3 | Percussion Instruments | 11 |
| 4 | Stringed Instruments | 22 |
| 5 | Vocals | 15 |
| 6 | Piano | 17 |

Standardization of Selection of Musical Instruments of Music Education Study Program in Unimed

Standardization is the determination of a measure that must be followed in producing something. Standardization of assessment in the selection of musical instruments is used to see the extent to which students choose musical instruments that are in accordance with the standards determined by lecturers, including

- Mei Sonni Sinaga, MA (Lecturer of Piano subject)
- Adina S Sembiring (Lecturer of Stringed Subject)
- Dr. Panji Suroso (Lecturer of Percussion Subject)
- Erizon Koto, M.Sn (Lecturer of Inflatable courses)
- Wiflihani, M.Pd (Lecturer of Friction Subject)
- Lamhot Sihombing, M.Pd (Lecturer of Vocal subject)

a. Standardization of the Selection of Piano Instruments

Students can choose a piano instrument when:

1. Can show great interest can play piano instruments
2. Can fully demonstrate the physical piano instrument
3. Can explain the function of one of the parts contained on the piano such as:
piano keys, hammer, string, and third pedal
4. Can explain the differences in acoustic and non-acoustic (digital) pianos
5. Shows the fingers of the hand in a non-long nail

b. Standardization of Selection of String Instruments

Students can choose violin instruments if:

1. Showing interest in playing string instruments (violin, violin Alto, cello and double bass).
2. Can show physically for string instruments (violin, alto violin, cello and double bass) and explain the parts contained in friction (violin, alto violin, cello and double bass) such as: the names of the four strings E, A, D, G ; Bow (swipe); finger board; up / down stemers.
3. Can explain the difference in acoustic and not acoustic (digital) violins.
4. Shows the five fingers of the left hand in the absence of nails.

c. Standardization of Vocal Selection

Students can choose vowels if:

1. Demonstrate interest in singing classic and pop genre songs with the right techniques
2. Can implement classical and pop techniques, such as: intonation, diction, articulation, musical expression, mood, ambitus, pitch and so on.
3. Can distinguish classical and pop singing techniques

d. Standardization of Election Instruments

Students can choose an inflatable instrument if:

1. Healthy body, does not have a history of diseases or disorders related to the respiratory organ system.
2. Having healthy teeth (especially front teeth) and normal teeth arrangement (teeth are not uncommon), teeth do not use braces (braces).
3. The upper or lower jaw is not prominent.
4. Has sufficient arm length (trombone only)

e. Standardization of Percussion Selection

1. Drum Set Percussion Instruments

Students can choose Drum Set Percussion Instruments if:

- Get to know the drum parts by being able to mention the drum parts as a whole
- Have basic basic skills to play drums
- Having a great interest in being able to develop drumming

2. Percussion Instruments Besides Drum Sets

Students can choose Percussion Instruments other than Drum Set if:

- Get to know some percussion instruments (kongga, jembe, bonggo, timbales, kwarto, kwinto, timpani, snar, bass drum)
- Having basic basic skills to play one of the percussion instruments mentioned above
- Having interest in being able to develop percussion performances

3. Tone Board Percussion Instruments

Students can choose the Tone Board Percussion Instrument if:

- Get to know pitched percussion instruments (vibra phone, silophone, marimba, bellira)
- Having basic basic abilities to play pitched percussion instruments
- Having interest in being able to develop pitched percussion games

f. Standardization of Picking

Students can choose Percussion instruments if:

1. Showing interest can play guitar instruments
2. Has an acoustic or electric guitar
3. Have supporting devices to play guitar (footstool, stand book)
- d. Has the ability to tune standard guitars
- e. Have perfect hand fingers

Standardization of Assessment of Musical Instruments in the Subject of Music Instruments Preparation

From the standardization of the selection of musical instruments that have been set, the students choose musical instruments in accordance with established standards to take preparatory instrument courses. In general, the competence of musical instrument courses to

be achieved by students at the end of the semester is to be able to demonstrate musical instruments well. But every musical instrument certainly has specific competencies from each of these musical instruments. Therefore the competencies that must be possessed by students after completing the Instrument Preparation course in Unimed Music Education Study Program for one semester can be explained in the assessment standardization as follows:

a. Standardization of Piano Instrument Assessments

Student competency in playing piano instruments:

1. Can show the correct way to sit, and place the hand position above the piano keys correctly
2. Can explain and show the middle C tone
3. Able to read beam notations on keys G and F
4. Able to play chromatic tones on the piano
5. Able to play the scales and major trisuara and relatively minor on scales C, G, D, F
6. Able to play etude at the level of Ber Joosen Ons Tweede Pianoboek starting no. 5-85
7. Able to play etude level or above the etude of Johan Friedrich F. Burgmuller op. 100 no 1-30
8. Able to play Pieces songs level or above from: J.S. Bach An album Introduction to His Keyboard Music p. 8-22, D. Kabalevsky op. 39 and 24 Little Pieces No 1-24.

b. Standardization of String Instrument Assessments

Student competency in playing string instruments:

1. Can put the correct position of the string instrument (violin, violin, cello and double bass).
2. Can play the right bow (bow).
3. Can play finger position 1,2,3,4; finger 1 index finger, finger 2 middle finger, finger 3 ring finger, finger 4 little finger.
4. Able to read beam notation on keys (G key and F key)
5. Able to Play Major Tone Ladder: G, A, D, B, Bes, C, E, Ice, F (for beginner level) and Harmonious Minor Tone Stairs: G, A, D, Bes, C (for beginner level).
6. Able to play etude A Tune Day from Lesson 1-35

7. Able to play etude at the level of Suzuki Violin starting No. 1-12.
8. Able to play songs or on it Suzuki Violin No.13-17
9. Able to play Concerto In A Minor songs by A.Vivaldi and D Mayor by Kruzert

c. Standardization of Vocal Assessment

Student competence in vocals:

1. Can practice correct body position when singing classical and pop
2. Can explain singing techniques correctly
3. Able to read concone well
4. Able to sing the tone with the right pich
5. Able to read panofka and Borgini correctly
- 6 Able to sing classic and pop songs with the right singing style

d. Standardization of Inflatable Instrument Assessments

Student competency in playing Inflatable instruments:

1. Able to perform diaphragmatic breathing techniques for playing inflatable instruments
2. Able to do minimum exhale for 16 beats in M.M metronome speed = 60
3. Able to produce sound with single tongue technique, double tongue, and triple tongue
4. Mastering the fingering (position) of major 1 - 6- creis notes
5. Mastering the minimum ambitus of sound instruments (1 1/2 octaves) and maximum (more than 2 octaves)
6. Mastering the etude of the book A Tune A Day (according to each instrument) No. 1- 30
7. Mastering simple songs (tune)

e. Standardization of Percussion Instrument Assessments

1. Student competency in playing Percussion Drum Set instruments:

Can play sticking basic techniques:

- Singgel
- Doubl
- Didel
- Roll

2. Student competency in playing Percussion instruments other than Drum Set:

Can play sticking basic techniques:

- Singgel
- Double
- Didel
- Roll

3. Student competency in playing the tone board percussion instruments:

- Have the ability to play major scales
- Having the ability to play minor scales
- Has the ability to play Tri tones
- Have the ability to play simple songs

f. Standardization of Assessment of Stringed Instruments

Student competence in playing String instruments (guitar):

1. Showing interest can play guitar instruments
2. Has an acoustic or electric guitar
3. Have supporting devices to play guitar (footstool, stand book)
4. Has the ability to tune standard guitars
5. Have perfect hand fingers

DISCUSSION

Factors that influence students to choose musical instruments include: the role of musical instruments in musical performances, the influence of parents, the influence of the teacher, the influence of sex, the availability of instruments, playing techniques and musicality.

Standardization of the selection of musical instruments is used to see the extent to which students choose musical instruments that are in accordance with the standard determined by the lecturer in the course. The standards for selecting musical instruments compiled by the lecturer team are: Piano Instruments, Swipe Instruments, Vocals, Blowing Instruments, Percussion Instruments, Drum Set Percussion Instruments / Percussion Instruments in addition to Drum Set / Standard and Voting Instrument Selection Assessment. From the standard selection of established musical instruments, students choose musical instruments in accordance with established standards to take preparatory instrument courses and achieve the competency of the preparatory instrument courses.

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