

Adaptation of Music Practice Learning Assessment During the Covid-19 Pandemic in Music Education Study Programs



Udi Utomo, Suharto, Moch Usman Wafa

Department of Drama, Dance, and Music, Faculty of
Languages and Arts, Universitas Negeri Semarang

INTRODUCTION

Since March 2020 our education system has undergone tremendous changes.

Governments around the world apply policies for implementing learning from home while ensuring that students can continue to follow learning even though they are online using various digital platforms

This study intends to find out and discuss the adaptation of music practice assessment during the Covid 19 pandemic in the Music Arts Education Study Program.



METHODS

The research is conducted using descriptive methods both quantitatively and qualitatively. Research data was collected employing indirect interviews through zoom meetings and questionnaires (google form). Data analysis was carried out both quantitatively and qualitatively with the stages of data collection, data verification, data classification, and conclusion drawing.



RESULTS AND DISCUSSION

A. Changes in Learning Materials during the Covid-19 Pandemic

No.	Number of Courses	Changes in Learning Materials	Percentage
1.	8	No change	36,36 %
2.	12	A slight change	54,54 %
3.	2	Many changes	9,09 %

Based on the table it can be explained that of the 22 courses taught by only 36.38% of the music lecturers in the two study programs or 8 courses did not change. Meanwhile, 63.62% or 14 courses experienced changes, although those that experienced many changes only occurred in 2 courses, namely piano 1 course and traditional music (Javanese Karawitan). These two courses underwent many material changes due to the limited availability of learning facilities among students.



B. Adaptation of Music Practice Learning Assessment during the Covid 19 Pandemic in the Music Education Study Programs

Changes in learning which were originally carried out offline with face-to-face activities directly to online have implications for changes in the components of the learning assessment.

1. Tasks and Objects of Observation of Music Practice Learning in the Music Education Study Programs



B. Adaptation of Music Practice Learning Assessment during the Covid 19 Pandemic in the Music Education Study Programs

Changes in learning which were originally carried out offline with face-to-face activities directly to online have implications for changes in the components of the learning assessment.

1. Tasks and Objects of Observation of Music Practice Learning in the Music Education Study Programs

The implementation of performance assessment during online learning there are various types of performance instructions for learning music practice, such as (1) sing etude and songs individually; (2) sing *gerongan gendhing* individually; (3) read music notation; (4) write down the music notation and chord symbols from the melody and chords that are heard; (5) compose music (6) play individual musical instruments; (7) play musical instruments in groups (audio-video compilation); (8) practice conducting while singing with or without musical accompaniment; (9) practice conducting following the chosen musical presentation; (10) practice individual vocal gendhing; (11) practice individual gendhing with gamelan applications; (12) create individual and group music illustrations; and (13) record singing assignments, musical instrument practice, conducting, and music illustrations into audio or audio-visual form.

B. Adaptation of Music Practice Learning Assessment during the Covid 19 Pandemic in the Music Education Study Programs

2. Typical Assessment of Music Practice Learning in the Music Education Study Programs

The adaptation of the implementation of music practice assessment carried out in the two music education institutions is in the form of assessing processes, products, both in the form of simulations or real events that are carried out in a structured manner or using natural events.

Process assessment is carried out on several courses whose assessment emphasizes when students play musical instruments or sing.

For courses that emphasize products, only composition courses whose assessment emphasizes more on musical works as the final product created by students.

The limitations of the current pandemic situation have caused some courses whose assessment was originally carried out in real terms, only in the form of simulations

CONCLUSION

The ongoing Covid-19 pandemic situation has not caused all learning of music practice courses in the Music Education Study Programs in Universitas Negeri Semarang and Universitas Negeri Malang to change the materials.

Only two of the 22 music practice courses had many changes in the learning materials.

Musical activities carried out by students during online learning are even more diverse, although in the implementation of the assessment due to the limited availability of musical instruments, some of which are only carried out with simulations.

