NEW RESEARCH IN ARTS STUDIES

Proceeding of the 1st International Conference for Asia Pacific Arts Studies
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Self-Management Strategies of Music Teacher in Musical Interpretation Teaching

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ABSTRACT

In this paper, the results of a qualitative study of case studies of self-management strategies music teachers in musical interpretation teaching were presented. The purpose of this research is to reveal how self-management strategies of teachers in teaching musical interpretation. Subjects in this study were teachers who teach musical instrument practice as many as 12 people. In this study, the subject was determined by purposive sampling technique. Interviews, observation, and documentation techniques are used for data collection. The data have been analyzed by means of data reduction, data presentation, and inference data. The results showed that self-management strategies music teacher in musical interpretation teaching include 1) the teacher gives examples of playing musical instrument techniques contained in the score, 2) the teacher explains phrasing music being played in the score, and 3) the teacher asks the students to emulate the game that has been exemplified.

Keywords: self-management, musical interpretation, music teacher

Introduction

In learning music, especially learning how to play instruments, teachers not only transfer all the knowledge related to music, but they also need to embed those knowledge which include teaching a variety of musical interpretations, so that students can understand and apply it when they perform music. Knowledge that we mean is about the elements of interpretation (Kitelinger, 2010), which are sound, harmony, melody, rhythm, form, and structure. This was confirmed by Colwell (1970:99) which revealed that the interpretation includes everything that is not always associated with the technique, i.e. tempo, rhythm, tone, balance, dynamics, frasering, attack, and release. In short, the things that make music a musical. Furthermore, Colwell (1970) explains that interpretation must be in accordance with the musical style. Meanwhile, White (2009:6) explains that if teachers want students to interpret musical works, they also need to teach the interpretations as well. Meanwhile, White (2009:6) explains that if teachers want students to interpret musical works, they also need to teach the interpretations as well. In order to play music with expression and musicality, teachers should aware that there are many elements of music that needs to be analyzed and interpreted. This activity is done to ensure that what is intended by the composer can be clearly communicated to the audience.

Hermes (2001:13) explains that the purpose of musical interpretation, among others, is to discover what the composer wanted, to express and communicate feelings, and to describe the historical, social, and psychological conditions for the creation of works which are being interpreted. Interpreting a musical work, especially artistic music, is necessary in order to explain every note that has been created by the composer, and this explanation is reflected on a musical performance. Notes are not the one that needs to be explained, there are also dynamic marks, rhythm, tempo, structure, composing background (related to history and culture), and the meaning of the musical work itself. Based on those things, we can say that interpretation is closely related to musical performance. Therefore, musical interpretation has and need to be taught to students because it is the beginning and end of all musical understanding. Without interpretation, a musical performance is just a “bland” sound. This expression is also justified by Moore (2013:1), “a performance that is devoid of any interpretation: of these patterns is perceived as an antiseptic, unfeeling, or lifeless”.

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To be able to teach music well, particularly musical interpretation, teachers must prepare and study everything the teacher needs to prepare and study everything related to the interpretation itself, and also the dimensions that need to be taught using textbook or Internet (journals). Because when teaching musical interpretation, teachers must not only teach the dimensions, but also audio and visual perceptions. In this part, teachers can use some examples of audio-visual recordings of amateur and professional musicians (Young, 2010:8) which focused on styles, playing techniques, and interpretation the musicians themselves. The recordings can be adapted to the learning materials. By doing this activity, students can see that music can be a form of living art. Teachers can then engage students in making critical reflection and analysis of what the students have listened. Based on that, teachers can motivate themselves in order to keep improving professionalism as a music teacher, particularly in teaching musical interpretation, and to improve it using a self-management strategy. Self-management (Dembo, 2004:4) in education tends to lead to a strategy and key skills that will help an individual throughout his life. In other words, self-management is a strategy in which individuals can effectively direct their activities when facing goal achievements, including goal setting, decision making, time management, self-evaluation, self-intervention, self-development, self-monitoring, and self-motivation.

Based on preliminary studies conducted at SMKN 2 Kasihan Bantul, the data obtained via interviews with 2 instrument practice teachers, 5 students, as well as vice principal of public relations that 1) the majority of instrument practice teachers lack of motivation to develop self ability, including academic ability; 2) there are many students who still do not understand musical interpretation; 3) some instrument practice teachers still use teacher-centric learning strategies in every learning process. Other data obtained through preliminary observation are about teaching musical interpretation: Most teachers did not explain the objectives to be achieved in the study.

By explaining the purpose of studying musical interpretation in instrument practice, the learning will be more focused and both teachers and students can determine what can be achieved. These things appear when playing a song, especially at the stage, a player must not only know the musical elements and expression elements contained in the sheet (knowing) and play the song (doing), but also must be able to interpret, understand, and appreciate these elements (being).

Related to this paper, the discussion is focused on self-management strategies used by music teachers when teaching musical interpretation. Based on what have been described, we can be ask "which self-management strategies that are being used by music teachers when teaching musical interpretation?"

**Aim**

Effective music teachers are teachers who give their knowledge with passion to be the best (Young, 2010. xvi). Therefore, music teachers need to improve the quality of their experience and the art of teaching music in school itself, so that the purpose and quality of learning can be achieved well. One of the ways to improve the quality of experience and the art of teaching music in school is to itself use self-management strategies. From the description above, the purpose of this study is to reveal the self-management strategies that are used by music teachers when teaching musical interpretation.

**Material and Method**

The data obtained in the case study qualitative research, collected using in-depth interviews were conducted face-to-face with the teachers who teach instrumen practice in SMKN 2 Kasihan, Bantul, Yogyakarta, which include aerophone instruments practice (trumpet, saxophone, oboe, and clarinet), chordophone (guitar, violin, cello, contra bass, and piano), and vocals. In addition, the data are collected by passive participant observation and documentation. Study subjects consisted of 11 teachers who teach instrument practice in SMKN 2 Kasihan, Bantul, Yogyakarta. These subjects are determined by purposive sampling, due to certain considerations. Case study qualitative research is used to determine self-management strategies used by music teachers in teaching musical interpretation. The elements which included in self-management strategies (Dembo, 2004:95) are goal setting, behavior monitoring, and progress evaluation in following the learning process.
Result and Discussion

This section presents the findings of the research results obtained using interviews, observations, and documentations. Furthermore, these findings are arranged and interpreted. The research findings are described as follows.

a. Most teachers give examples of playing musical instruments techniques contained in the score.

b. Some teachers explain phrasing music being played in the score (on violin, vocal, and saxophone), and

c. The teacher the students to emulate the game that has been exemplified.

d. All teachers didn't give students the opportunity to listen to both audio and visual recordings of professional musicians.

e. All teachers didn’t reflect and evaluate every student's training results.

f. Almost all teachers were poorly motivating students to be more disciplined in following the class trying to be disciplined.

g. Most of the teachers didn’t teach about the history of music associated with the pieces of music being played.

The present findings suggest that have been obtained can be discussed that in the instrument practice learning is not just a practice learning skills are taught to play instruments, but also the ability to interpret a piece of music it plays. Therefore, teachers need to teach musical interpretation in the instruments practice learning.

Before teaching musical interpretation, it helps teachers to know the dimensions of musical interpretation that can be taught. This can provide a good insight and knowledge for teachers to teach musical interpretation. In addition, teachers can teach more detail in it.

From the findings of the research that has been presented, it can be said that the teachers pay less attention to self-management strategies in teaching musical interpretation. It can be seen from the dimensions of musical interpretation that is taught only limited to the dimensions of knowledge alone. In addition, learning was still teacher-centered. In teaching Musical interpretation, teachers do not use the recording media to teach students to listen to music that played by professional musicians. Whereas, the activities of listening to the music that played is the most effective way to develop skills of interpretation (Reid, 2002:107). Of this issue appears that teachers do not use self-management strategies are less motivated to learn and to develop themselves on musical interpretation.

However, when viewed from the methods teachers can use the method of imitating or imitation in giving examples of musical works played on the instrument, it can be assumed that teachers continue to develop and improve its skills with regular practice. In reality, not all teachers conduct regular exercises. Most of the teachers said that the lack of time to exercise on a regular basis.

From the results obtained it can be said that the teachers who teach the practice of the instrument needs to improve self-management strategies in teaching music in particular interpretations of music. In addition, teachers must also be aware of the importance of using self-management strategies in each lesson, which includes among others self-regulated, self-motivated, goal setting, and self-evaluation.

With the use of self-management strategies, then teachers can develop personal qualities to manage learning, and can apply the same skills to different situations outside the classroom.

Summary

In this study, it can be concluded that self-management strategies used by teachers in teaching musical interpretation class are routine activities. That is, teachers are repeating learning from the previous week all over again. We can say that in teaching musical interpretation, teachers only teach the knowledge dimension only, while the perception dimensions of both audio and visual as well as the dimensions of musical experience are not being taught.

Based on this, the teacher needs to improve self-management skills (Dembo, 2004) as the process self-manage of increasing academic beha-vior. It is hoped that teachers can control the factors that affect its learning.

References


