

**MANAGEMENT OF MUSICAL ENSEMBLE LEARNING AT  
JUNIOR HIGH SCHOOL HJ. ISRIATI  
BAITURRAHMAN 2 SEMARANG**

**Compiled By:**

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***Abstract***

*The objective of this research is to describe (1) the design of musical ensemble learning room at Junior High School Hj Isriati Baiturahman 2 Semarang; (2) the material of musical ensemble learning at Junior High School Hj Isriati Baiturahman 2 Semarang; and (3) the musical ensemble learning interaction at Junior High School Hj Isriati Baiturahman 2 Semarang.*

*It is a qualitative research using ethnography design. This study is conducted at Junior High School Hj. Isriati Baiturahman 2 Semarang. The main subjects of this study are the principal, teacher, and student at Junior High School Hj. Isriati Baiturahman 2 Semarang. Data collection method uses interview, observation, and documentation. Data analysis is started from (1) data collection, (2) data reduction, (3) data display, and (4) drawing conclusion. Data validity test uses credibility, transferability, conformability, and dependability.*

*The result of this study includes (1) the musical ensemble learning room at Junior High School Hj. Isriati Baiturahman 2 Semarang is well-designed. The room is designed based on the student's need in an Air Conditioner room. The room is far from the classroom and the crowd so students are more concentrated to the musical ensemble learning. But the room does not have an LCD that can display songs notation taught by teacher. The arrangement of the musical instrument and music player is made by the arc formation. (2) The musical ensemble learning material of Junior High School Hj. Isriati Baiturahman 2 is well-managed. The material is compiled based on the curriculum. The main materials which must be mastered by student are reading the notation and playing the musical instrument. The materials are from the music books which are arranged by Purwacaraka and Adi MS, continuous practice, and also drill method. (3) Musical ensemble learning at Junior High School Hj. Isriati Baiturahman 2 Semarang is interactive. Teacher and student are together to tune the musical instrument used. Teacher practice directly how to play the music and then followed by student. Each sign given by teacher is always practiced by student, so it gets an integrated musical ensemble. Several techniques used by teacher in the ensemble learning include intensive practice, and also to give the more practice than theory. These techniques makes student to be active, discipline, and also responsible. But not all students are active in the musical ensemble learning.*

*Keywords: ensemble, music, room design, material, interaction*

## **Background**

Music art in Junior High School is one part of the Cultural Arts subject needs to be managed properly. Musical ensemble learning is useful for a thorough musical training, to activate all students to their instruments, and have responsibility, cooperation, discipline.

Ensemble means playing music together. Banoe (as cited by Gunawan, 2010) stated that ensemble (France) also means the small unit music group or play together in small unit of musical instrument (p. 4). Musical ensemble learning that is well-planned by the teacher, will take place effectively and optimally. With the facility from teacher to students in the form of giving attention, using effective learning method will facilitate the student in receiving and understanding the subject matter.

The result of the initial data obtained by the researcher on the interest of Junior High School Hj Isriati students to play music is most of students in a class amounted to 40 students like music. This is proved from the music files that are saved in students' mobile phone, and when they were asked about the TV programs mostly they watch is music program. However, when students were asked to play a musical instrument, the student was silent. Only two students who love playing guitar, two students like the musical instrument violin, two students like drum musical instrument, the rest are prefer to play piano where it is more easy to play than other musical instruments. There are also students who do not like to play music.

The data above show that not all students of Junior High School Hj. Isriati Baiturrahman 2 Semarang like to play musical instrument. In fact, the students have achievement in the field of music. Junior High School Hj. Isriati Baiturrahman 2 Semarang is one of the fifteen candidates of band competition in the Central Java level. This proves that in learning music especially musical ensemble, the school has a good management system. Although not all students can play a music instrument but they can have a good record.

Junior High School Hj Isriati Baiturrahman 2 Semarang is one of the Junior High School in Semarang that has a good musical ensemble learning

process and has infrastructure that supports musical ensemble learning. Teacher who teaches in Junior High School Hj. Isriati Baiturrahman 2 Semarang uses KTSP (Level of Education Curriculum Unit). The student of Junior High School Hj Isriati Baiturrahman 2 Semarang is active in learning, discipline in performing musical instrument, and creative in playing the musical instrument.

Based on the above background, the writer is interested in investigating the management of musical ensemble learning at Junior High School Hj. Isriati Baiturrahman 2 Semarang. The research title is Management of Musical Ensemble Learning at Junior High School Hj. Isriati Baiturrahman 2 Semarang.

The purposes to be achieved in this research such as describing the design of musical ensemble learning room at Junior High School Hj Isriati Baiturrahman 2 Semarang, the material of musical ensemble learning at Junior High School Hj Isriati Baiturrahman 2 Semarang, and describing the musical ensemble learning interaction at Junior High School Hj Isriati Baiturrahman 2 Semarang.

The result of this research is expected to increase the repertoire of knowledge in the education management science, particularly the management of musical ensemble learning in Junior High School. It is also expected to provide practical benefits to the Policy maker, students of Junior High School, and Cultural Art Teacher of Junior High School.

Learning is a behavioral change process (Sanjaya, 2008, p. 57). Briggs explains that learning is a set of events that influence learners and make them easy to interact with the environment (Sugandi, 2005, p. 9-10).

Darsono (2002, p. 65) mentions the characteristics of learning are (1) Learning is done consciously and systematically planned; (2) Learning can create students' interest and motivation in learning; (3) Learning can provide an interesting and challenging learning for students; (4) Learning can use an appropriate and fun learning aid for students; (5) Learning can make a safe learning atmosphere for students; (6) Learning can make the students understand the lesson, both physically and psychologically.

The goal of learning is to help students to gain experiences and from the experiences can increase students' behavior, both the quantity and quality. The behavior includes knowledge, skill, and value or norm that serves as the controlling of students' attitude and behavior (Darsono, 2002, p. 24).

Ensemble derived from the Ensemble (France), which means together. Musical ensemble can be interpreted as a presentation of music that is sung together using one type of instrument or various types of musical instruments (Sugianto et al, 2004, p. 89). According to Bastomi (1992, p. 47), the musical ensemble is playing music together or in groups using simple musical instrument.

Management in its development substantially is equated to the term of administration (Sutomo, 2005, p. 1). Meanwhile, according to Hasibuan management is a science and art to set the utilization process of human resource and other resources effectively and efficiently to achieve certain goals (Mulyono, 2008, p. 18).

With playing musical ensemble in school can obtain some benefits namely (1) to teach students to cooperate (cooperative learning), (2) they will have responsible for every task entrusted to them and work diligently, carefully, enthusiastic and qualified, (3) students will have the sensitivity, concern for what happens around him, and (4) they will also empathize with the distress, sadness, and suffering of others. Thus, without any cooperation among students, the good musical ensemble performance in school would not be realized.

According to its function, musical ensemble instrument is grouped into three namely rhythmic musical instrument, melodic musical instrument, and harmonious musical instrument. Kinds of ensemble are divided into three kinds such as (1) the instrument ensemble is a musical group consisting of playing the musical instrument, both similar musical instrument and mixed musical instrument, (2) Vocal Ensemble, consisting of a human voice ensemble namely: soprano voice type (high female voice), alto (low female voice), tenor (high male voice) and bass (low male voice), (3) Mixed ensemble, a musical group consisting of vocal and musical instruments. The two elements have the same arrangement and same number of instruments (A. Yudana Basuki, 1994, p. 2).

Understanding the design of musical ensemble learning room is a room or place where the musical ensemble learning activity carried out (Anonim, 2010: 5). There are several forms of the stage that can be used for learning musical ensemble namely: proscenium shape, horseshoe shape, the arena shape. Things that are considered in designing the performance room namely the decoration, lighting, sound system, and the appearance of the theme.

Musical ensemble learning material is material that is used to help teachers / instructors in carrying out musical ensemble learning. The material in question can be written material or no. In detail, the types of instructional material consist of knowledge (fact, concept, principle, procedure), skill and attitude or value (Defriah, 2006, p. 2).

The teaching and learning interaction is an interactive activity from the various components to realize the achievement of learning objectives that have been established in the lesson plan (Aqib and Rahmanto, 2007, p. 58).

In teaching and learning practice, the interaction of teaching and learning involves various elements. There are some influential factors in teaching and learning interaction namely the factor of teacher, students, curriculum, and environmental (Aqib and Rahmanto, 2007, p. 61).

Research conducted by Silla (2006) entitled *Automatic Genre Classification of Latin Music Using Ensemble of Classifiers*, presents a new approach to the task of automatic genre classification of music based on ensemble learning. Feature vector is extracted from three music segments, 30-seconds from the beginning, middle and end of each section of music. Individual classifier is trained to account for any segment of music. During the classification, the output provided by each classifier is combined with the aim to improve the accuracy of music genre classification. The experiment is conducted on a dataset containing 600 samples of music from two Latin genres (Tango and Salsa) have shown that for the task of automatic music genre classification, the features that are taken from the middle and end of musical segments gives better result than using a segment of early music. The result of research shows that the musical ensemble

method gives better accuracy than using single classifier and each individual segment.

Research conducted by Shah (2011) entitled *Popular music in Malaysia: education from the outside*. Preferences of most young Malaysian music, their musical knowledge in general and popular music in particular are formed through informal music education. Factors contributing to this are the spread of popular music, the status of music in school curricula, and the perception of Malaysian to music. This research presents a general overview about the popular music in Malaysia and to examine the incorporation of popular music in music education curriculum Malaysia as well as teacher training program curriculum. The result showed that the accessibility of popular music is wider accessibility for music in school.

Research conducted by Orhun (2002) in the international journal entitled *Web-Based Learning Material For Higher Education: The Merlot Repository*. This research discusses the multimedia-based teaching material used in online learning called Merlot. Multimedia teaching material is an open source designed for a college education. The material contains more than 8,000 teaching materials and other classroom resources that support learning activity. One of the contents of the material in the Merlot is the task and evaluation that helps students in identifying their learning materials. The evaluation can be in the review, group evaluation, and individual evaluation. The results showed that with Merlot or multimedia instructional materials, the significant especially the quality of learning is changed.

Research conducted by Jones (2001) entitled *Group interactive learning with group process support technology*, an effective learning is done by discussion, exchange ideas and develop understanding. This research discusses the evaluation of educational institution regarding the study group supported by the use of technology. It will be investigated whether the use of technology can enhance the students' learning experience as indicated by the interaction of students in a debate or discussion session. This research involved 86 students. The technology used consists of wireless handset, PC and data projector. The result

showed that group learning which is supported by the use of technology increases the ability and students' interaction. Students who have a role as tutor are very active in the group.

Cui (2003) in an international journal, entitled *Implementation of the Laboratory Air Handling Unit Systems (LAHU) System*, LAHU has been designed, installed and commissioned in a large university research building. This paper provides detailed information about the demonstration project, including special LAHU system mechanical design, optimal air flow control schedules, and measured LAHU energy and indoor air quality (IAQ) performance. Measured energy and IAQ performance are also compared with conventional operation and the theoretical predicted value. This research presents the implementation of the LAHU in chemical engineering education facility, including facility design and construction information, optimal airflow control schedules are applied, and measured energy saving and improved indoor air quality. LAHU system implementation in the research facility showed that the optimal LAHU system works not only theoretically but also in practice in a modern laboratory building automation system. Principal Implementation of this facility is used to any laboratory building with details of special control considering the local weather and mechanical system.

### **Research Method**

It is qualitative research. The group studied is a small unit that is Junior High School Hj Isriati 2 Semarang which has specificity and excellence. Qualitative research produces analytic description about the phenomena that are purely informative and useful for the community of the researcher, readers and participants (Sukmadinata, 2007, p. 107).

The research was conducted in Junior High School Hj Isriati 2 Semarang. The researcher deliberately took this location as a research setting because the school is accredited to have good performance in Semarang City. In learning music activity, this school uses variety of musical instruments whether rhythmic, melodic, and harmonic. In addition the school has also produced a good output.

Moleong (2006, p. 57), the main data source in qualitative research is that words and action, the rest is extra data such as documents and others. In this research, the researcher used data source in the form of, interview, observation and documentation. Resource persons in this research were principal, art music teachers, and students in Junior High School Hj Isriati Baiturahman 2 Semarang.

The methods used for collecting data in this research are in depth interview, observation and documentation.

Data collected, analyzed using the interactive analysis model (Sutopo, 2002, p. 87). In this analysis model, the three analysis components, namely data reduction, data presentation and drawing conclusions / verification carried out together with the data collection process in an interactive form through the cycle process (Miles, 2007, p. 16-21).

### **Finding**

For the Musical Ensemble Room Design at Junior High School Hj Isriati Baiturahman 2 Semarang has several findings, such as (a) the location of musical room at Junior High School Isriati Baiturrahman 2 Semarang is far from other classrooms and far from crowded place, (b) The musical room has an Air Conditioner to make students feel comfortable when they are learning ensemble music, (c) The large of the musical ensemble room is approximately to 10 x 10 m. The wall has a carpet to make it is soundproof and a mini stage (3 x 10m) in an arc form which is used to place the musical instrument, sound control, stand book, microphone and the seat of the personnel and teachers in learning ensemble music, (c) There is a cupboard to place musical books and ensemble music score, to save the backup of violin string and guitar, drum stick, microphone, cables, etc., (d) Setting of the stage for the personnel vocal and music conductor is in the front, and for the music personnel is grouped based on the music instrument being played. For the stringed instrument, it is placed in front of the room (left and right side), and for the wind instrument, it is placed in the back of the room (left and right side). While for the percussion instrument such as drum, it is placed in the middle of the back of the room, (e) Sound system controls are placed on the back



of the music player, (f) In the back of the stage is used for the background and MMT decoration of the room, (g) In the corner of the room has an air freshener to make the room fresh, (h) On the ceiling, there is a color lights (lighting) that is turned on rehearsal exercise in preparation for ensemble performances.

The Learning Material of Musical ensemble at Junior High School Hj. Isriati Baiturrahman 2 Semarang has several findings such as (a) The material of ensemble music learning at Junior High School Hj. Isriati Baiturrahman Semarang is based on the curriculum in Standard-Based Competence; (b) The material of ensemble music learning is taken from several sources such as from Purwacaraka, Adi MS, or from internet; (c) The material is in the form of song text or music scores which have been arranged by the teacher or from the collection of Purwacaraka and Adi MS, or internet; (d) The music scores or song texts include the traditional ensemble music song from national or international; (e) The main material of ensemble music learning that is given to students is about the way to read notation of music and to play the music instrument; (f) The practice of playing the music which becomes the model is by using a good vocal technique to make the sound listen good and not false; (g) The practice of the way to play the music melodic is by using the violin with the right technique; (h) The practice of the way to play chord or key of music which becomes the model is by using the guitar with the right technique; (i) The practice of the way to play the rhythm of the music that becomes the model is by using the drum with the right technique; (j) Practice how to behave and the movement of a music conductor in leading the ensemble music performance and the music that is used as a model.

Interaction of Musical ensemble Learning at Junior High School Hj. Isriati Baiturrahman 2 Semarang includes (a) Teacher makes the schedule of each class; (b) Teacher starts to open the ensemble music learning by saying *basmalah* and praying together. Pray to Allah SWT to make the learning process run effectively; (c) The early preparation before learning activity, teacher and students turn the music instruments in order to make its sound heard standard or same. Teacher gives the example and then followed by students; (d) Teacher give the example to play the intro song, melodic of song, and ending of song with the

certain model by using violin, students follow and practice as the teacher played; (e) Teacher gives the example to read the notation and song lyric with the certain model, the students of the vocal personnel follow and practice it; (f) Teacher gives the example to play the chord of counterpoint with the guitar and keyboard and students follow and practice it; (g) Teacher gives the example to play the bar, rhythm, and tempo of song with a certain model by using drum and the students follow and practice it; (h) Teacher gives the example of the movement of giving a cue (willing, ready, practice of the melody, and ending) to the music conductor personnel, students follow it based on the cue; (i) The variation of method which is used by teacher in ensemble music makes students interested and be enthusiast to follow it; (j) All students are active, creative, discipline, tolerance, cooperation, compact, responsible and mutual assistance in learning to follow music ensemble; (k) Teacher ends the learning process by saying *Alhamdulillah* together and pack up their own musical instrument.

## **Discussion**

### **Musical Ensemble Room Design at Junior High School Hj. Isriati Baiturrahman 2 Semarang**

The study which was conducted at Junior High School Hj. Isriati Baiturrahman 2 Semarang discussed about the room design of the ensemble learning. The room design is based on the student's need, location, and type of the musical instrument being played. The room is equipped by the Air Conditioner to make students comfortable in playing the musical ensemble. The room is large enough and able to accommodate musical instrument or equipment needed for the musical ensemble learning.

Cui (2003) in an international journal, entitled *Implementation of the Laboratory Air Handling Unit Systems (LAHU) System*, LAHU has been designed, installed and commissioned in a large university research building. This paper provides detailed information about the demonstration project, including special LAHU system mechanical design, optimal air flow control schedules, and measured LAHU energy and indoor air quality (IAQ) performance. Measured

energy and IAQ performance are also compared with conventional operation and the theoretical predicted value. This research presents the implementation of the LAHU in chemical engineering education facility, including facility design and construction information, optimal airflow control schedules are applied, and measured energy saving and improved indoor air quality. LAHU system implementation in the research facility showed that the optimal LAHU system works not only theoretically but also in practice in a modern laboratory building automation system. Principal Implementation of this facility is used to any laboratory building with details of special control considering the local weather and mechanical system.

Design of the musical ensemble learning room of Junior High School Hj. Isriati is relevant to the student's need and the location. Students of Junior High School Hj. Isriati Baiturrahman 2 Semarang are comfortable if the room has an Air Conditioner. It is because when the student playing music, they always feeling tired and have sweating really more easily. And the comfortable room makes students more expressive when playing drum.

The location of musical ensemble room at Junior High School Hj Isriati Baiturrahman 2 considers the condition surrounding the room both inside the room and outside the room. The room is far from the other classrooms in order to make the musical instrument sound and student's voice do not disturb the learning activities of the other classrooms. The musical ensemble room is also far from the noisiness such as highway. This condition helps students to be more concentrated in playing the musical ensemble.

With the above two things, student and the musical ensemble teacher can learn comfortably without being disturbed or disturbing other environment and classes. The principal also supported the design of musical ensemble room by giving suggestion to teacher.

The large of the musical ensemble room of Junior High School Hj. Isriati Baiturrahman 2 Semarang is approximately to 100 m<sup>2</sup>. The room can store several musical instruments which are needed in the musical ensemble learning. Cupboards are also provided to store guitar, violin, or tambourine. The musical

instrument and learning equipment which are stored in the room that has been provided by the school include a set of tambourine, band musical instrument, Keyboard, Violin, small piano, guitar, control sound system and microphone, and a set of music book stand and other equipments

The large impression is seen from the white and bright wall. The room has a floor that rather high than other floor which is used as a mini stage for practice as a preparation when student follow a competition or perform a musical ensemble performance. The room is cleaned regularly, either by the servant or the musical ensemble teacher, so it keeps the room clean.

The arrangement of musical instrument in the musical ensemble when learning takes places has its own provision. Grouping of the musical instrument is based on the way to play it including melodic, rhythmic and harmonic instruments.

Arrangement of the musical instrument in the musical ensemble is relevant to the type of musical instrument being played. For the stringed instrument, it is placed in front of the room (left and right side), and for the wind instrument, it is placed in the back of the room (left and right side). While for the percussion instrument such as drum, it is placed in the middle of the back of the room. The arrangement of the musical instrument in the musical ensemble learning at Junior High School Hj Isriati Semarang such as (1) Stringed instrument, in front of the room and right side; (2) Stringed instrument, in the back of the room and right side; (3) Wind instrument, in front of the room and left side; (4) Percussion instrument, in the back of the room and left side; and (5) Harmonic instrument, in the middle of the back music room, between percussion and stringed instruments.

The musical arrangement is also followed by placing the students who uses the musical instrument forming an arc formation, in which the vocalist is in middle of the front music room to make her/his voice to be clearly audible.

Similarly, the arrangement of sheet music is recorded, arranged in the book stand in front of each music player according to the musical instrument being played. After being used, the sheet music is stored by each musical ensemble student.

The musical ensemble room of Junior High School Hj. Isriati Baiturrahman 2 Semarang has a sound control. The tool is used to harmonize the musical instrument sound and the vocalist voice. The good sound control installation in musical ensemble learning is placed behind the musical personnel based on their parts in order to make the musical instrument sound can be heard well by students who play the musical ensemble.

When comparing the previous study and the study at Junior High School Hj. Isriati Baiturrahman 2 Semarang, both of these studies have difficulty and equality. Both of these studies discuss about the classroom design. It is just that in the previous study discusses about the Science laboratory room design which is completed with the air or temperature control devices. While the study that was conducted at Junior High School Hj. Isriati Baiturrahman 2 Semarang discusses about the musical ensemble learning room design in which its room is tailored by the student's need. The layout of the musical instrument and personnel is by the arc formation.

### **Material of Musical ensemble Learning at Junior High School Hj. Isriati Baiturrahman 2 Semarang**

Research conducted by Silla (2006) with the title of *Automatic Genre Classification of Latin Music Using Ensemble of Classifiers*, presents a new approach to the task of automatic genre classification of music based on ensemble learning. Feature vector is extracted from three music segments, 30-seconds from the beginning, middle and end of each section of music. Individual classifier is trained to account for any segment of music. During the classification, the output provided by each classifier is combined with the aim to improve the accuracy of music genre classification. The experiment is conducted on a dataset containing 600 samples of music from two Latin genres (Tango and Salsa) have shown that for the task of automatic music genre classification, the features that are taken from the middle and end of musical segments gives better result than using a segment of early music. The result of research shows that the musical ensemble method gives better accuracy than using single classifier and each individual segment.

While the research that was conducted at Junior High School Hj. Isriati Baiturahman 2 discussed about the musical ensemble learning. The musical ensemble material is arranged based on the curriculum from the government. The material of musical ensemble learning which is given is in the form of sheet music or music notation both number notation and block notation which have been arranged. Sources of material in the musical ensemble learning are taken from music book, song arrangement book, internet, and also the music expert from outside the school. Students should be able to read the music notation and play musical instrument they like. Arrangement is an activity to make or change musical composition based on the available musical composition. The step of arranging the music includes (1) selecting the song to be arranged, (2) analyzing the lyric Determine the form of arrangement, (3) finding and determining the chord progression, (4) determining the rhythm, tempo, scale, and the appropriate dynamic, and (5) making the sketch and prepare arrangement.

Each class has different song arrangement material. For the seven grade students, they arrange the local song such as *Suwe Ora Jamu*. For the eight grade students, they arrange the archipelago songs such as *Apuse*. For the nine grade students, they arrange the abroad songs such as *Kokorono Tomo* from Japan.

In the material of playing the musical instrument, the musical ensemble teacher teachers about the right position of playing the musical instrument, the way to use the musical instrument, several techniques which can be used, and auditory training to make them to be sensitive to the tone which is played.

Basically, the musical ensemble material of Junior High School Hj. Isriati Baiturahman 2 is same with the other materials in the curriculum of musical ensemble learning. Curriculum of Junior High School Hj Isriati Baiturahman 2, especially the musical ensemble learning consists of introducing the kinds of musical instruments such as melodic, harmony, rhythmic; the way to play the musical instrument such as stringed, wind, and percussion; function of each musical instrument in the musical ensemble group; and the material of song to be used as the model of musical ensemble learning.

The facilities of Junior High School Hj. Isriati Baiturrahman 2 Semarang are quite complete, so it makes the delivery of material and musical instrument to be played by students such as guitar, drum, flute, and other instruments are easier.

Sources of material in the musical ensemble learning at Junior High School Hj. Isriati Baiturrahman 2 are taken from several sources. Teacher takes the material from the book collection of Purwacaraka and Adi MS. Students are also active to find the material via internet. In addition to the reference from book and internet, the school also cooperates with outside institution that is RDIV music studio. This music studio not only gives guidance on how to play a musical instrument, but also give suggestion especially on the popular music which is delighted by students. Students of Junior High School Hj Isriati Baiturahman 2 prefer the popular song to classic, because they think that playing of classical music is more difficult. It is also relevant to the result of research which was conducted by Shah (2011) about the accessibility of popular music in wider that accessibility to music class at school

The method of delivery the material used by teacher in the musical ensemble learning at Junior High School Hj. Isriati Baiturrahman 2 Semarang is varied enough. Teacher gives an example to students and asks them to practice it, gives theory, lecture method, demonstration and drill, and continuing practice. One of it is by optimizing the practice of playing the music especially when they want to perform it in the stage.

If compared between the previous study and the study at Junior High School Hj. Isriati Baiturrahman 2 Semarang have the equality and difference. Both of these researches discuss about the musical ensemble. It is just only on the previous study discusses about the approach which is used in the musical ensemble by dividing the segment of music. While the research that was done in Junior High School Hj. Isriati Baiturahman 2 discussed about the musical ensemble material including the approach of delivering material such as using lecture method, demonstration, drill, and continuing practice.

### **Interaction of Musical ensemble Learning at Junior High School Hj. Isriati Baiturrahman 2 Semarang**

Research conducted by Jones (2001) with the title of *Group interactive learning with group process support technology*, an effective learning is done by discussion, exchange ideas and develop understanding. This research discusses the evaluation of educational institution regarding the study group supported by the use of technology. It will be investigated whether the use of technology can enhance the students' learning experience as indicated by the interaction of students in a debate or discussion session. This research involved 86 students. The technology used consists of wireless handset, PC and data projector. The result showed that group learning which is supported by the use of technology increases the ability and students' interaction. Students who have a role as tutor are very active in the group.

While research that was conducted in Junior High School Hj. Isriati Baiturrahman 2 Semarang discusses about the interaction of musical ensemble learning. The interaction includes everything which is done by teacher and student in the musical ensemble learning activities. Teacher conducts a preparation which is followed by student such as tuning the musical instrument. Teacher gives example to student by playing the musical instrument directly and students then practice it. Teacher uses varied techniques, so student becomes enthusiasm and being active in following each ensemble learning activity.

Teacher makes a regular training schedule for each class in musical ensemble learning. The schedule is twice a week. Student and teacher tune the musical instrument before doing the musical ensemble learning. Tuning is the activity of adjusting the frequency with standard tone to make the musical sound to be harmonious. The musical ensemble teacher controls students who have been able to tune the musical instrument they mastered. Tuning is to change the frequency of one tone to become tone which is suitable with the frequency of standard tone.

Teacher gives example about melodic, guitar chord, or other musical instruments repeatedly. Students give attention, listen, practice, and try to play the



musical instrument. Alternately, they practice it from the stringed instrument, harmonious, and also percussion instrument. If all of students have mastered to use the musical instrument, then they play it together until it is really good from the melody, rhythm, tempo, and dynamic song played.

Teacher becomes the coryphaeus in the musical ensemble learning. Students follow all signs from teacher. Sometimes students play the wind instrument for a moment, then they stop it, and for a few second they play it again. Students give attention to teacher's sign so the musical ensemble performance looks good. Teacher also motivates and accompanies students for each musical ensemble performance. The motivation makes students interested in following the musical ensemble learning activities.

Technique which is used by teacher in the musical ensemble learning makes students become active in learning and succeed in performing the musical ensemble. Teacher is active to train students, and they are active in learning. The technique includes doing the intensive practice and doing more practice than theory.

The optimal practice has a result to make students of SMP Hj. Isriati Baiturahman 2 Semarang succeed to do musical ensemble activity in all events scheduled by the school. The musical ensemble performance which was ever done by students of this school include the anniversary of the school, highlight of the school, the nine grade student farewell of school, laying of the first stone of the school's new building, *Halal Bi Halal* of the big family of the school, anniversary of Semarang in Simpang Lima, opening of ESQ at homestead pilgrimage of Semarang

Students of Junior High School Hj. Isriati Baiturhman 2 Semarang are quite active in following the ensemble learning activity. There are also several students who do not active. Students are not only active, but they are also discipline and responsible in practicing the musical ensemble. The example of their activeness such as they always come to practice based on their schedule, following teacher's guidance and direction in playing the music, and when they

have several problems, they always ask teacher to get explanation and direction although outside of the practice time.

If compared between the previous study and the study which was done in Junior High School Hj. Isriati Baiturahman 2, both of these studies have similarity and difference. These studies discuss about the learning interaction. It is just that the previous study discusses about the interaction of student in group learning using technology. While the study at Junior High School Hj. Isriati Baiturahman 2 discussed about the interaction of musical ensemble learning which is done by teacher and student.

### **Conclusion**

The room of ensemble music learning is well-designed. Its location is far from other classrooms. The large of the room is 10x10x4m, soundproof, and completed with the Air Conditioner. In one of its side has a mini stage with the large of 3x10m, 50cm high from the floor, can accommodate 20 personnel consisting of 3 vocalists, and 17 musical personnel with their musical instruments such as 5 violins, 4 pianika, 3 guitars, 3 tambourines, 1 keyboard, a set of drum, 5 sound controls, 10 stand microphones, 6 scores music, 10 microphones, and other supporting instruments.

Setting of the personnel of ensemble music learning at Junior High School Hj. Isriati Baiturahman 2 Semarang is same with the formation of musical performance, so when doing in a real performance, the personnel has been ready. Setting of the formation includes (1) the vocalist is in front of the room, (2) Stringed instrument player is in front of the room and right side, (3) stringed instrument player is in front of the music room and left side, (4) wind instrument player is in the back of the room and left side, (5) percussion player is in the back of the music room and in the middle side, and (6) harmonic musical instrument player is in the back of music room and right side. The material of ensemble music learning at Junior High School Hj. Isriati Baiturrahman Semarang is based on the curriculum in Standard-Based Competence. The main material of ensemble music learning to be mastered by students is about the way to read notation of

music and to play the music instrument. The material given in ensemble music learning is scores music that has been arranged by teacher or from the arrangement book of Purwacaraka and Adi MS, or from internet.

The ensemble music learning at Junior High School Hj. Isriati Baiturrahman 2 Semarang run interactively. Teacher starts to open the ensemble music learning by praying together then continued by turning the music instruments to be used. Teacher practice directly how to play the music and followed by students. Each material performed by teacher is always practiced by students, so it is found the integrated ensemble music. The technique used by teacher in ensemble music learning such as the intensive practice, and also the giving of more practice that theory. The method used makes students become active, creative, discipline, and responsible.

### **Implication**

If the learning room of ensemble music is well managed and arranged, starting from the location of the room, interior design, decoration, the setting of the stage, sound system, and the musical instruments used, the students feel comfortable and have a concentration in singing and playing the music when following the ensemble music learning.

If students can understand the material delivered by teacher both in theory and practice such as reading notation, performing the music with a vocal technique, and playing the music with the practice and right ways, and the material that contains several songs which have been arranged and taken from several sources, the material of ensemble music learning is well managed and prepared based on the curriculum.

If the quality of the management of ensemble music learning is well, that can be seen from the students' capability in performing music at their music performance, the ensemble music learning run interactively.

### **Recommendation**

The principal should allocate the budget for buying LCD that is installed in the musical ensemble learning, so it becomes student's facility to see the music notation from teacher.

Teacher should control all musical instruments, and also prepare the arrangement of music personnel before learning the musical ensemble.

Students should optimize their ability both in reading the music notation and playing the musical instrument.

This study can be the reference for the next similar study.

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BAITURRAHMAN 2 SEMARANG**



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