

MUSICAL INTERPRETATION IN MUSIC LEARNING IN SMK NEGERI 2 KASIHAN BANTUL YOGYAKARTA

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Abstract

This study aimed to reveal: 1) the dimensions of musical interpretation which are taught; 2) students perception to musical interpretation learning. This study uses mix method, survey and case study approach to descriptive and intrinsic design conducted in SMK Negeri 2 Kasihan Bantul Yogyakarta. The data were collected through questionnaire, interview, participant observation, and document. For survey approached data were analyzed by using percentage. For case study approached data were analyzed by aggregate, organize, and classify. The result of temporary that found that in teaching of interpretation, teachers are transfer knowledge on matters related to the score being played.

Keywords: musical, interpretation, music, learning.

1. Introduction

Vocational education is carried out at the secondary level, especially with the aim of preparing students to work in a specific area. Hansen (2009) revealed that *“The purpose of vocational studies was to fit boys and girls for a job. It’s integrity was tied to the educative value of work. Eventually, vocational guidance became a complimentary force that cemented the movement, both in school and in the work sector”*. Thus, the purpose of learning in vocational education is to prepare students for work and comes with the knowledge and skills that can be used and useful in their work, including work in the field of music. Therefore, in order to work in these fields, students need to be equipped with the knowledge of music theory and musical instrument playing skills including skills to interpret a piece of music, especially music works of art to enter the workforce, especially as player.

Musical skill competency, which is one of vocational discipline of 12 vocational discipline established within the framework of an international curriculum (Rauner, 2009:1447), and also one of skill competencies in the spectrum of secondary vocational education skills (SK Ditjen Mandikdasmen No. 251/C/kep/mn/2008), currently in great demand by some of the wider community. It is no hesitate because the music is one important part of human life. Not only viewed as mere entertainment, but music can also be studied seriously as other scientific fields, and can be used as a livelihood for the community group. This is what encourages people, especially young people (teenagers) to pursue, as well as studying music in more depth. SMK Negeri 2 Kasihan Bantul is one of the vocational high school that conducts music by learning the basic skills competency classical music (art music). As a vocational high schools that implement the learning of music, of course, these

schools prepare their students to be competitive in the world of work. To deal with this, the school is provision students with skills in music and life skills. It is given so that the resulting graduates to compete and can occupy the available job market. Learning materials presented in connection competence skills include knowledge of music theory, the fundamentals of music, music history, as well as the structure and musical analysis. In addition, subjects are given practice instrument that is one of important subjects that should be

mastered by students. This is the stock of skills in students enter the workforce after they graduate, and is a competency required by the business world, especially in the entertainment field, such as an orchestra player or other music players, arranger, and as music illustrator.

to be able to achieve this, in following the learning process, students are required to have a good musicality, high motivation to learn music, as well as the provision of skills to play certain musical instruments.

To provide sufficient knowledge, sensitivity, and skill in music, teachers need to instill a knowledge of musical things. One way to teach the interpretation of the songs that will be studied, so it is expected that students can interpret the song as well. Interpretation is an understanding or interpretation of symbols and elements of the music featured in a score. Purpose of interpretation of the music (Hermeren, 2001:13) are to discover what the composer wanted to express and communicate feelings, to illustrate the historical, social, and psychological conditions for the creation of the work interpreted. Interpreting a particular piece of music art music is necessary, because to give clarity to every note that has been created by the composer, and this resulted in a clarity of presentation (performance) of music. Not just any notes that need to be explained, but also every element of music as outlined in the work, such as

dynamic marks, rhythm, tempo, structure, background of the creation (related to the history), and the meaning of the title piece of music itself.

Interpretation is also related to the communication. Therefore, if the music works properly interpreted, it will become more apparent to be communicated to the audience. Thereby, interpretation is important of taught in music learning at SMK Negeri 2 Kasihan Bantul, because the interpretation is one of way to explain or clarify the message and the meaning set forth a composer who can't be described or shown in the right way how the performer of his music sung or played, so it is necessary for interpretation.

Based on the description, the problem can be posed as follows 1) How is the musical interpretation of the model used in musical instrument learning practices in vocational school?; 2) What does the dimensions are owned by the teachers in the teaching of music interpretation?; 3) How does the perception of students towards learning musical interpretation?.

2. Musical Interpretation

In music there are various kinds of interpreters (Krausz, 2001:14), namely composer, musician (performer), conductor, audience, critic, and researcher. In this study, the interpreter in question is a teacher who interpret and understand a piece of music and taught to the students to play in musical performance.

Casals through Kitelinger (2009:1) said that *"Without interpretation, it is just poor pen-and-paper music"*. That is, if a performer of music in playing a musical work without the use of interpretation, the song that is played that sounds monotonous or "tasteless". For that, a presenter needs to have knowledge of music, musical ability, sensitivity to music, and have a good musical quality, in order to interpret a piece of music well, too.

This is necessary because the musical interpretation (Silverman, 2007) is more of an aural copy of the score, and an act that brings the whole person, including intellectual ability, social, cultural, artistic, physical, emotional, and personal presentation to the musical performance. In other hand, interpretation is one way of communication. It is as stated by Kassab (2002) that *"The sense of interpretation was predetermined as a vehicle for communication, for translation from one medium into another"*.

Interpretation in music (Latham, 2004: 89-90) is the process by which a presenter of music translate or create a masterpiece of musical notation into sound artistically valid. Therefore, there is an ambiguity in the process inherent in musical notation, then a music presenter is expected to explain the meaning of a piece of music being

played, and able to explain every aspect in the work of music that can not be determined or explained by the composer. Aspects of the musical work that needs to be explained include melody, rhythm, dynamics, tempo, frasering, harmony, background work (history), and color the sound. If the general interpretation is the one text object, the object of interpretation in music is sheet music. Therefore, for a piece of music being played has a meaning and value, it is necessary to use the interpretation, because interpretation is the beginning and end of an understanding of music as a whole (Hatten, 1994).

3. Elements of Interpretation

In presenting the art of music there are elements of interpretation (Kitelinger, 2010:4), the sound, rhythm, melody, harmony, tempo, and the shape and structure. Among the elements of interpretation which have been described, the most fundamental element is the history of music. As described White (2009) in the previous section, that the framework interpretation is the one who taught music history.

In the New World Encyclopedia of Classical Music discusses explained that the piece of music, especially art music is best understood in the context in which musical works are created through the history of music. It is related with the background of the lives of composers and musical creation background that created.

4. Teaching Learning of Music

Music learning in general is for the personal development of the whole man, and hopefully through learning music can encourage the growth of musical taste (sense of music) to the students, thus making the students have a sense art of scientific. In fact, music learning is not an easy thing to do, because in practice directly involves all three domains, namely cognitive, affective, and psychomotor.

Raimer (2003) argues through Kelly (2009) that the primary purpose of music education including music learning is to develop the capacity for aesthetic knowledge through experiencing music. Music should be valued for its own sake and its effect is unique to each individual. Music itself is autonomous, extramusical ideas should be irrelevant to the experience. Therefore, music education including music learning should place a strong emphasis on quality music with allowances for individual meaning in situations that focus on music's intrinsic ideal.

5. Method of Research

To examine the concept the model of musical interpretation that used in music learning in vocational education is a mix methods of research. Mix method is a research method that focuses on combining the two methods (qualitative and quantitative in a single study (Creswell, 2010). The use of mixed methods in this study (Creswell, 2010) is to expand the discussion of the findings that will be generated by applying the two methods at once, to use an integrative approach to be able to gain a good understanding.

Approach to the study is a descriptive survey (quantitative) and intrinsic case study (qualitative) design. Surveys used to determine student perceptions about learning musical interpretation. In addition, to determine the perceptions of teachers about the dimensions of which are owned in the teaching of musical interpretation. Case studies are used to examine as much data about the subject under study is the teachers who taught the musical interpretation in practice learning instrument.

This research is being conducted in SMK Negeri 2 Kasihan Bantul, Yogyakarta. Selection of study sites with consideration of the vocational school is the only vocational school in Yogyakarta which organizes musical expertise.

This study population is teachers who teach the practice of XII class instruments in the SMK Negeri 2 Kasihan Bantul, which totaled 48 people (source SMKN 2 Kasihan Bantul). Meanwhile, the study sample was the teachers who teach the practice of XII class instruments in the SMK Negeri 2 Kasihan Bantul, which numbered 17 people. Determination of the sample was done by purposive sampling technique, because of certain considerations. This amount is taken from each of the instruments that are taught in school.

Data collection techniques used in survey approach is the questionnaire. Meanwhile, data collection techniques used in the case study approach is the observation, interviews and FGDs. The research instruments used to approach a questionnaire survey was used to obtain information about the interpretation of these dimensions in the interpretation of the music is taught by teachers on students. The instruments related to the case study approach is the researchers themselves. This is as set out by Sugiyono (2006:251) that in qualitative research "the researcher is the key instrument".

Data analysis that used in survey approach is percentage with formula following.

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = frequency for percentage

N = Number of samples

Data analysis that used in case study approach is aggregate, organize, and classify. The result of temporary that found that in teaching of interpretation, teachers are transfer knowledge on matters related to the score being played.

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