

Classical Guitar Learning At *Gracia Music Course* Kediri

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Abstract

This study aims to describe the background of Gracia Music Course, the classical guitar learning process conducted, the teaching methods applied by the instructor, and the assessment system in place. This research uses a descriptive qualitative method with the object of the study being classical guitar learning at Gracia Music Course, specifically grade 2 attended by Garvin with instructor Paulus Rudy. The research was conducted at Perumahan Puri Indah Blok A No. 01, Pare, Kediri. Primary data sources were obtained from the founder and instructor, while secondary data included documents and digital references. Data was collected through observation, interviews, and documentation, and then analyzed using data collection, reduction, presentation, and conclusion techniques. The results show that Gracia Music Course was established to provide quality music education with a focus on classical instruments. The learning process is systematically and structurally designed, encompassing preliminary, core, and closing stages. The teaching methods include lectures, demonstrations, Q&A sessions, and drills. Evaluation is conducted on a micro scale at each meeting and on a macro scale every two months through grade advancement exams. The assessment system covers cognitive, affective, and psychomotor aspects to ensure students' mastery of the material.

Keywords: *Classical Guitar, Gracia Music Course, Learning Process, Learning Outcomes, Methods,*

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Introduction

Humans are creatures created by God that are very special compared to other creations. Humans are endowed with intellect to perform various actions. Moreover, as stated by Dewantara (2004), humans also possess spiritual powers, namely creativity, feeling, and will. Through art, humans can express these feelings or spiritual powers and the ideas that arise in their minds. One form of art commonly encountered is music. Music plays a significant role in human life. Music is the result of creativity, feeling, and will, nurtured through education. According to Dewantara (1962: 14), education is an effort to develop moral character (inner strength and character), intellectual ability, and the physical abilities of children so that they can achieve a perfect and balanced life in accordance with the world they live in. Thus, music plays an important role in the educational context as described. As a form of art that reflects creativity, feeling, and will, music can be an effective tool in shaping the character, moral values, and inner strength of children through education.

In the context of education, music can be a medium to develop individual creativity, character, and intellect. Education in Indonesia is divided into three types: informal education, formal education,



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and non-formal education. Music courses are a popular form of non-formal education, aiming to develop and enhance students' talents and skills in playing musical instruments. Currently, many non-formal educational institutions offer music training with various teaching methods, catering to all age groups from early childhood to the elderly. One example is Gracia Music Course in Kediri. This educational institution offers a variety of music learning programs tailored to different age levels and individual interests, including instruction in classical guitar playing and other specializations.

Gracia Music Course is a non-formal music institution founded by Paulus Rudy H.T. Located in Perumahan Puri Indah Blok A No. 01, Jl. Serang, Ngeblek, Pelem, Kec. Pare, Kabupaten Kediri, Jawa Timur 64213, Gracia Music Course is a highly sought-after and reputable music school in Kediri. This is evidenced by significant achievements, particularly in classical guitar education. Gracia Music Course is renowned for its excellent reputation in teaching classical guitar. They have succeeded in developing musical skills among their students, whether children, teenagers, or adults. The institution excels in several aspects that are central to this research, one of which is the presence of highly experienced and qualified instructors in classical guitar teaching, particularly in Kediri. Their instructors possess deep knowledge of classical music and guitar playing skills, which they effectively impart to their students. They also provide individual guidance and adapt to the diverse needs of their students.

This is why Gracia Music Course has been able to dominate achievements in the Kediri area, particularly in classical guitar. This phenomenon raises curiosity and a need to understand the factors that have enabled Gracia Music Course to achieve such excellence in classical guitar education. The dominance of Gracia Music Course is a fascinating phenomenon as it has successfully attracted public interest and trust, as reflected in the increasing number of students year after year. This indicates that Gracia Music Course is not just a choice but the primary choice for the people of Kediri who wish to learn classical guitar. This research focuses on the classical guitar learning process at Gracia Music Course, considering the background, teaching methods, and outcomes achieved.

The researcher also conducted a review of previous relevant studies as a benchmark for the originality of this article. Relevant previous research includes a study on virtual concert marketing techniques at Gracia Music Course by Margareta Likisa Medy (2022), which demonstrated success in attracting students through virtual concerts. This study provides insight into how innovative marketing strategies can support the success of music educational institutions. Additionally, a study by Zelika Salsabila Zen (2020) on classical guitar education at Halmahera Music School provides insights into the variations in classical guitar teaching methods. This study highlights the importance of effective teaching methods in developing classical guitar playing skills. Meanwhile, research by Lidya Fita Kusumadewi and S. Suharto (2010) on the use of audio-visual media in music education shows that using audio-visual media can enhance music learning outcomes. This is relevant in the context of classical guitar education at Gracia Music Course, where the use of various teaching media can improve the effectiveness of learning.

With these phenomena, writing objectives, and the relevance of previous research, this study can focus on combining these elements with theoretical foundations considered important to thoroughly explore the research findings in a clear and structured manner. In this research, the theoretical foundation focuses on classical guitar education at Gracia Music School, referring to the views of several experts. According to Isjoni (2013), learning is an effort in education aimed at helping students in their learning process. This statement is consistent with Hutabarat (1986), who stated that learning encompasses the entire teaching and learning activities, from planning to evaluation and follow-up. Additionally, Hamalik (2002) defines a systems approach to learning as a process that includes identifying educational needs, problem analysis, designing teaching methods or materials, implementation, as well as assessment and revision. Learning, in this context, is a combination of human elements, materials, facilities, equipment, and procedures that interact to achieve learning objectives. By gaining a deeper understanding of how the learning process is implemented by Gracia Music Course, this research is expected to provide new insights for other music educational institutions and help improve the overall quality of music education, particularly in classical guitar education. This research is also expected to provide references and evaluations for Gracia Music Course in their efforts to continually improve the quality of classical guitar education.

Method

This research utilizes a descriptive qualitative research method. According to Danim (2002:51), descriptive qualitative research presents data in the form of words and images rather than numbers. This

aligns with Moleong's view (2002:3) that descriptive qualitative methods produce descriptive data in the form of written or spoken words from respondents and observed behaviors. Descriptive qualitative research aims to understand the phenomena occurring in the research subjects, such as behaviors, perceptions, and motivations, holistically. Data is presented descriptively, intending to provide systematic, factual, and accurate information using words. The selection of this method aims to gather information about the status or phenomena present at the time the research is conducted (Arikunto, 1989:291). In the context of this research, which focuses on classical guitar learning at Gracia Music Course, a direct approach to the research object is employed to obtain accurate data. This approach facilitates the collection of detailed data and helps understand and explain the relationships between the phenomena being studied.

This research focuses on guitar learning at Gracia Music Course, intending to understand the background and methods applied in the classical guitar learning process at the institution. The research location is at Gracia Music Course, situated at Perumahan Puri Indah Blok A No. 01, Jl. Serang, Ngerblink, Perlem, Kec. Pare, Kabupaten Kediri, East Java 64213. The selection of this location is based on the fact that the classical guitar learning process takes place there. The data sources in this research are divided into two types: primary data sources and secondary data sources. Primary data sources are obtained directly from respondents, including teachers and students at Gracia Music Course. Secondary data sources include documents used to supplement primary data, such as certificates, awards, photos, and videos related to the guitar learning process at the institution.

The data collection techniques in this research involve several primary methods to obtain accurate and comprehensive information. According to Arikunto (1989:125), data collection methods in qualitative research are conducted naturally and involve observation, in-depth interviews, and documentation. Observation is carried out by directly observing the research object without active involvement in the ongoing activities. Bungin (2007:115) mentions several forms of observation, such as participatory observation, unstructured observation, and unstructured group observation. In this research, the observation technique used is non-participatory observation, where the researcher only observes without involvement to maintain natural conditions and obtain maximal data.

In conducting interviews, Lincoln and Guba (1985:226) explain that interviews aim to understand various aspects related to people, events, and organizations. In this research, interviews are conducted using two types: structured interviews, where questions are prepared in advance, and unstructured interviews, where the conversation flows naturally without rigid questions. Interviews are conducted with various parties involved in the guitar learning process, such as teachers, managers, students, and parents. Documentation is a data collection method involving gathering written and visual evidence. Kamisa (1997:144) mentions several relevant types of documentation, including audio recordings, videos, photos, and other documents such as certificates and awards. Documentation is used to strengthen the data obtained from observations and interviews and provide visual and written evidence of the classical guitar learning process at Gracia Music Course.

Data analysis in this research is a systematic process to present the data results clearly and accurately. According to Bogdan (in Sugiyono, 2015:244), data analysis involves searching for and organizing data from interviews, field notes, and other materials to be easily understood and conveyed to others. This research uses inductive qualitative data analysis. According to Sugiyono (2006:335), qualitative data analysis begins with the data obtained, which is then developed into relationships or hypotheses. This process involves several stages to ensure the data is analyzed in depth.

First, data reduction is conducted to filter and select essential information from the collected data. This process includes reducing excessive data, focusing on important aspects, and identifying relevant patterns (Sugiyono, 2006:338). Data reduction aims to simplify the information and facilitate further analysis. Second, data display is carried out by describing the relationships between phenomena narratively. Narrative data presentation helps to present data clearly, making it easier to understand what is happening (Sugiyono, 2006:341). Finally, conclusion drawing/verification is the final step to answer the research problem statement. This process involves drawing conclusions about how the classical guitar learning process at Gracia Music Course is conducted, including the methods, planning, components, and implementation of learning and the results achieved.

Data validity is checked using triangulation techniques and source triangulation. Source triangulation is conducted by probing the truth of information through interviews with the same questions to multiple respondents. Triangulation of techniques combines various data collection techniques (interviews, observation, and documentation) to ensure the validity of the research results.

Result and Discussion

Gracia Music Course

Gracia Music Course was founded by Paulus Rudy Dianing in 2008. Rudy is a graduate of Music Education from Yogyakarta State University with a professional focus on the guitar. The name "Gracia Music Course" is derived from Spanish, meaning "grace" or "kindness." This name reflects the hope that Gracia Music Course can be beneficial to the community, particularly in providing musical education. Gracia Music Course is located at Perumahan Puri Indah Blok A No. 01, Jl. Serang, Ngerblek, Perlem, Kec. Pare, Kabupaten Kediri, East Java 64213. As a non-formal educational institution, Gracia Music Course focuses on developing students' musical arts skills. Its strategic location within a residential area attracts many students from the local community. Additionally, being far from the hustle and bustle of the city allows for a more focused learning environment without the distraction of traffic noise.

Table 1. List of Course Fees by Instrument Type

No	Types of Instrument Courses	Class	Price
1.	Guitar	<i>Basic (grade 1)</i>	Rp 135.000
2.	Piano	<i>Basic (grade 1)</i>	Rp 135.000
3.	Drum	<i>Basic (grade 1)</i>	Rp 135.000
4.	Vocal	<i>Basic (grade 1)</i>	Rp 135.000
5	Violin	<i>Basic (grade 1)</i>	Rp 135.000

Gracia Music Course focuses on teaching music to all segments of society, especially children in the surrounding area. The institution's vision is to "provide music courses at prices affordable for various segments of society, not just for the upper-middle class." (Interview with Rudy, May 2024). With this vision, Gracia Music Course is committed to making music education accessible to everyone. The institution offers a variety of affordable music programs tailored to the economic capabilities of the community, with the same meeting allocation as other courses, i.e., 4 times a month. By setting an affordable price of approximately IDR 135,000 per month with 4 sessions in the initial grade category, Gracia Music Course consistently strives to provide the best quality. Course fees increase by about 25-30% according to the level being pursued.

In terms of facilities and infrastructure, Gracia Music Course has well-maintained and complete amenities to support an optimal music learning process. Gracia has three studios equipped with: 1 grand piano, 3 digital pianos, 2 keyboards, 1 electronic drum set, 4 classical guitars, 2 sound systems, 3 active microphones. For maintenance, Gracia Music Course regularly services its musical instruments 2-3 times a year by specialists to ensure that the quality and performance of the instruments remain optimal. The institution is also committed to periodically upgrading its musical instruments to keep up with technological advancements and the needs of the learning process.

In its history of achievements, Gracia Music Course has consistently earned outstanding recognition in the music world, winning prestigious awards in various competitions. Here are some of the latest achievements by students of Gracia Music Course:

Table 2. Achievements and Awards of Gracia Music Course

Nama	Music Momppetition	Competition Categories
Alesha Asfsheena syahnaz suwenda	Diamond Award	INPF Piano Competition (Jogja) 2024"
Farrel naufal gunawan & gavin axellino kineta	1 st Place	National Level FLS2N Junior High School Guitar Competition 2023

ester pratama hadi putri	2 nd Place	Solo Guitar Competition at the Provincial Level for Senior High Schools (SMA) in 2023
Joshua Yeskia	National 3 rd Place Honorable Mention	FLS2N Junior High School Guitar Competition (2020)
Galuh Fandy	2 nd Place in Kerdiri Regency	FLS2N Elementary School Solo Singing (2019)
Agnesia Wahyu	3 rd Place in Kerdiri Regency	FLS2N Elementary School Solo Singing (2019)
Abram Widi Firmanto	3 rd Place	Melodia Youth Music Competition Gitar Classic (2019)
Dellen Fiven Arisena Modang Sudiro	National 2 nd Place Honorable Mention	Festival Lomba Seni Siswa Nasional (FLS2N)
Emanuela Galuh Titi L.	1 st Place National Champion	FLS2N Junior High School Guitar Solo (2018)
Ega Putra Anugerah Ichya Mukti	1 st Place in East Java Province	FLS2N Senior High School Guitar Solo (2017)

Every year, many students from Gracia Music Course actively participate in various competitions, such as FLS2N, in categories including Solo Singing, Song Composition, Guitar, and even Ensembles. Additionally, Gracia's students also participate in numerous external competitions organized by event organizers, including local events like the Regency Cup and similar activities. Close cooperation between instructors, students, and parents is crucial in creating a conducive and supportive learning environment.

These remarkable achievements further emphasize that Gracia Music Course is not just an ordinary music school, but a music education institution capable of producing accomplished and competent students at local, regional, and even national levels. The continuous support from parents, the community, and other stakeholders has played a crucial role in strengthening the foundation of Gracia Music Course's success in guiding its students to achieve brilliant accomplishments.

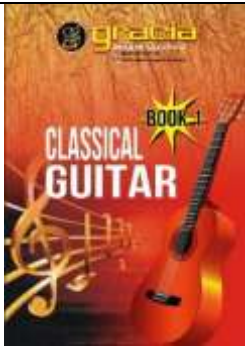

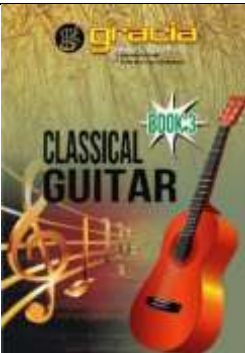

Gracia Music Course Guitar Curriculum

Gracia Music Course does not have a formal curriculum that serves as a standard for learning. Instead, the curriculum at Gracia Music Course adopts an approach that has been implemented by established music institutions such as Yamaha, Suzuki, or Purwacaraka, using a tiered system as a guideline. This curriculum, designed with levels of material, provides a solid foundation for learning music, focusing on a deep understanding of classical music principles and the technical skills required to play musical instruments.

Additionally, Gracia's curriculum enriches students' learning experiences by including pieces outside the classical repertoire. This approach helps students practice interpretation and expression, aiding them in developing feelings or emotions to accompany pieces or find chords.

Teaching at Gracia Music Course is not limited to classical music genres alone but is also responsive to students' interests and needs to learn various music genres. This includes preparing students for accompanying performances or playing pieces outside the main curriculum, such as pop or religious songs. This approach allows students to gain diverse experiences in playing music and offers flexibility to meet individual needs and interests in developing their musical skills. In terms of instructional delivery, Gracia Music Course features a curriculum divided into several levels, as outlined in the following table:

Table 3. Division of Guitar Lesson Materials

No.	Grade	Materi	Kompetensi
1	Grade 1		<ol style="list-style-type: none"> 1. Understanding the Parts of a Classical Guitar 2. Learning the Correct Hand Positions and How to Hold the Guitar 3. Understanding Basic Music Notation 4. Practicing Basic Strumming Patterns
2	Grade 2		<ol style="list-style-type: none"> 1. Learning right-hand fingering techniques 2. Practicing left-hand fingering techniques 3. Understanding staff notation and reading basic rhythms 4. Learning simple repertoire
3	Grade 3		<ol style="list-style-type: none"> 1. Understanding major and minor scales. 2. Learning and playing pieces with simple structures. 3. Practicing hammer-on and pull-off techniques.
4	Grade 4		<ol style="list-style-type: none"> 1. Learning sliding techniques and bends. 2. Understanding different types of arpeggios. 3. Developing speed and accuracy in playing.

5 Grade 5



1. Understanding basic tremolo techniques.
2. Comprehending and playing pieces with complex fingerstyle patterns.
3. Learning advanced chord progressions.
4. Studying and performing intermediate classical works.

At Gracia Music Course, the class structure spans from Grader 1 to Grader 10, with each grade outlining progressively increasing levels of difficulty and complexity. As students advance to Grader 10, they are evaluated based on their proficiency and skills in mastering the learning material. Advancing to higher grades involves examinations or tests, which include performances of various pieces that have been studied throughout the course. These assessments allow instructors to evaluate students' skills comprehensively, ensuring they meet the established standards before moving on to the next level. This approach ensures that each student progresses according to their capacity, providing structured and effective learning. Additionally, the learning process in each grade is monitored by professional instructors.

Table 4. List of Instructors at Gracia Mursic Course

No	Name	Instructors	Educational Background
1	Paulus Rudy Dianing	Guitar, Vocal, Piano	UNY
2	Margarita Merllyanawati	Piano	Yamaha Music
3	Margareta Likisa Medy	Vocal, Piano	UNESA
4	Argo Binantoro	Violin, Drurm	UNY

From the table above, it is evident that the instructors at Gracia Music Course have a solid background in music education and relevant teaching experience. They not only possess high technical skills in playing music but also have a deep understanding of educating students in the field of music. With professional, experienced, and dedicated instructors, Gracia Music Course is able to provide a rich and meaningful music learning experience for each of its students.

Proses Pembelajaran Gitar Klasik

The learning process represents the implementation of the planned curriculum, which outlines the materials prepared for the ongoing educational process. In the planning phase for guitar instruction at Gracia Music Course, a study was conducted observing the learning process at Grader 2 level with a student named Gavin Axellino Kineta, guided by instructor Paul Rudy.

At this stage, the learning material focuses on classical guitar, aiming to build a solid foundation of basic skills for the students. The Grader 2 curriculum emphasizes developing fundamental guitar techniques, such as learning proper finger positioning, finger extension for accuracy and reach, and understanding basic notation reading. Thus, during the implementation of the learning process observed by the researcher, the researcher paid close attention to several key aspects: how the instructor and students interact during the learning process, how the material is taught and understood by the students, and how evaluation is carried out to assess students' understanding and skills. The researcher observed the direct learning process in the classroom, recording the teaching methods used, noting students' responses to the learning material, and reviewing the results of the evaluations provided by the instructor. In the classical guitar instruction at Gracia Music Course, there are three distinct phases as described by Rursman: the introductory phase, the core phase, and the concluding phase.

Introductory Phase

The introductory phase in classical guitar instruction at Gracia Music Course is a crucial initial step to prepare students mentally and physically before delving into the core of the lessons. This phase is designed to create a conducive learning environment and ensure that students are optimally prepared for each session.

At the beginning of each lesson, punctuality is a key focus at Gracia Music Course. Students are expected to arrive on time to start the lesson according to schedule, which helps in developing discipline. Additionally, instructors make consistent efforts to create a positive and encouraging learning environment. They often use light humor to keep the atmosphere relaxed, ensuring that the learning process is engaging and free from distractions. This approach helps students feel comfortable and enhances the effectiveness of the learning experience.

Once a conducive and comfortable environment is established, instructors ensure that the guitar and other musical equipment are in good condition and ready for use. This includes tuning the guitar and ensuring that all necessary materials, such as sheet music, are available. Proper preparation minimizes technical issues during the lesson.

After confirming that there are no issues with the student's instrument, the instructor will guide the student through finger warm-up exercises designed to improve dexterity and coordination. These exercises are important for preventing injury and preparing the hand muscles before playing the guitar. Additionally, students practice scales to familiarize themselves with the guitar fretboard and improve their speed and accuracy. For instance, they might practice the C major scale across one octave.

Warm-up exercises are aligned with the material to be covered in the lesson. According to the observation conducted by the researcher, Gavin is currently working on the repertoire "Ode to Joy," which is based on the C major scale.

Once the student is comfortable with the warm-up exercises, the instructor will explain the objectives of the lesson. This clarification helps students understand what is expected of them and motivates them to engage with the material. New material is often introduced with explanations or connections to prior knowledge to facilitate understanding and relevance.

In the implementation of this introductory phase, Gracia Music Course ensures that every element of the learning process is managed effectively to maximize learning outcomes and achieve optimal results for the students. Instructors play a crucial role in guiding and motivating students, ensuring that each lesson begins well and provides a strong foundation for further learning. This introductory phase typically lasts 7-10 minutes per lesson.

The Core Phase



Figure 1. Repertoire "Ode to Joy"

In the core phase of classical guitar instruction for Grader 2 at Gracia Music Course, the focus is on achieving the desired competencies, including technical skills in playing the instrument and understanding musical notation within the repertoire "Ode to Joy."

In classical guitar lessons at Gracia Music Course, basic finger techniques are crucial and are taught to students as part of their foundational training. "Ode to Joy" serves as an introductory repertoire for teaching these techniques. This piece not only introduces students to simple musical notation but also to fundamental finger techniques for the right hand. For "Ode to Joy". In this core phase, the instructor uses various teaching methods, including the lecture method. During the lecture sessions, Instructor Rudy conveys various technical and musical aspects of the repertoire being studied, including musical notation, finger techniques, and musical interpretation.

For instance, in learning the repertoire "Ode to Joy" at Grader 2 level, the instructor explains:

1. **Time Signature:** The piece is set in a 4/4 time signature.
2. **Note Values:** The lecture covers different note durations, such as quarter notes (1/4), half notes (1/2), and eighth notes (1/8).
3. **Legato Technique:** The instructor discusses how to perform notes smoothly without noticeable gaps between them.

The instructor also provides detailed explanations about the use of fingers for both hands:

1. **Right-Hand Fingers:** The lecturer explains the use of specific finger markings for the right hand, such as **m** (middle finger) and **i** (index finger), for strumming different strings.
2. **Left-Hand Fingers:** The use of numbered finger markings for the left hand is also clarified, with each finger assigned a specific number (1 for the index finger, 2 for the middle finger, 3 for the ring finger, and 4 for the pinky finger).

These explanations aim to ensure that students understand the technical requirements and interpretative elements of the repertoire, helping them to perform the piece accurately and expressively.

Instructor Rudy consistently employs the demonstration method by showing students directly how to play different sections of the repertoire. This approach ensures that students understand and can accurately apply the techniques being taught. The demonstration method is frequently used by the instructor when introducing new material, providing students with a clear model of how the piece should be played. This helps students to see and hear the correct technique and interpretation in practice. Additionally, this method is also utilized if a student forgets or struggles to grasp previously taught material, allowing them to see the correct application again and reinforce their understanding.

By demonstrating how to execute specific passages, Rudy ensures that students can replicate the techniques and musical expressions accurately, thereby enhancing their learning experience and proficiency in playing the repertoire.

The instructor also implements the drill method as part of the teaching process. This method involves repetitive practice of the material taught by the instructor. The goal of using the drill method is to improve students' classical guitar skills by familiarizing them with the material and helping them memorize it effectively. In the context of the observation conducted by the researcher at Gracia Music Course, Garvin, a Grader 2 student, is asked to practice by reading and playing the notational patterns present in the piece "Ode to Joy." Garvin repeats these exercises multiple times, focusing specifically on notational variations such as 1/4 and 1/8 notes to ensure he masters these patterns.

Additionally, Garvin is given drills that focus on fundamental finger techniques in this piece, including the use of specific fingers (indicated by **m** for the middle finger and **i** for the index finger) and the legato technique. The instructor instructs Garvin to practice these techniques repeatedly to enhance his proficiency in applying them. Once Garvin becomes comfortable with the techniques and playing method on individual sections of the piece, he is then required to apply these techniques in playing "Ode to Joy" as a whole. Repeated practice helps improve accuracy and speed in his performance, ensuring that Garvin develops both technical skill and musical expression effectively.

Instructor Rudy employs the question-and-answer method to ensure Garvin's understanding. The approach involves playing a specific technique from the piece "Ode to Joy" that the student has already studied and then asking the student to identify the technique used in that section.

For example, the instructor might play a segment of "Ode to Joy" and then ask Garvin, "What finger technique am I using in this part?" or "How is the legato technique applied here?" These questions encourage the student to think critically and recall the material that has been taught. By using this question-and-answer method, the instructor can assess how well the student understands and can apply the techniques learned. This method helps ensure that the student not only performs the techniques correctly but also comprehends the underlying principles and concepts.

The teaching strategies employed by Instructor Rurdy are designed to ensure a thorough understanding and development of skills for Garvin in playing this repertoire. The methods include various techniques and explanations to facilitate effective learning, with each lesson lasting approximately 17-20 minutes. This structured approach helps in achieving a deep understanding and skill development in the student's performance of the piece.

Concluding Phase

After going through an intensive series of lessons on the piece "Ode to Joy," the evaluation phase becomes a critical moment for summarizing and assessing the learning outcomes achieved by the students. At this stage, the instructor reviews all the material covered during the learning process, from basic notation understanding to the technical skills applied in playing "Ode to Joy." The instructor conducts an evaluation of the student's performance with respect to the piece. This evaluation is carried out through a sharing system or by providing direct feedback. The instructor offers immediate feedback to the student on their performance and provides specific suggestions for improvement.

Evaluation is crucial as a foundation for developing a future action plan. This plan includes steps to address specific aspects that need improvement and to enhance the quality of future instruction. In conducting evaluations, Gracia Music Course provides performance results based on three indicators. These indicators, based on Sursetyo (2015), framework, measure the achievement of student competencies across cognitive, affective, and psychomotor domains.

1. **Cognitive Domain:** Measures understanding of musical notation and theory.
2. **Affective Domain:** Assesses the student's emotional engagement and attitude towards learning and performance.
3. **Psychomotor Domain:** Evaluates technical skills and dexterity in playing the guitar.

Conclusion

Based on the research findings, it can be concluded that classical guitar instruction at Gracia Music Course employs an individualized (private) learning system. Like other music courses, the instruction is divided into several levels, ranging from Grader 1 to Grader 10, with increasing difficulty as students advance. In the Grader 2 classical guitar instruction examined, the learning process is both efficient and effective, demonstrated by well-structured lesson components and organized instructional planning. With each session allocated 30 minutes, Gracia Music Course effectively uses this time, organizing instruction into three stages: preparation, core, and closure. The teaching methods at Gracia Music Course are diverse and tailored to meet learning needs. The study identified several methods: the Lecture Method for direct material explanation, the Demonstration Method for providing direct examples, the Question and Answer Method for assessing students' understanding, and the Drill Method, which focuses on practice to gauge students' progress. Evaluation of classical guitar instruction allows instructors to continuously monitor student progress. On a macro scale, evaluations include level advancement exams, aiming to assess students' understanding and application of the material across cognitive, affective, and psychomotor domains. Students who do not meet the minimum required score are asked to repeat the level.

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