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## DEVELOPMENT OF MUSIC TEACHING MATERIALS BASED ON APPROACHES IN JUNIOR HIGH SCHOOL PROCESSES

Dedy Setyawan<sup>1</sup>, Sena Radya Iswara Samino<sup>2</sup>, Kanzul Fikri<sup>3</sup>

<sup>1</sup>Lecturer in Music Education Program, STKIP Citra Bakti  
Ngada-Flores-NTT, Indonesia  
[Dedysetyawan1623@gmail.com](mailto:Dedysetyawan1623@gmail.com)

<sup>2</sup>Programs Study of Music Education, STKIP Citra Bakti  
Ngada-Flores-NTT, Indonesia  
[Sena.samino@gmail.com](mailto:Sena.samino@gmail.com)

<sup>3</sup>Study Programs in Music Education, STKIP Citra Bakti  
Ngada-Flores-NTT, Indonesia  
[Kanzulfikri91@gmail.com](mailto:Kanzulfikri91@gmail.com)

### *Abstract*

*This study aims to; (1) knowing the students' needs for cultural arts learning (music) based on library study data and field studies, (2) developing process approach based music teaching materials for seventh grade students of junior high school, (3) knowing the feasibility of process approach based music teaching materials have been developed, (4) testing the effectiveness of the use of process-based music teaching materials for grade VII students of SMP, (5) producing music teaching materials based on a process approach that is feasible to use. This study is a research development with development steps or procedures of the of Borg and Gall research. Development steps include; (1) analysis of student needs, (2) formulating learning objectives, (3) formulating items (4) developing measuring instruments for success, (5) writing media scripts, and (6) Conducting trials/tests and revisions. The results showed that the instructional material developed in terms of content feasibility, language feasibility aspects, and presentation feasibility aspects according to material experts, cultural arts teachers, and junior high school students overall in "Good" quality with the average overall score obtained percentage 73.88 %. Thus, it can be concluded that music teaching materials based on process approaches that are developed are feasible and effective to be used as learning media in cultural arts subjects (music) in class VII junior high school.*

**Keywords:** *teaching materials, cultural arts, music arts, process approaches*

### **Introduction**

Education is a learning process for each individual to help grow, develop, and mature in achieving higher knowledge and understanding of specific and specific objects. In addition to the learning process, education is also a process of developing various kinds of potential that exist in human beings, such as mindset, academic expertise, relational, talent and artistic abilities.

One of the roles of Education is to develop potential abilities in the field of knowledge and skills can be channeled through the field of music education art, because music education has a very important role in the lives of students. Students who participate in music activities can develop their creativity, build a sense of beauty, express expression, provide challenges, practice discipline, and introduce students to the history of their nation's culture (Rien, 1999: 1).

Schools as a place for the process of teaching and learning activities and educating children to have a very important role in developing all the potential abilities of students, one of which is developing musical abilities. This is because schools are formal educational institutions that systematically carry out guidance, teaching, and training programs in order to help students to be able to develop their potential, both concerning moral, intellectual, spiritual and emotional and social aspects (Syamsu Yusuf, 2001: 54).

In learning music, the role of the art teacher in the school has a very important influence on the learning outcomes of students, because, in a learning, teacher competence greatly influences the success of students in a learning activity. According to (Sugeng, 2005: 5) in the Art Teacher Competency Map Book explains that the competence of art teachers is a combination of knowledge, skills, values, and behaviors that are reflected in the

habit of thinking and acting. These competencies have been compiled and formulated in the form of certain criteria that have been required and can be measured through indicators of pedagogical competence, personality competence, professional competence, and social competence, to provide an illustration to an art teacher who is assessed based on the ability to have competence or not in the arts.

To be able to achieve competence, teachers need to have knowledge of the art of music, in order to explain and provide understanding to students so that teachers are more able to manage the learning process so that student learning outcomes are at an optimal level (Usman, 1990: 7). However, during this time in the process of learning the art of music that is often found in Ngada District Middle School, in its implementation found the ability of students in teaching basic music theory which includes elements of music theory is still very lacking and do not understand even students have never learned about music notation *standard*, but only learn about number notation. Whereas in the curriculum clearly listed basic competencies about mastering basic music theory or reading music notation.

There are several problems, why learning music art at Ngada District Middle School, especially the teaching of music theory has not been achieved optimally. First, from a number of field observations that researchers found at the junior high school level in Ngada District showed that the learning of music art was left to teachers with other fields of background. Second, teachers with other fields of background or not from music education are chosen because they can play musical instruments such as; guitars, bass guitars, *keyboards*, and drums but lack understanding of basic music theory. Third, the school filled in the void of art and music teachers (music) to musicians, not with the arts and culture teachers themselves due to the limitations of the arts and culture teaching staff. Fourth, the teacher in question can teach to play a simple musical instrument but has a deficiency in terms of interpretation which is an important element in the music itself. So that what happened in the field resulted in a less precise habit of learning music art.

The above statement about some of the problems experienced by the arts and music teacher (music) of Junior High Schools in Ngada Regency is not in accordance with the Teacher Competency Map book which is a combination of knowledge, skills, values, and behaviors that are reflected in the habit of thinking and acting. This competence has been compiled and formulated in the form of certain criteria that have been required and can be measured through 4 indicators, namely pedagogical competence, personality competence, professional competence, and social competence, to provide an overview of an art teacher who is assessed based on the ability to have competence or not in the field art.

These problems, it turns out not only experienced by cultural arts teachers (music) but also found by students in the process of learning music. Some problems experienced by students. First, from field observations that researchers encountered at the junior high school level in Ngada District showed that students had difficulty when encountering music notation material, students could only play a musical notation with the help of examples from the teacher in practice or directly. But this is not maximal in learning because "Practice without an unscientific theory and has no foundation, as well as theory without practice will make the theory just a theory" (Budjana, 2011: 8).

Second, students have difficulty in using books that support cultural arts subjects (music), because every chapter in the book there are always examples of game techniques or songs in music notation. Third, students cannot maximize the learning of cultural arts (music), because even though there are teachers or supporting books about these subjects, students still have difficulty understanding the practices and theories in the real art of music.

In addition to some problems found by teachers and students, problems also exist in the teaching materials of cultural arts (music art). It is also an obstacle to the learning process because teaching material is one of the important aspects in the world of education, and teaching material is one of the means to support the learning process. Widodo & Jasmadi (via Lestari, 2013: 1) explained that teaching materials are a set of learning tools or tools that contain learning material, methods, boundaries, and ways to evaluate that are designed systematically and attractively in order to achieve the expected goals, namely achieving competencies and sub-competencies with various complexities.

A teacher must have and use teaching materials that are appropriate to the characteristics of the subjects, the development of students, and are relevant to the learning objectives. Because teaching materials are information, tools or texts that teachers need for planning and reviewing learning implementation (Majid, 2008: 173). Teaching materials or textbooks are two complementary things. Learning will be more effective if it is equipped with learning resources in the form of textbooks. Textbooks can be arranged and used properly when paying attention to the principles of learning such as, problems of students, teachers, learning materials, and exercises that are integrated into the textbook.

For students, teaching materials as material / mean to achieve basic competency and competency standards. With teaching materials allows students to learn a competency or basic competency in a coherent and systematic manner so that it is accumulated to be able to master all competencies in a complete and integrated manner (Majid, 2008: 173). According to (Amri, 2010: 159-160) explains that there are three objectives for the preparation of teaching materials. First, providing teaching materials that are in line with the curriculum's requirements by considering the needs of students. Second, helping students in obtaining alternative teaching

materials in addition to textbooks that are sometimes difficult to obtain. Third, facilitate the teacher in carrying out learning.

Good teaching materials should facilitate students in learning and understanding the material. So, the teaching material must meet the criteria, that is, in accordance with the topics discussed, containing the essence to understand the material discussed, delivered with a short, systematic language so that it is easy to understand, it needs to be equipped with relevant and interesting examples and information so that students understand its contents, and create ideas that are challenging and curiosity of students (Djamarah and Zain, 2006: 432).

Learning art music that has been applied in Ngada District Middle School still uses teaching materials from the Ministry of Education and Culture. In addition, the teacher also has not wished to develop new teaching materials. Therefore, the reference book on the teaching of music art owned by the teacher is still very lacking. As for students, a book about the teaching of music is very necessary to make it easier to understand each stage of learning music.

Based on these problems, the authors are encouraged to develop a process-based music teaching material. The choice of the process approach is based on the suitability of this approach with basic music theory material. The process approach is a way of doing the teaching and learning process by approaching students during the teaching and learning process.

The development of music teaching materials based on this process approach is expected to increase students' interest and creativity in understanding material about music. In addition, music teaching methods based on a process approach can help teachers in managing learning art and music (music) that is effective and efficient and can also be a reference in learning the art of music.

From this research produced a teaching approach based on a process approach, in which the teaching material still refers to the revised edition 2013 curriculum. So that the music teaching material will be a solution in the process of learning the art of music in Ngada Flores District Middle School in NTT.

## Research Methods

This research is a type of development research (*Research and Development*). This development research aims to develop and validate learning products that can be utilized and in accordance with the needs of teachers and students. The development carried out in this study is a music teaching process based on a process approach that is able to improve the process of student learning outcomes in theory and skills in music.

The step or procedure of development research used in this study uses Borg and Gall's development steps (Sadiman et al., 2010: 101) adjusted to the research conducted. The development of music teaching materials is divided into 6 (six) sections; (1) analyze the needs of students, (2) Formulate instructional objectives, (3) formulate material items in detail that support the achievement of goals, (4) develop a measure of success, (5) write a media script, and (6) Conduct a test try / test and revise.

Product tests/tests developed have been tested for products to determine feasibility. Product trials in the development of approach-based music teaching materials use *pre-experimental design* with models *pre-test* and *post-test* Arikunto(2010: 124) with the aim to determine the effectiveness of the use of process-based music teaching materials at the junior high school level.

The instruments used in this study included instruments for identifying student needs, expert validation sheets, student response sheets, learning outcomes tests, and student activity observation sheets. While the technique of data collection was carried out using techniques (1) interviews, where the interviewees were cultural arts teachers (music arts) and several junior high school students at Bajawa Subdistrict, Ngada District, (2) giving questionnaires to subjects product testing, (3) observation and carrying out tests.

Data analysis was done by describing the research data to answer the formulation of the problem in the study. Analysis of the results of the validation sheet is used to describe the feasibility of music teaching materials that will be used as a medium of learning music art at the junior high school level.

## Research Results and Discussion

### Needs Identification

In the initial stages in developing approach-based music teaching materials, this process was to identify needs addressed to seventh-grade students and Cultural Arts teachers. Identification of needs is done through interviews and questionnaires (students), this is done in order to obtain data and information about music teaching materials that will be developed in accordance with the needs of teachers and students. There are 9 junior high schools in Bajawa Subdistrict, Ngada Flores District, NTT, which are the object of research at the needs identification stage, which consists of 6 Public Middle Schools and 3 Private Middle Schools.

Based on the results of interviews with Cultural Arts teachers in each school, said that the textbooks provided by the Department of Education through the Ministry of Education and Culture were still lacking in giving a detailed explanation in the discussion of music learning. So that teachers experience difficulties when teaching music to students because of the lack of reference to music textbooks that are owned by every teacher

and school.

At the identification stage, the needs addressed to students are obtained from filling out the questionnaire identification needs of students. The data obtained from the identification of the needs of students in SMPs in Bajawa Subdistrict, Ngada Flores District, NTT, were analyzed quantitatively descriptively. This percentage is obtained based on the calculation of the Guttman Scale (Khabibah, 2006) with a description of the rating scale to identify students' needs of "Yes" with a value of one and "No" with a zero value.

Based on the results of the data obtained, it can be known how far the students' needs for music teaching materials as a medium support music learning activities both theoretically and practically. Of the 11 (eleven) statements contained in the questionnaire identification of student needs, the total overall component average is 83.73% responding to "YES" and 16.25% responding to "NO". This shows that students strongly agree with the statement contained in the questionnaire. That is, students need supporting media that can be used in learning music in the form of music teaching materials.

#### 1. The Formulation of Learning Objectives

Formulation of learning objectives is very important to know what is to be achieved or fulfilled from the teaching and learning process to be carried out. In the learning process to achieve learning goals one of the ways that can be done is to use learning media. A good learning media is a medium that can help the achievement of learning goals that have been formulated at the beginning of learning. Likewise, with the preparation of Approach-based Music Teaching Materials, The process must have a clear goal with the use of the book in music learning in junior high schools. The main goal of developing Process Approach based Music Teaching Materials is to facilitate students in learning music lesson material.

Learning objectives are formulated through several stages, starting from the stage of determining Core Competencies (KI), Basic Competencies (KD), indicators and then formulating learning objectives. All components formulated in the learning objectives are adapted to the SMP / MTs Cultural Art Syllabus 2013 Revision 2016.

#### 2. The Formulation of Item Points

The stage is the stage of formulating the material used in developing Musical Learning Materials Based on Process Approach. Following the stages of a formulation of the items of music teaching materials based on the process approach. a) Define basic knowledge of music that includes an explanation of elements of music, b) Define basic vocal/singing techniques, c) Determine or select national songs and songs in singing activities, d) Determine instruments of melodic, rhythmic and harmonious regional instruments Indonesia, e) Arrange simple arrangements for musical ensembles.

The formulation of the items of music teaching material based on the process approach is seen from the sub- knowledge and abilities/skills described in the learning objectives so that the material is arranged in order to achieve the objectives expected from the learning process of the art of music.

#### 3. Writing Media Scripts

At this stage, researchers carry out writing and drafting a textbook based on a process approach. The preparation of textbooks developed in this study is a music textbook for VII grade SMP / MTs. The preparation of this textbook begins with learning material from various music art textbooks for SMP / MTs based on the 2013 curriculum, then determining the title of the book in accordance with the teaching material, namely "Learning and Playing Music" for Class VII SMP and MTs. The next step is to make an *outline* tailored to the components of the textbook.

#### 4. Revision

Teaching materials that have been made certainly still have many weaknesses and weaknesses. Therefore, there needs to be a revision to improve teaching materials based on suggestions and input from the validator. This revision stage was carried out so that the Approach-Based Music Teaching Materials were truly tested for validity and were ready to be used as a musical art learning book in junior high schools. The validation process is carried out by giving an expert questionnaire material that relates to accuracy in the aspects of content feasibility, aspects of language feasibility, and presentation aspects of eligibility consisting of 24 questions. The choice of answers to questionnaires in the form of a 1-5 scale that is gradation (score 1 = not good, score 2 = not good, score 3 = good enough, score 4 = good, and score 5 = very good). The material validator was conducted by three people consisting of music arts lecturers, learning technology lecturers, and arts and culture teachers.

Validation Results Feasibility of Developing Music Learning Materials Based on Process Approach. Quality of Approach-Based Music Teaching Materials The process developed is determined from two criteria, namely the quality of teaching materials based on their products (content, presentation, and language), and the quality of textbooks based on their users (teacher response, student responses and student activities).

To find out the quality of teaching materials based on their products can be known from the results of validation by experts/experts and practitioners. The following are the results of the validation results using Music Learning Materials Based on Process Approach.

#### 1. Quality of Teaching Materials Based on Products (Validation)

##### a. Validation Feasibility of Content

In all components of material validation consisting of aspects of content feasibility, each validator provides an assessment by selecting one of the five rating scales provided in the validation sheet. Based on the results of expert material validation, the suitability component aspects of material description with Core Competencies and Basic Competencies get a percentage of 76.66%. Then the results from the accuracy aspect of the material get a percentage of 71.11% and learning support material gets a percentage of 77.77%. The results of the overall assessment of the average total validation of the content feasibility aspects get a percentage of 75.75%. Data from the assessment of the feasibility aspects of the content are included in the strong category.

b. Language Feasibility Validation

Data from the results of the Language feasibility validation, consisting of component aspects: (1) suitability with the development of students, (2) communicative (readability of messages, an accuracy of language), (3) coherence and sequential flow. The results of assessing aspects of conformity assessment with student development get a percentage of 76.66%. Aspects of the communicative component get a percentage of 76.66% and the results from the aspect of coherence and plot sequences get a percentage of 73.33%. The total rating of the overall average in aspects of language worthiness is 75.55% included in the strong category.

c. Validation of Presentation Feasibility

Aspects of the presentation feasibility validation components consist of presentation techniques, presentation of learning and completeness of presentation. The results of the evaluation of the validator about the aspects of presentation techniques get a percentage of 76.66%, aspects of presentation of learning get 66.66%, while the completeness aspect of presentation gets a percentage of 66.66%. The overall average total of validator assessment results on the presentation validation aspects is 69.52%, included in the strong category.

Based on the results of the assessment of the three expert validators on aspects of the components of the feasibility of the content obtained an average of 75.75%, in aspects of language feasibility of 75.55%, and the aspect of presentation eligibility amounted to 69.52%. so that the overall average yield from all aspects of the components gained a percentage of 73.88%. Data from the validation results show that music teaching materials based on the process approach developed are categorized as strong.

Judging from the general assessment by the three validators. The assessment criteria scale of the first validator (Lecturer in Music Arts), states that this teaching material is in category B, which means it can be used in the field with little revision. The third validator (Teacher of Cultural Arts), categorizes this book in category B, which means it can be used in the field with a little revision. The third validator (Lecturer of Learning Technology) states that this textbook is in category B, which means it can be used in the field with little revision.

As for suggestions and improvements from experts on music teaching materials based on the process approach, namely; (1) product cover / cover is less attractive, (2) reduces writing on sentences that are not in accordance with the purpose of using teaching materials, (3) lack of examples of questions and exercises, (4) errors in print sentences and spelling contained on several pages, (5) error in serial number, (6) lack of explanation on some material, (7) color usage is still too striking.

Based on suggestions and input from experts, revisions have been made to the music teaching materials process approach.

## 2. The Quality of Teaching Materials based on Users

### a. Product Limited Trial

After conducting expert validation and revision, it was then limited to testing the effectiveness of the developed teaching materials. Process-based music teaching materials were tested on VII graders of SMPN 2 Bajawa with 20 students. Test questions using the models' *pre-test* and *post-test* in the form of written tests *multiple choice* containing 20 items. Before carrying out limited trials, first, prepare the instruments that will be used for limited trials. The instrument includes; (1) music teaching materials based on process approach, (2) *pre-test* and *post-test test questions*, (3) student observation sheets, and (4) student response questionnaire sheets.

After a limited trial was carried out using the model *pre-test* and *post-test* on cultural arts subjects (music) using music teaching materials based on a process approach with Maximum Completeness Criteria (KKM)  $\geq 75$ . trial results *Pre-test*, from 20 students who took the initial test there were 6 students (30%) who reached the level of completeness and 14 students (70%) who did not complete. Then from the results of the trial *post-test*, data obtained by students who complete as many as 17 students (85%) and students who did not complete as many as 3 students (15%).

Based on the results of the trial *pre-test*, the average value obtained was 65.75 with 30% learning completeness. Whereas, the results of the trial *post-test* average score obtained 83 with 85% learning completeness. Judging from the results of the scores *pre-test* and *post-test* showed there was an increase in learning completeness by 55%. This, it can be concluded that by using process-based music teaching materials in cultural arts lessons (Music) is based on an assessment of aspects of knowledge by using tests, able to make students reach and exceed the Minimum Completeness Criteria (KKM) determined by the School.

After getting the data from the students' scores in the limited trial stage, then is to find out the effectiveness of using process-based music teaching materials in improving student learning outcomes. The effectiveness of the use of teaching materials is obtained by using the formula t-significance.

Based on the calculation, it is obtained  $t_{hitung} = 28.1$  while  $t_{tabel 1.729} =$ . Then it can be concluded that  $t_{hitung} > t_{tabel}$ , it means that  $H_1$  is accepted and  $H_0$  is rejected. This shows that, there is a significant influence from the use of music teaching materials based on the process approach to student learning outcomes in the subjects of Cultural Arts (music) class VII Junior High School.

#### b. Observation of Student Activities

During the implementation of the trial, activities were limited to junior high schools in Bajawa, the next stage was conducting observations of student activities. Observation activities are assisted by 3 (three) observers or observers. Observations made by each observer are carried out not only to observe various kinds of student activities during the limited trial activities but to observe the extent to which the use of Process-Based Music Teaching Materials has been used well by each student.

During the observation activities, the observation was asked to fill out the student observation questionnaire that had been prepared. Questionnaire filling is done by giving a checklist on each question item in the observation questionnaire. The choice of answers to questionnaires in the form of a 1-5 scale that is gradation (score 1 = not good, score 2 = not good, score 3 = good enough, score 4 = good, and score 5 = very good). Each question questionnaire has been adjusted to the assessment aspects that have been prepared by the researcher on the grid of student observation questionnaires. Data from observations of student activities carried out by the three observers, the average overall score of all aspects of the statement on the questionnaire sheet obtained a percentage of 88.57%, so that it was included in the very strong category. This is based on observations by observers in the field, where students' responses are very enthusiastic when they get an explanation about Process Approach Based Music Teaching Materials and students pay close attention to the explanation of the teaching material. Besides that the motivation of students in the learning process is increasing, this can be seen from students using Approach-based Music Teaching Materials Process when not knowing the explanation of material about the art of music.

#### c. Student Response

At this stage is to find out the students' responses and at the same time, the feasibility of the process-based music teaching materials used. Each student is given a student response questionnaire containing 10 (ten) questions related to the process-based music teaching materials.

After processing the data on the student response questionnaire sheet, the results of the data obtained from the overall score in all aspects of the question items get a percentage of 97% (very strong). So, it can be concluded that the process-based music teaching materials that are developed are appropriate to be used as learning media in Cultural Arts (music) subjects.

## Conclusions and Recommendation

### Conclusions

Development of process approach-based music teaching materials in junior high schools is developed using steps and procedural development of teaching materials, which are divided into six sections which include, (1) analyzing identification of students' needs, (2) Formulating instructional objectives, (3) formulating points - material items (4) develop measuring instruments for success, (5) writing media scripts, and (6) Conducting trials/tests and revisions. The results of the study can be concluded that the process-based music teaching material is a product that is feasible to use. The feasibility is based on the results of the overall average score obtained from the assessment of material validation sheets, student activity observation sheets, and student response sheets. The quality of music teaching materials is based on a process approach in terms of content feasibility, language feasibility, and presentation aspects according to material experts, arts and culture teachers, and overall junior high school students of "Good" quality.

Thus, it can be said that the music process-based teaching materials that are developed are suitable for use as learning media in the subjects of Cultural Arts (music).

### Recommendation

Based on the results of the research conducted, there are several suggestions that the researcher gives to be aimed at students, cultural arts teachers, and the school.

1. For students, you should be more active and more motivated to learn cultural arts material (music).
2. For art and culture teachers, the resulting teaching materials can be used as one of the reference materials for teaching that are already available in arts and cultural subjects.
3. For schools, the school should review the completeness of facilities and infrastructure related to learning art and culture, it is intended that the arts and culture teachers are more facilitated in designing cultural arts lessons (music) with more creative and innovative materials to attract students in learning art and culture (music).

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