



Improved Rhythm Pattern Reading Skills using the Eurythmics Dalcroze Method on Distance Learning for Junior High School

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ABSTRACTS

Rhythm patterns are a regular flow of basic beats following several variations of melodic motion relating to the length of the short note and the lightweight of the accent (pressure) of the note. The study aimed to increase the knowledge of junior high school students in reading, writing, counting, and feeling the rhythm of a song using the Eurythmics Dalcroze learning method. The method used in this study is quantitative methods with data collection techniques. The result of this study is the Eurythmics Dalcroze method can increase students' knowledge of rhythm patterns. The results showed an increase after students were given PowerPoint speakers and YouTube videos about rhythm patterns using the eurythmics Dalcroze method online through zoom with educators. Using the Dalcroze method, distance learning of rhythm patterns becomes easier to understand and becomes more enjoyable.

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1. INTRODUCTION

The impact of the COVID-19 virus was initially very influential on the economic sector, but now has reached the world of education. Policies taken by countries affected by the coronavirus, including Indonesia, were forced to close schools for the same time. In some educational institutions require finding alternatives in the learning process. As happened in Indonesia, ranging from elementary school to college or university, now taking distance learning alternatives (Abidin et al., 2020). The ability to read rhythm patterns is an important element in music arts education. But it's different when learning online. Students cannot increase creativity by showing their ability to play musical instruments so that the implementation is done only by giving assignments (El Khair & Putra, 2021). Eurythmics Dalcroze method can be used as an alternative to improve the ability to read rhythm in distance learning, because in addition to fun this method also only uses the limbs. This method was invented by Emile Jaquez-Dalcroze an educator and composer from Switzerland (Oney, 2021).

Cultural Arts is one of the areas of education that cannot be learned only with knowledge, but also requires skills that must be honed, as well as music arts. The art of music as one of the fields of study in education shows its important role in developing a sense of music to students with the opportunity and ability to express, appreciate, create, form harmony, and the opportunity to create a beauty (aesthetics). To be able to have a sense of music students need to be equipped with knowledge and skills that basically fulfil the function to add to the students' musical experience (Dopo, 2017). With this Eurythmics method is expected to improve the ability and experience of students in a fun way. Jaquez-Dalcroze emphasizes the teaching of music by enabling the development of organs. He also associated it with physical awareness and the development of thinking. Teaching techniques are also adjusted so that students are happy, and provide a stimulus so that students will themselves in responding and experiencing music. Basically, the Concept of Eurythmics Jaques-Dalcroze includes two components that have developed before, namely Solfeggio (hearing training) and Improvisation. Dalcroze method becomes a unique method because the combination of these two approaches has the potential to cause stimuli that interest students through rhythmic freedom of movement during experiencing and understanding music (Utomo, 2015). Based on the statement, we feel that the Eurythmics Method can be an alternative in an effort to improve student musicality, especially in reading rhythm patterns.

This research aims to provide knowledge to students on how to read the rhythm of a song, as well as hone students musical skills. Using the Eurythmics Dalcroze method, it is expected that it will facilitate students when Learning Distance. This research uses quantitative methods with data collection techniques. Data collection techniques are carried out by giving pre-test and post-test questions, as well as explanation of materials using power points and learning videos to junior high school students.

2. THEORETICAL FRAMEWORK

2.1 Rhythm patterns

Rhythm patterns are the main musical elements directly related to the movement of time in music, where time is always moving and regulates the stability of musical taste (Kustap & Lubis, 2019). Therefore, by studying rhythm patterns, it is expected to hone the musical sense of learners. In conjunction with the Basic Competence of Cultural Arts (Music) subjects, Class IX Semester 1, namely 3.1 Understand the technique of developing melodic ornamentation and rhythmic songs in the form of solo / single vocals and 4.1 Develop rhythmic

ornamentation and melodic songs in the form of solo / single vocals. The students of class IX at junior high school must first understand the basic concept of Rhythm Pattern itself, then can develop ornaments from the Rhythm Pattern.

2.2 Eurythmics Dalcroze

Eurythmics Dalcroze is a form of musical learning approach or method initiated by Emile Jaques-Dalcroze (1865-1950). By empowering the limbs through listening, singing, and moving activities students build feeling and perception of music in preparation for advanced musical learning such as singing or playing musical instruments. The Eurythmics method is oriented towards the formation of students' musical sensitivity and perception through the activity of hearing the sound of music and reacting to the sounds of music with spontaneous movements, patterned movements, and impredicative movements (Serani, 2019).

3. METHODS

The method used in this study, namely by quantitative methods using data collection techniques. In line with the real work lecture 2021, data collection was carried out at Junior High School 22 Bandung. The data collection technique used is by the online questionnaire sharing method that contains pre-test questions and also post-test questions to some class IX students, through google form. We involved 3 female and 10 male students. There are 2 steps of data collection in this study, namely the provision of 10 Pre-Test questions and the provision of 10 post-test questions after material about research is submitted to see student development. The problem plan used uses a two-choice Likert scale (Yes and no). Then the data obtained will be compared until a conclusion emerges from this study.

4. RESULT AND DISCUSSION

4.1 Demographics

The research was conducted at one of the junior high schools in Bandung. After surveys and discussions with student teachers and cultural arts teachers, 13 students were obtained as a sample with details of men as much as 23.1% (3 students) and women as many as 76.9% (10 students). Out of a total of 13 students, only 10 had studied music before. But from the results of the pre-test obtained almost everyone likes music and thinks lessons about music are fun, but the majority of students do not understand the learning of rhythm patterns.

4.2 Phenomena in the learning process

From the results obtained from the pretest and posttest questions, there are still many students who have difficulty reading or calculating rhythms or can be categorized as not having a sense of music. Eurythmics Dalcroze method is one of the methods needed by students. because the method is easy to understand, even in a distance learning state. Therefore, we chose this method, with the aim of improving students' musical taste and training students to read and count rhythms.

The learning stages carried out as follows:

- (i) In the first session, we gave the students 10 pretest questions about the art of music.
- (ii) In the second session, we gave the students basic materials about the rhythm and pattern using power points, there were some students who were enthusiastic and understood about the material, but there were still some students who looked enthusiastic.

- (iii) Then we gave rhythm material using the eurythmics dalcroze method using videos from YouTube that students must follow at home, then in this session it was seen that all students were enthusiastic to follow the motion instructions of the video.
- (iv) after all the material is presented to students, we provide 10 posttest questions to see student development

The results showed that the eurythmics dalcroze method could be used to increase knowledge of rhythm patterns in distance learning.

4.2. Pre-test and post-test results

Learning activities in junior high school still use online Distance Learning programs. The media used in research, namely zoom and google form. We do an introduction through WhatsApp groups, then provide pre-test and post-test questions through google form, and explain the material using zoom.

Table 1 The first step conducted is to provide pre-test questions online using google form to students of class IX junior high school which aims to find out the extent of the musical knowledge of these students. Then the next step after the exposure of the material using zoom, we provide post-test questions through google form to find out the students understanding of rhythm patterns.

Results show several discussion points:

- (i) For question number one the result increased by 0.0% after being given lectures on rhythm patterns.
- (ii) For question number two the results increased by 23.1% after being given lectures on rhythm patterns.
- (iii) For question number three the results increased by 0.0% after being given lectures on rhythm patterns.
- (iv) For question number four the results increased by 7.7% after being given lectures on rhythm patterns.
- (v) For question number five the results increased by 15.4% after being given lectures on rhythm patterns.
- (vi) For question number six the results increased quite significantly, namely 38.4% after the presentation on rhythm patterns.
- (vii) For question number seven the results increased by 7.7% after being given lectures on rhythm patterns.
- (viii) For question number eight the results increased the most, namely 46.1% after being given a lecture on polar time.
- (ix) For question number nine the result increased by 7.7% after being given material on rhythm patterns.
- (x) For question number ten the results increased by 0% after being given lectures on rhythm patterns.

The graph above shows that students' knowledge of rhythm patterns when given pre-test questions is 69.9%. After being given lectures on rhythm patterns in the form of power points, YouTube videos, and discussions, then students were given post-test questions, students' knowledge of rhythm patterns increased to 84.6%. Based on these results, there was an increase in students' knowledge of 14.7% after being given material about rhythm patterns using the Eurythmics Dalcroze method via zoom. The student's knowledge becomes increased and the ability to be honed by this method because Eurhythmic refers to rhythm, Proportional and symmetrical motion. Rhythm is felt through the sense organs and is present on all movement. (Tanir & Erkut, 2018).

Table 1. Students pre-test and post-test results.

No.	Question	Pre-test	Post-test	Gain
1.	Do you often listen to music?	100.0%	100.0%	0.0%
2.	Have you learned about music before?	76.9%	100.0%	23.1%
3.	Have you ever studied music online?	100.0%	100.0%	0.0%
4.	Do you know what are the elements of the song?	61.5%	69.2%	7.7%
5.	Do you know what rhythm is?	84.6%	100.0%	15.4%
6.	Can you read the rhythm of a song?	30.8%	69.2%	38.4%
7.	Can you calculate the rhythm of a song?	53.8%	61.5%	7.7%
8.	Can you distinguish rhythm patterns from a song?	23.1%	69.2%	46.1%
9.	Do you understand why rhythm patterns are required in a song?	69.2%	76.9%	7.7%
10.	Do you think learning about the art of music is fun?	100.0%	100.0%	0.0%

5. CONCLUSION

The conclusion of this study is the eurythmics dalcroze method can increase students' knowledge of rhythm patterns. The results of the research showed an increase of 14.7% after students were given power point presentations and YouTube videos about rhythm patterns using the Eurythmics Dalcroze method online via zoom with educators. Using the Dalcroze method, distance learning about rhythm patterns becomes easier to understand and becomes more fun.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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