The Training of The Use of Finale Software in Songs Notation for Cultural Teachers of SMP In Pontianak

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ABSTRACT

This Community Service (PKM) activity is motivated by the lack of knowledge and skills of most art and culture teachers in writing music notation with beam notation in junior high schools in Pontianak. Thus we need a media that can help accelerate and exact the understanding and skills of writing music notation. The method used is the implementation of the final program in the form of training and mentoring to increase interest, knowledge, and skills in writing block notation. The training is delivered in a variety of ways through lectures, demonstrations, questions and answers, and practices at MGMP (Subject Teachers' Group) teacher group meetings. The results of the activities show that the training program has achieved the expected objectives, namely increasing the interest, knowledge, and skills of teachers in writing block notation with finale media. It is indicated by the teacher's response to the activity, the results of the assignment, and the final test for writing simple songs.

INTRODUCTION

The musical potential is possessed by everyone since infancy, even while still in the womb. The difference is the strength of potential weaknesses. Thus music that is integrated with human life is a need that must be met and can also be used as a tool to meet the needs of others. Music has a very big role in the world of education because it can be one of the media to achieve educational goals. According to Soehardjo (2005: 165), there are two possible abilities produced by students in performing art activities. First, the ability to perform art activities, capable of using the imitation mode and/or expression mode, secondly, other skills as a result of the process of coaching, teaching and or training (2005: 2). The second is non-art capabilities, such as respecting the thoughts or work of others. It is closely related to the formation of positive attitudes and behaviors, in accordance with the educational goals of forming a whole and superior person.

Music is a unique human communication tool with a very well-structured pitch of notes, like sentence structure in grammar. Music can be heard and enjoyed through the elements contained in it, such as dynamics, registers (tone areas), models (arrangements), tempo, articulation, etc., and are very individual. In relation to its role, music needs to be communicated to be appreciated by others both directly and indirectly. To communicate music, besides using sound media, it can also be done by notation. Notation of music as an abstract form of knowledge will be easier if assisted by media that can help make it a concrete thing. Thus the learning process can be easier, interesting, and fun.

Many factors make music notation in general difficult for students to understand and understand at school. The main factor that is most influential is the limited knowledge possessed by music instructors in most schools. It makes what they teach is not in accordance with what is supposed to be taught, so students get inaccurate information about what they are supposed to learn. Specifically, the problems formulated in the community service activities (PKM) are:

1. How to increase understanding of the concept of learning music notation through the approach of using finale media software.
2. How to improve the quantity and quality of learning music practice through learning music notation.
3. How to overcome the obstacles of learning abstract music notation, became more concrete through the media finale.

Community Service Activities (PKM) with a focus on training in the use of software finale media and their application in the notation of simple songs are carried out with the following objectives:

1. Increased understanding of the concept of learning music notation through the approach of using finale software media.
2. Increasing the professionalism of art and culture teachers, especially in learning notation music.
3. Improving the quantity and quality of learning music practice through learning music notation.
4. Overcoming the constraints of the learning nature of abstracted music notation, it becomes more concrete through the media finale.

The benefits of Community Service (PKM) activities with a focus on training in the use of software finale media and their application in the notation of simple songs namely, after completion of these activities, are expected to:

1. The teacher can develop more creative and innovative music art learning.
2. Students can be more active in learning music, both beginners and those who have basic music skills.
3. Music art learning is not focused on existing music art textbooks but instead is focused on developing music learning practices that are fun for students.

Music is one of the most abstract branches of art. Music cannot be seen or held, and it can only be heard and felt. What can be seen is only musical activities, while what can be held are musical instruments as a medium for musical activities. Therefore, in learning music, especially in schools, it needs to be more concrete, especially through the study of music notation as a medium of appreciation for musical works.

Music is one branch of art that has the function of training sensitivity and skills through sound media. Music elements consist of 1) main elements, namely rhythm, melody, harmony, and song form, 2) elements of expression, namely tempo, dynamic, and tone of the color (Jamalus, 1998: 7). Put the music consists of melody and accompaniment. A musical symbol is used to write a melody, which is called a note.

Learning the art of music from elementary school to high school, often lacking attention, especially in terms of the mode of expression. Learning the art of music instead, often becomes an additional burden for students. They are crammed with musical theories which are sometimes also not understood in depth by the teacher concerned. It is thus necessary to immediately 'awareness' through various breakthroughs in music learning so that things are related to the non-achievement of the essence of the goal of learning art is not sustainable. In the end, students, as students, students must bear losses that are not felt directly at that time.

Today music can be heard everywhere and is very familiar with our daily activities. So it becomes very ironic if the music that is very familiar with us where the place and time become something difficult in learning in school. For this reason, special attention is needed, so that music learning returns to its intended purpose and portion. It can even be useful, as Campbell said that music could entertain the soul. Music awakens in us a passion for prayer, compassion, and compassion. Music also clears the mind and has been known to make us smarter (2001: 1).

Music will be as useful as the above explanation if enjoyed or appreciated. To be able to convey an artwork so that it can be appreciated and studied by others, one of them is through music notation. Musical works in the form of notation will be able to be read and sung/sounded with vocals or musical instruments.

Music notation is used as a medium to communicate a piece of music so that it can be appreciated visually or auditively by playing it. Making music by pouring it through music notation gives room for the development of imagination about the sound of music. But this must be supported by adequate mastery of tone and rhythmic. The obstacle that often arises in schools is the limitation for both teachers and students is about understanding music notation. Weaknesses in tone and rhythmic mastery are often obstacles, both in making and reading music notation. Thus to pour ideas or musical works in notation will bring significant difficulties. It can be minimized by using a music notation software. Software for music notation is very many kinds and types. One of them which will be used in PKM activities is Finale.

Finale

The finale is one of the music notation software that can be used by both music practitioners and beginners. The program has designed the writing of musical notation with standard rules of notation. The shape, value, and price of the note tapping in a certain bar, will be arranged automatically. Thus if there is a writing error will be known immediately from the beginning. In addition, the finale software is also supported by various musical instruments with sound sampling, so that it can be used to listen to the tones you want or not.

This media makes it possible for the teacher to learn comprehensively both for himself, for the media to teach music in class, as well as learning material taught to students, which in turn can be very beneficial for students. Through this media finale, students can also try

to find what is right and wrong, good and bad, as well as fun and unpleasant related to music and elements, by combining musical signs in the form of notes and other elements in a notation. Besides that, finale media enables students to learn independently, by trying, analyzing, concluding, and deciding what tone should be written and not written in a series of melodies.

Fig. 1 Execution options in the Finale window

METHOD

Community Service Activities are carried out in the form of socialization and training to art and culture teachers in the Municipality of Pontianak, through the following methods;

a. Lecture

The lecturer gave outreach in the way of introduction, function, and benefits as well as the conveniences contained in the finale program through lectures to the teachers of Arts and Culture of junior and senior high schools in Pontianak.

b. Question and answer

The results of the lecture allowed teachers to ask everything that is not clear from the material delivered by the lecturer.

c. Demonstration

Once it is sufficient to strengthen the theory, examples are given of the use and operation of the finale program in simple notation through demonstrations.

d. Practice

After sufficient examples are given, the teachers are directed to practice the results of the understanding they have obtained by making a notation that is exemplified up to the compilation of a simple melody. In a music melody with a simple melody. It was chosen to provide an alternative solution to the grievances of teachers in learning music in schools, namely the constraints in the form of limited knowledge about music theory, as well as the lack of availability of conventional music instruments in schools. With the mastery of the finale program, these obstacles can more or less be overcome. Because, learning music can be made with equipment that is not limited, or even without the use of equipment, though, only using sound sampling that is in the program.

This socialization was held for 6 (six) hours in one meeting. This activity is oriented to be carried out sustainably in the next stage, so that it can truly produce results in accordance with the expectations to be achieved in learning the art of music, namely honing the musicality of students through direct musical experience. These experiences, although not in the form of direct playing musical instruments, can be explored through various sound instruments available in the program. Thus they can imagine their sounds and musical instruments.

Distribution of the number of hours used in these activities can be specified as follows:

Table 1. Allocation of time to carry out activities

No	Activity	Time	Information
1	Introduction and understanding of the finale program to the installation to the computer	08.00 – 10.00	Lecture and discussion
2	Demonstration of the use of the finale program with familiar song melodies	10.00 – 12.00	Demonstration
3	Practice simple melody notation with copy the existing notation using the finale program	13.00 – 14.30	Practice
4	Practice changing number notation with block notation, using the finale program	14.30 – 16.00	Practice/ consultation

Evaluation of this activity will be carried out in stages, that is, after evaluating the activities in the first stage with the material of socialization and training, then applied in the notation of simple song melodies that may be used as the material in the classroom learning in each school. From the results of the learning application using finale notation conducted in each school, the teachers noted the strengths, weaknesses, constraints, and everything related to the application of the program then discussed with teachers from other schools through MGMP meetings. In the final stage after summarizing all the notes related to the implementation of activities in the classroom, the lecturer again discusses and provides solutions to the difficulties that are found and experienced by each teacher.

Training Objectives

The training target for the use of Sibelius software media and its application in the notation of simple songs is the art and culture teachers of the Junior High Schools in Pontianak City, who are members of the MGMP of art and culture teachers. The target of this activity is aimed at teachers with the consideration that they will be able to assist them in the process of learning music theory, related to music notation.

Although it is easy to use to create and arrange songs, the sound results in Finale software are not as good as the colors of the original musical instruments. For that, we need other devices such as other Midi software, such as Nuendo, Pro Logic (Mac), and so on (Purwanto, 2009: 59). However, Finale software is very feasible to be used as score music for theoretical and publication purposes as well as musical scores, both in the form of ensembles, mixes, choirs, and even complete orchestrations. It is possible because in Finale, in addition to

being able to write forms of notation in various game techniques, it has also been equipped with complete chords and song poetry writing. Thus the multiple purposes in writing musical works can be displayed in Finale software.

RESULTS AND DISCUSSIONS

Community Service Activities are carried out effectively in the form of outreach and training to teachers through lecture, demonstration, simulation, and practice methods of training in the use of software finale and its application in music notation. This activity needs to be followed up to arrive at the application stage in the field so that everything related to obstacles and problems encountered in the area can be shown to be resolved so that it can be more skilled in its application.

From observations during the training in general, the main difficulty in practice in the operation of the finale program was the presence of a number of teachers who were still not fluent in operating computers, so they were often hesitant and afraid of being wrong. Besides that, the understanding of the basics of music notation or basic theory of the participants was very uneven, some already understood enough, some still needed guidance, and there were even those who had very little knowledge of notation. That matter relating to the background that is not in accordance with the field being faced. However, the enthusiasm of the participants in the training was also evident from the questions and answers and discussions that were sometimes prolonged, because many wanted to be written/notated, but were still not skilled in operating the program. It made the class a bit chaotic because the number of lecturers was limited, unable to reach a significant number of participants. However, this can be overcome with the help of other participants who can quickly receive, understand, and apply the material, so that it can help explain to other participants who do not understand.

Training on the use of the music finale program is carried out in 3 stages, namely: the stage of socialization or introduction, the stage of training and skills, as well as the stage of application and evaluation. In the socialization stage, participants followed an explanation of the software finale for the notation of musical works, simple reviews of melodies, and rhythmic concepts. The rhythmic concept material is given rhythmic explanations and examples from basic, simple to moderate. At the training and skills stages, participants both individually and individually try to write with a finale program examples of melodies displayed through slides and repeat until they are skilled and do not feel awkward.

Fig. 2 Example display of the results of a simple notation form

Fig. 3 Teacher activities in training

Fig. 4 Examples Of Results In The Finale Window

In the activity of learning how to read, it is not too much of a problem, but at the stage of making/composing melodies, some participants had difficulty especially pouring ideas into writing their music notation. That is because more art and culture teachers have backgrounds not from music. From these problems, the solution taken is to empower participants who have more understanding and skills above the others. Thus there are no problems that are too serious that are not resolved. At the application stage, there is also no significant problem because it is only assigned to make simple melodies, which will eventually be developed into a simple song.

In general, the implementation of Community Service Activities (PKM) in the form of training on the use of software Finale can achieve the expected targets with the following indications: (1) all participants participate in activities from the beginning to the completion of the activity, (2) participants are very enthusiastic as indicated by their activeness asking and discussing in groups, (3) achieving the expected knowledge, which is indicated by the completion of the given task, and (4) achieving the expected skills in writing with beam notation, which is shown to be accomplished precisely according to the target time given. Thus, a follow-up is needed in the form of increased utilization in the use of Finale media in the development of wider music writing work.

Constraints that arise in the implementation of this activity can be inventoried as follows: (1) uneven participants in the ability and skills in the use of computer equipment, (2) not all participants have sufficient musical background, both in terms of educational qualifications and experience, (3) Finale software program installation that is not done long before the implementation of the activity, so it requires a long time, and (4) the limited time available.

Fig. 2 Participants in Workshop

Schedule of Activities

The series of activities took approximately one month, from the preparation to the completion of the report. The implementation was completed in one day because the teaching activities of the teachers were quite dense. The details of the socialization activities and training in using finale software for simple melody notation are as follows:

Table 2. Schedule of activities

No	ACTIVITY	AGUSTUS			SEPTEMBER
		1st Week	2nd Week	3rd Week	1st Week
1	Preparation	X			
2	Field orientation	X			
3	Identification of problems		X		
4	Device design and media			X	
5	Implementation				X
6	Preparation of reports				X

CONCLUSION AND SUGGESTION

Community Service Activities (PKM) in the form of socialization and training in the use of media software finale and its application in the notation of simple songs for art and culture teachers in Pontianak City are quite successful, in accordance with the targets and objectives to be achieved. It can be concluded based on the following indications:

1. Almost all Pontianak art and culture teachers invited to the socialization and training activities were present.
2. Participants participated in the socialization and training activities from opening to closing; only 3 participants did not attend to completion because they received a meeting invitation from the department and other needs related to schoolwork.
3. Enthusiastic participants are indicated by questions and answers and a long discussion about the material discussed.
4. The practice of simulations goes well and gets responses from participants who are the subject of students.

Such socialization and training activities will be able to provide more tangible benefits for arts and culture teachers in Pontianak if carried out routinely and continuously, as well as getting support from various related parties. For this reason, it is recommended especially to:

1. Department of Education
It can provide more support and facilitate activities that are beneficial for improving the competence of art and culture teachers through this kind of training. Thus the quality of art learning in schools can continue to develop in a better direction.
2. School
Providing sufficient space for art and culture teachers to develop themselves, especially in getting special time in activities organized through MGMP, so that good communication between arts and culture teachers can be established, which can have an impact on the equality of learning materials in the arts.
3. Art and culture teachers
Can take advantage of opportunities for self-development by actively participating in training activities related to the arts and culture
4. MGMP Arts and Culture Group
Can routinely and continuously carry out activities related to the development of the competencies of teachers in learning arts and culture.

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