



## Developing the Choir Learning Model for Teaching College Students

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**Abstract.** This research is motivated by the problem of not fulfilling student competence and the ineffective learning of the choir subject. The purpose of this research is to develop an effective and meaningful learning model that can improve student competence and encourage students to be creative. The development of this model is carried out in the choir subject. This type of research is research and development (R & D). The validity of the WICDIE learning model development is measured by using several instruments. The instrument validation sheet for syntax constructs is used to measure the quality of the construct from the syntax of the WICDIE learning model in the Choir subject. Based on the results of the validation, the syntax of WICDIE learning model revised so as to produce six steps of syntax, namely: 1) Warming up, 2) Introduction, 3) Concept, 4) Drill (Exercises), 5) implementation, 6) Evaluation (Assessment).

**Keywords:** Developing a learning model, product, choir subject

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### INTRODUCTION

Education is the foundation for changing the future of a nation, in terms of the social order of society as well as from the quality of human resources in following the development of globalization which is always linked to a more modern technological system and civilization. According to Sapriyaya (2007: 4) education is a vehicle for the transformation of culture, values, science and technology, even art has become a center for development both through formal and non-formal education.

Learning is a process that occurs in everyone throughout his life. The learning process occurs because of the interaction between a person and their environment. Learning can happen anytime and anywhere. One indicator that someone has learned is the change in behaviour in that person which may be caused by changes in the level of knowledge, skills and attitudes.

The Choir is a term that refers to a musical ensemble consisting of singers and the music that the ensemble performs. According to Jamalus 1976: 74) A choir is a collective singing in several voices performed by 8 or more people. Generally, a choir group brings choral music which consists of several voice parts, namely for women Soprano, Mezzosopran and Alto, while for men Tenor, Baritone and Bass. According to HA Pandopo (2007: 93) the term choral music is music sung by a choir or Choir (Dutch), which comes from the Greek language Choros (in English it is called Choir ), which means a combination of a number of singers where they combine various sound into a harmony. Choir or choir (from Dutch, choir) is a term that refers to a musical ensemble consisting of singers and music performed by the ensemble. In English: Part ; German Stimme.

### Method of Research

This research includes the type of research and development ( research and development ). According to Borg & Gall (1983: 772) research and development are " educational Research and Development (RnD) is applied to develop and validate educational products". Van den Akker and Plomp (1993: 124) define R&D research to achieve two objectives, namely; 1) developing product prototypes, 2) formulating suggestions for designing and evaluating prototypes. Richey and Klein (2007: 243) state that development research is a product creation process, both learning and non-learning products that are designed in physical form and have been tested for their effectiveness. The study population was 200 students of the Ecclesiastical Music Education (PMG) Department. The research sample of semester IV students

## DISCUSSION

Basically, every human being has a level of need in various fields of life, ranging from physical and spiritual needs, biological and psychological needs. One of the needs that cannot be avoided by every human being is the need for inner satisfaction or mental satisfaction, which is related to the value of beauty (art). It is a fact that humans have used art in every development or advancement of their nation. Therefore, art is a very vital need and cannot be separated from human life. Music is a part of art activities. According to May Lwin (2008: 27), music is a form of education that prioritizes the ability to store notes and remember rhythms, while according to Soeharto (1992: 94) music is the art of expressing ideas, ideas and the results of the expression of the human soul which is poured into vocals. and instruments with elements of melody, harmony and rhythm. Where music is able to influence human life in expressing feelings and turmoil that is in him in any situation, such as sadness, joy, hate, disappointment, love and other feelings, which are related to the instinct of the heart, so that good musical work is created in the form of singing ) or playing a musical instrument (instrumental music). There are many ways to enjoy a piece of music, for example, by listening to music, singing and playing musical instruments. But this makes someone tend to enjoy a piece of music from the outside without understanding more deeply and broadly the meaning of the musical work. Vocal music is a musical work that uses the human voice as the medium, vocal music is usually synonymous with singing. According to Mcneill (2010: 34), vocal music comes from sounds produced by human voices. According to Graham F. Welch (2010: 3) Singing is an activity to make a toned, songless sound (with lyrics or not). Everyone can sing, but not everyone can produce

Vocal technique is a way of producing a good and correct sound so that the sound that comes out sounds clear, beautiful, melodious, and loud. Apart from being determined by the body organs, their quality, and their formation, the human voice is also supported by several elements of vocal techniques. According to Rudy (2008: 46) in constructing vocals, vocal technique is a basic technique in singing so that when compared to a house or vocal technique building is the foundation, and then according to Soewito (1996: 11), there are several elements that must be considered in singing, elements These elements consist of good posture, breathing, articulation, resonance, vibrato, improvisation of how to produce a sound with a good intonation, which is called a beautiful vocalist technique when singing.

### Development Outcomes

This model was developed using the WICDIE model development method. Research activities for the development of the WICDIE learning model are as follows:

#### 1) Analysis Phase

The analysis stage is the first step taken in developing the WICDIE learning model. The needs analysis stage is carried out with the aim of knowing the extent to which research is needed and what kind of products are needed to overcome problems in the field. The needs analysis stage in this study relates to the needs of learning materials, learning models and processes, as well as student characteristics.

The methods used in this stage of a needs analysis are observation and documentation. Observations were made with the help of observation guide sheets. The observations made were selected observations, where the researcher directly observed the research subjects, namely students and in the choir course. This is done so that direct observation can get data focused on the problem to be studied.

#### 2) Design Stage

Based on the needs analysis, research products designed in addition to the WICDIE learning model are research products produced to support in the form of model books, textbooks, lecturer manuals and student manuals. Initial research products that have been designed, then validated by experts. Validation is carried out to obtain valid contributions and information in efforts to develop the WICDIE learning model. The validators are lecturers who are competent in their respective fields of expertise

#### 3) Development Stage.

The validation results obtained from the validation results form the basis for revision of the initial research product in perfecting the research product so that it is suitable for use in learning. The result of the development of the WICDIE learning model is that the syntax of the WICDIE learning model is obtained which consists of 6 steps, namely (1) Warming Up, (2) Introduction (introduction), (3) Concept (concept), (4) Drill (practice) , (5) Implementation (application), and (6) Evaluation (evaluation).

Teaching and learning activities of the WICDIE learning model for students and lecturers can be seen by the class in table 1 below:

**Table 1.** Learning activity by using WICDIE Model

Phase	Syntax	Lecturer's Activity	Students' Activity
Pembelajaran	1. <i>Warming Up</i>	1. Explaining the learning goals 2. Brain-storming	1. Copying the material, understanding and summarizing 2. Brain-storming
	2. <i>Introduction</i>	1. Explaining the goal of learning	1. Copying the material, understanding and summarizing
	3. <i>Concept</i>	1. Learning tutorial 2. Grouping the students	1. Formatting grouping,
	4. <i>Drills</i>	1. Monitoring, controlling, and facilitating each of the group 2. Demonstrating, drilling the students	1. Preparing the lyric of the song 2. Preparing the music tools 3. Practicing
Produksi	<i>Implementation</i>	1. Demonstrating, drilling the students 2. Showing a performance in the classroom	1. Practical Creativity from the students
	<i>Evaluation</i>	1. Assessing the students' ability to create choirs.	1. Mendapat penilaian dari dosen

**Tabel 2.** The difference between Direct Instruction Model and WICDIE in Choir Subject

Direct Instruction	WICDIE
<b>Step 1 :</b> <b>Perkenalan dan Review</b> Introduction to Chors Subject Explaining the main topic of learning Brain-storming and discussion	<b>Step 1 :</b> <b>Warming Up</b> Explaining the advantagis and how to master the content of learning, so that the students are able to prepare themselves to be active and take responsibility during the learning process.
Step 2 : <b>Presentasi</b> Explaining the main topic of learning	Step 2 : <b>Introduction</b> Preparing the procedures of what to do clearly. Identifying the topics to learn Step 3 : <b>Concept</b> Clarifying the ideas of steps to do during the learning process.
<b>Step 3 :</b> <b>Driven Drills</b> Demonstrating and practicing how to sing in choirs for the studens, followed by grouping the students.	Step 4 <b>Drill</b> 1) Preparing the lyric of the song, 2) Preparing the music equipment, 3) grouping the students for practicing
Step 4 :	Step 5 <b>Implementation</b> Creative drills for the students

<p><b>Self- drilling</b> The students had self-drilling</p>	<p>6 <b>Evaluation</b> 1. Having performance on the ability of Creativity 2. Assessing the product of song creativity</p>
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Based on the description of the needs analysis of the problem models and the learning process as well as the characteristics of these students, it can be concluded that the needs in the choir subject require a learning model that is able to improve understanding, skills and attitudes. In addition, this choir course requires a practical module so that students are able to collect and process data appropriately both in teams and independently.

The next activity designs a learning model based on the results of the analysis phase that has been carried out. The model design begins with several activities, namely: 1) literature study of appropriate theories and concepts for choir learning, 2) analysis of the choir course curriculum to obtain learning outcomes and learning objectives summarized in the form of a Choir learning competency map, 3) observation of the relevance of the choir teaching material, 4) designing test items and assignments for the assessment of cognitive aspects. Based on these activities, the WICDIE learning model is obtained which consists of six syntax. The WICDIE learning model designed was then validated. Validation was carried out by 4 (four) experts. The expected achievement of validation is an assessment of the experts regarding the development of the WICDIE learning model designed so that suggestions and criticisms from experts make a reference for revising the product to make it more suitable for use. In addition, the expert also validates the assessment instruments used during the research process. The goal is to examine each question item on the instrument linguistically and analytically on what is and is measured (Engellant, 2016). Furthermore, instruments that are declared valid can be used to produce data that leads to realistic statistical analysis and there is no deviation in research results (Hamed, 2016). The validity of the instrument based on V Aiken's calculation has been obtained that the assessment instrument is valid as a measuring tool used during research on the development of the WICDIE learning model. At the development stage, several revisions were made to the WICDIE learning model, model books, textbooks, lecturers' manuals and student manuals based on the validation results. The validity of the WICDIE learning model development is measured using several instruments. The instrument validation sheet for syntax constructs is used to measure the quality of the construct from the syntax of the WICDIE learning model in the Chorus subject. Based on the validation results, the syntax of the WICDIE learning model was revised to produce 6 short steps, namely: 1) Warming up, 2) Introduction, 3) Concept, 4) Drill, 5) implementation ( Application), 6) Evaluation.

### The novelty of the research

The results of this development research have several novelties, namely:

a) Syntax of the WICDIE Learning Model

The WICDIE learning model was developed by integrating the collaboration of four forms of active learning models, namely Problem Based Learning, Inquiry-Based Learning, Discovery-Based Learning and Cooperative Based Learning. The Problem Based Learning Model has a major contribution to the development of the old learning model, and the difference is in the syntax

The WICDIE learning model has strong characteristics applied in the music field, especially in choir learning, as a model that has been validated for the construct of each WICDIE syntax. The syntax of WICDIE is 1) Warming Up, 2) Introduction, 3) Consep, 4) Drill, 5) Implementation and 6) Evaluation. The effectiveness of the six WICDIE learning syntaxes has been tested to improve student competence in cognitive, affective and psychomotor aspects.

So that this model is stated as a new model that has the feasibility of strengthening the competence of Church Music Education students in achieving learning goals and creating a learning process that is meaningful, active, creative and productive. The WICDIE learning model uses the steps of Introduction, Consep, Implementation and Evaluation. The Introduction step is a new step from the existing old model, the introduction/presentation of factual problems at the beginning of learning can increase student curiosity to dig deeper information, then the Concept step is an important stage of the WICDIE learning model in an effort to find out the practice in producing products. This step encourages students to develop concepts to be developed, and then implementation is an important stage of WICDIE learning in an effort to encourage and inspire students to think critically and appropriately in understanding, solving problems and applying learning materials, strengthening intellectual, interpersonal, communication and creative skills. , as well as encouraging students to be responsible and

think creatively, so that the choir learning outcomes using the WICDIE learning model are more effective than the old model;

#### b) Characteristics of the WICDIE learning model

Choir learning has learning outcomes that students must master, namely knowledge, skills and attitudes. Learning outcomes are obtained by involving students in practice (learning by doing), namely as product designers and producers so that students' knowledge develops and has a disciplined, honest and responsible attitude, while skill attainments are obtained through skills (psychomotor) in carrying out exercises in singing in producing character. ready to use by applying the knowledge that has been acquired. The six steps of the WICDIE model emphasize the acquisition of student experiences in the field of music, especially the Choir. So that the character of this WICDIE learning model is (1) student- centered ( Centered on Student ), (2) self - directed learning , (3) students are required to be producers and product designers, (4) lecturers as experts, motivators , facilitators and mentors, (5) it is very suitable to be applied to practical subjects, (6) produces a product from the learning outcomes.

Paying attention to the characteristics and syntax that exist in the WICDIE model is able to develop knowledge, activities working in groups (teams) train communication skills and critical thinking. This is evident from the analysis and the acquisition of the effectiveness of student learning outcomes in cognitive and psychomotor aspects which are very significant compared to learning outcomes in the control class.

### CONCLUSION

This research on the development of the WICDIE learning model resulted in several conclusions based on the research results, namely:

The WICDIE learning model is an integration of four active learning models, namely Problem Basid Learning, Inquiry Based Learning, Discovery Learning and Cooperative Learning . The active learning model emphasizes concrete experiences by directly involving students in the learning process and lecturers as guides or as facilitators. The syntax of the WICDIE learning model has 6 (six) steps, namely 1) Warming Up , 2) Introduction (introduction), 3) Concept (concept), 4) Drill (practice), 5) Implementation (application), and 6) Evaluation (evaluation). The syntax for the WICDIE learning model consists of two phases, namely the first four steps are the learning phase and the last two steps are the product phase. The expected achievement from the application of the WICDIE learning model is to increase the meaning of the course at the learning process stage so that it is more real and productive, by means of students acting as producers, strengthening intellectual, interpersonal, communication and creative skills.

The syntax of the WICDIE learning model has 6 (six) steps, namely: 1) Warming Up (heating), Introduction (introduction), 3) Concept (concept), 4) Drill (exercise), 5) Implementation (application) and 6) Evaluation ( evaluation). At each step, the WICDIE learning model has a social element that occurs during the learning process, namely the creation of interactions between students, interactions between lecturers and students. The reaction principle of the WICDIE learning model is that students are active during the learning process where students act as product makers and producers. The role of the lecturer is to act as an expert guiding as well as a facilitator. The WICDIE learning model can be implemented optimally with the availability of textbooks, lecturer manuals, student manuals, learning videos, tests, LCD and blackboards which are elements of the support system. The instructional impact that occurs makes students work actively during the learning process, there is development, application of knowledge, ability to design products (practice), ability to solve problems, critical thinking, communication skills and collaboration in groups, so that the accompanying impact appears to have higher order mental skills. (high level mental skills), responsibility and able to manage time.

The lecturer response to this model gets a sense of optimism to achieve learning goals. Analysis of the lecturers' responses was obtained from testing the model draft to model validation. The involved lecturers gave a positive response to the use of the model.

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