Kacapi Kawih Wanda Anyar Learning Online

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ABSTRACT
Learning is an event of interaction or communication between an educator and a student, therefore learning and teaching is an event that has always occur at the same time. Seeing the state of the pandemic that hit Indonesia, certainly it had an impact on learning and teaching process, everything is so very limited. Learning and teaching must be carried out any situation. Such as learning *Kacapi kawih wanda anyar*, even though we can't meet face to face, but learning must be carried out in order that national life and culture better. Therefore, the author will examine how Kacapi *kawih wanda anyar* learning on semester IV students at the Indonesian Cultural Arts Institute (ISBI) Bandung. The purpose of this research is to find out how to utilize the applications on *Kacapi kawih wanda anyar* learning online. To get an overview of *Kacapi kawih wanda anyar* learning online, descriptive research was conducted qualitative. According to participants consisting of educators and students, Kacapi *kawih wanda anyar* learning online is less effective.

Keywords: Learning, Applications, Kacapi kawih wanda anyar.

1. INTRODUCTION

Kacapi is an instrument (waditra) that has strings (strings) of 7 to 20 or more, with a resonator made of wood, and how to play it is plucked with fingers. *Kacapi* in the context of Sundanese music is called *Jentreng*, *Kacapi Parahu, Kacapi Rincik, Kacapi siter*, and others [1]. The parts contained in *Kacapi* especially *Kacapi siter* are resonator (body), string (wire), pureut (for tuning), tumpeng sari, inang, mata itik and small nails. *Kacapi* is a musical instrument that is plucked and made of wood (board), so that the sound is not too loud, the strings are made of brass [2]. One type of traditional art in Sundanese musical that uses *Kacapi* as an accompaniment is *Kawih Wanda Anyar. Kawih Wanda Anyar* is one of the traditional musical arts (karawitan) from West Java, the pioneer of which is Mang Koko [3]. *Kacapi* used in this art is *Kacapi Siter*. Basically there are 4 techniques in playing *Kacapi Kawih Wanda Anyar*, namely: *disintreuk-toel, dijeungkalan, diranggeum, and dijambret. Disinteruk-toel* is a *technique* using the two index fingers of the left hand and the right hand, serves to play a melody in an arrangement in a repertoire song. *Dijeungkalan* is a technique where finger movements use three to six fingers of both the left and right hands. *Diranggeum* is a technique similar to *dijeungkalan* technique but more strings being plucked. *Dijambret* is a technique that

sounds three notes at the same time. *Dijeungkalan, diranggeum*, and *dijambret* are techniques function to accompany the song. Apart from that, there is also a percussion pattern that belongs to the *dijeungkalan* technique, namely the *beulit kacang* plucking pattern.

There are several stages to learning *Kacapi Kawih Wanda Anyar* at the Indonesian Cultural Arts Institute (ISBI) Bandung, which begins with understanding the meaning of *Kacapi*, the parts of *Kacapi*, *cacarakan* practice, fingering practice, playing technique practice, and song accompaniment practice. To learn part *Kacapi* of *Kawih Wanda Anyar songs*, first, the teacher is usually given an example, then the students follow it. If the song notation is in the notation book, then that book is the reference. If it is not in the notation book, the teacher usually listens to the audio for reference. If the material has been delivered, then the students are tested one by one, this is the process of learning and teaching *Kacapi Kawih Wanda Anyar* at ISBI Bandung. This *Kacapi* learning is carried out directly (offline).

Learning, teaching, and learning are events that occur together [4]. One of the characteristics of traditional music: Learned orally, traditional music is music that is passed down from generation to generation, therefore the learning process is limited, (verbally). When the previous generation wanted to pass on a traditional musical art to the next generation, then

what was next was to teach the younger generation directly (face to face), even when the younger generation had to pass it back on to future generations, what was done was verbal learning. And so on, until finally the wealth/hereditary inheritance in the form of music is known as the hallmark of the community. The process is neither easy nor short. Each region has its own culture, of course the learning process is carried out continuously [5]. The characteristics of traditional music (1) The idea of music, both vocals and how to play the equipment, is transmitted and passed down directly unwritten which is then memorized [6]. Seeing this statement, traditional music learning orally (face to face) impossible if the situation is like this (a pandemic period that is limited by space and time). Then the problem is drawn: How do to utilize the application in *Kacapi Kawih Wanda Anyar* learning if it is implemented in the classroom for semester IV, student's specialist *Kacapi Kawih Wanda Anyar* at ISBI Bandung, and what are the impacts of using the application.

The purpose of this research is to know and understand impact in the learning online process using applications.

2. RESEARCH METHODS

This study use qualitative descriptive study method [7] *which revealed written or oral statements, and the behavior of the people involved* in *Kacapi Kawih Wanda Anyar* learning online, which focused on about the impact/influence of *Kacapi Kawih Wanda Anyar* learning online. Researchers also collect data from interview, interview *is* essentially a structured conversation where the participant asks questions, and the other provides answers.

The main participant is Mustika Iman Zakaria Sudrajat as the Independent Expert Practice Lecturer of *Kacapi Kawih Wanda Anyar* at ISBI Bandung, the supporting participants are students who are in semester IV, totaling 10 people, and are student's specialist of *Kacapi Kawih Wanda Anyar*. From collecting data both from participant, book, or journal answering the problems that exist in the research can be obtained references for materials education.

The instrument used to obtain data/information consist of laptop and gadget.

3. RESULTS AND DISCUSSIONS

There are several alternatives for conducting learning during a pandemic/limited space and time, for example e-learning, virtual learning, distance learning, online learning, and others. Through E-Learning, learning is no longer limited by space and time. Learning can be done anytime and anywhere [8].

Teaching material materials can be virtualized in various formats so that they will be more interesting and more dynamic / able to motivate students to go further in the learning process [9]. Over time, educators have become critical of finding solutions so that the teaching and learning process continues, such as online lectures/learning. Mustika Iman teaches *Kacapi Kawih Wanda Anyar* online to students' specialist *Kacapi Kawih Wanda Anyar* with the aim/purpose that students can play the *Kacapi Kawih Wanda Anyar* arrangement to the accompaniment of *diranggeum* and *dijambret* technique in the *laras* of *salendro, madenda* and *degung*, including the following:

3.1. Applications Used in Learning

In *Kacapi kawih wanda anyar* learning online use several applications, including:

3.1.1. YouTube

As a medium for storing learning materials that can be accessed by students.

3.1.2. WhatsApp

To provide an overview/general description of the material provided, as well as a tool to convey material links that lead to YouTube to students.

3.1.3. Zoom Meeting and Google Meet

As a medium to convey detailed information related to the material presented, evaluate assignments, and provide tips, motivation, and other enlightenment.

E-learning systems and applications are commonly referred to as Learning Management Systems (LMS), which are software systems capable of virtualizing conventional teaching and learning processes for administration, documentation, reports of a training program, classrooms and online events [9].

3.2. Learning Stages

In *Kacapi kawih wanda anyar* learning online there are several stages, including:

- Providing practical material is done through *WhatsApp* by sending a link / video link. In addition, a handout is also given regarding the explanation of the material to be studied.,

- Checking the progress of mastery of the material, is done through video documentation of student exercises sent via *WhatsApp*.,

- Evaluation of the achievement of mastery of the material is carried out using the *Zoom Meeting* or *Google Meet* media.

- Providing non-practical knowledge material is done through *Zoom Meet*/*Google Meet*.

- Assignments are given, collected through *WhatsApp* groups.,

- Attendance is done using Google Form Document.

3.3. Evaluation Stage

Midterm Test and Final Exam evaluations are carried out by students documenting their respective presentations, then uploading them to their respective *YouTube* Accounts, and sending the link to the lecturer to be checked and given an assessment.

3.3.1. Assessment Aspect

- Melody playing technique

- Accompanying technique

- Rhythm mastery

- Mastery of tempo

- Mastery of *nyurupkeun* technique (tuning)

- Mastery of arrangement form

3.4. Effect of Application Usage

Online learning is an open/dispersed learning system using educational aids or pedagogical tools that are enabled through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction [9].

The effects of using applications include:

3.4.1. YouTube

- Student response: *Good/very helpful.*

- Positive influence on students: *The material can be studied repeatedly, at any time anywhere*.

- Negative influence on students: *Technical details (dynamics and playing the melody) are not detailed.*

3.4.2. WhatsApp

- Student response: *good/ very helpful.*

- Positive influence on students: *The material can be delivered with the use of a minimum internet quota.*

- Negative influence on students: *There is not any.*

3.4.3. Zoom Meeting and Google Meet

- Student response: *Less desirable.*

- Positive influence on students: *There is not any.*

- Negative influence on students: *Wasteful quotas and inconsistent network stability in each student's domicile.*

Notes:

Used only to provide certain information that is considered to require delivery details.

3.5. Influence Application to Skills Students in Playing Kacapi

There are several Application Effects on Student Skills in Playing *Kacapi* including:

3.5.1. YouTube

- Melody playing technique: *Very good*

- Accompaniment technique: *Very good*

- Rhythm mastery: *Good*

- Tempo mastery: *Good*

- Mastery of nyurupkeun technique: *Enough*

- Mastery of arrangement form: *Good*

3.5.1. WhatsApp

- Melody playing technique: *Enough*

- Accompanying technique: *Enough*

- Rhythm mastery: *Enough*

- Tempo mastery: *Enough*

- Mastery of nyurupkeun technique: *Enough*

- Mastery of arrangement form: *Enough*

- Zoom Meeting and Google Meet

- Melody playing technique: *Enough*

- Accompaniment technique: *Enough*

- Rhythm mastery: *Enough*

- Tempo mastery: *Enough*

- Mastery of nyurupkeun technique: *Enough*

- Mastery of arrangement form: *Enough*

3.6. Effectiveness Use of Applications

Effectiveness of using the application includes:

3.6.1. According to Mustika Iman Zakaria/Educator

According to him, Kacapi Kawih Wanda Anyar learning online is less effective, because many values are lost, especially the emotional value between educators and students which has an impact on motivation reduction. Art lessons should not only be conducted face-to-face but are also intended to clarify aspects of deepening material related to spirit and expression.

3.6.2. According to Students/students

According to students' participants Kacapi Kawih Wanda Anyar learning online was less effective. There are various reasons, some say that Kacapi learning has to be face-to-face to learn it and requires guidance, while online, it has many limitations and is not clear. Some say because he learned Kacapi from nothing. So, if you don't get a lot of things online from the lecturers directly, some materials are acceptable and some are not. Although outside of lectures he can also practice alone, or with people who are experts, but he is still new to learning Kacapi. He still needs a lot of direct guidance from the lecturers. the online system has positive contributions such as minimizing limited access to education [10]. There are three things that are related to the development of online lectures, including: content, channels, infrastructure or information technology [11]. Media is a tool to achieve teaching goals [12].

4. CONCLUSION

It can be concluded that Kacapi Kawih Wanda Anyar learning online in semester IV at ISBI Bandung which consists of the use of applications, learning stages, evaluation stages, the effect of application use, the effect of application use on students' skills in playing Kacapi, and the effectiveness of using applications are in fact less effective and less attractive to students. Because students need direct guidance from educators so that the knowledge provided by educators can be better understood. Educators must continue to strive so that learning can be carried out without space and time limits, for example from the results of this study they can create interactive learning media or make Kacapi Kawih Wanda Anyar learning applications that are packaged attractively so that students can feel comfortable and enthusiastic in the learning process.

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