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The Influence of Junior High School Students' Musical Preferences on the Learning of Basic Music Theory

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ABSTRACTS

At this time, many types of music emerged and exposure to them was helped by the rapid information received from social media. This research aims to determine whether different musical preferences affect the learning of basic music theory in junior high school students. This research method uses quantitative research. The result of this study is that there are differences in results between students with different musical preferences. Students with rock music preferences experienced a change in knowledge of musical elements from 10 to 70% and students with pop music preferences from 44 to 67%. Students with rock music preferences experienced bigger and more drastic changes, it was because the population with rock music preferences was less than pop music preferences.

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1. INTRODUCTION

Music is a tone or sound that is arranged in such a way as to contain rhythm, song, and harmony, especially those that use tools that can produce sound. In the early stages of adolescence (11-14) human start to search for new values and energy and comparing normality with peers of the same sex (Wulandari, 2014). Music preferences in junior high school students will certainly be affected by several things, one of which is social media which during this pandemic period will certainly be often consumed because learning is mostly done digitally. Prasetiyo (2014) emphasized that another factor that also influences music preferences today is the phenomenon of the popularization of mass media music which is very influential in the formation of preferences. Mass media has become an effective and efficient vehicle for 'feeding' the public with music. The mass media make music an inseparable part of everyday life. Music education in schools should also be used to introduce Indonesian regional arts. This is an obligation because art is an important part of the culture of a nation (Aryanto, 2016).

Humans begin to experience changes both physically and mentally during adolescence or experience an event called puberty. During puberty, humans begin to look for identity. At this time, interest in music is increasing and today's youth are easily influenced by the music they listen to (Najla, 2020). Music can help performance during activities, one of which is learning activities. music can be used as a tool for setting moods that can change the mental state of students in learning activities (Morjani *et al*., 2016). The relationship between music and psychology is close because physically, the sense of hearing is the first development of the five senses and can be stimulated through music which at the same time will increase the development of brain function (Zamil, 2016).

Results obtained by Prasetiyo (2014) that the tendency of music tastes in adolescents leads to the type of pop music. Pop music is music that is easy to hear so it can attract many listeners, including teenagers, but pop music has various styles that can make different preferences among teenagers. The difference between musical preferences possessed by an individual will certainly produce different outputs as well because music affects brain development due to the plantic nature of the brain. Musical stimuli at the beginning of development will greatly determine the effect in the long term (Zamil, 2016).

However, previous research on how music preference affects work performance does not discuss how music preference affects the learning of basic music theory. Therefore, further research is carried out in order to find out whether music preferences have an effect on the learning of basic music theory.

2. THEORETICAL FRAMEWORK

In fact, music can significantly change a situation and simultaneously can help develop a child's cognitive capacity. Music or proto-musical can create a “metaphorical” domain, create and maintain cognitive flexibility between humans and other creatures. Of course, music for babies and children is different for adults in every culture. Proto-musical behavior has a functional role in development in general with implications for cognitive evolution and multi-domain nature through intentional dissemination (Zamil, 2016).

Music has succeeded in stimulating thought patterns and being a bridge for more complex thoughts. from the results of a research said that art and music can make students smarter, music can help the brain focus on other things being studied. So, there is a logical relationship between music and mathematics because both involve an ascending and descending scale, namely beats in music and numbers in mathematics (Zamil, 2016).

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Because it is always side by side, music greatly affects the psychological condition of teenagers when they are listening to it. For example, when teenagers are studying. Learning is not only influenced by internal aspects but also on external aspects, namely the state of the environment around the learning. There are several types of teenagers when studying need music as their companion to focus more on learning (Najla, 2020). Learning music theory not only has practical benefits for musicians to write, perform, understand, and express music better, but also for both non-musicians to improve critical thinking, math analytical skills, and music appreciation (Taele *et al*., 2015). The theory of the mozart effect state that music can stimulate the performance of the forebrain in humans, which has a positive impact on reasoning abilities (Kusuma & Dwipriyoko, 2020).

By learning music, student will be encouraged to express themselves. The freedom of expression and encouragement to find oneself through music practice and performance can take a student that is having a more difficult time in school and transform them into a different student altogether (Mattulke, 2019).

3. METHODS

The type of research used is quantitative using a questionnaire survey method by means of pretest-posttest. A quantitative approach is carried out to find out whether there is a correlation or influence of the independent variable on the dependent variable (Mulyadi, 2011).

We did the experiment in junior high school 3 Patokbeusi, Subang, Indonesia. This study involved 12 students from a choir group who had diverse musical preferences. The technique used in this research is to distribute a questionnaire using a Google form to find out whether students know what music elements are learned in learning basic music theory.

The research was carried out in 3 stages. first, students filled out a 10 question pre-test regarding knowledge about the elements of music and what they learned in learning basic music theory and what genre of music they liked, then students were given a video presentation explaining the elements of music and after the material was given the students filled in a 10 question post-test whose content is almost the same as the pre-test.

4. RESULTS & DISCUSSION

4.1. Demograpghy

The students have never learned about basic music theory before and most of them shows a little interests on learning them. **Figure 1** shows the percentage of students' musical preferences by using Google form as a survey medium. The number of students recorded was 12 students with 83% pop music preference (10 students) and 17% rock music preference (2 students).

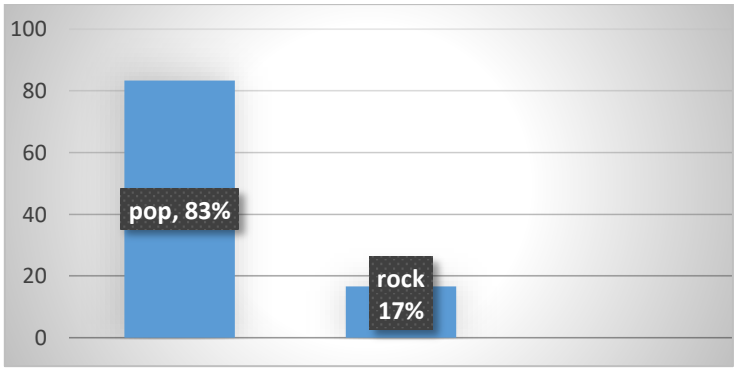

Figure 1. Music preferences percentage.

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4.2. Phenomena in the learning process

From the student demographic data, we found that the students with a preference for rock music is far less than the students with a preference for pop music. This is due to the preference for pop music is far larger than the preference for rock music it is because that the tendency of music tastes in adolescents leads to the type of pop music (Prasetiyo, 2014).

Learning is carried out online through WhatsApp groups by providing material in the form of a video slideshow about the elements of music. Pre-test is given to students using Google form which aims to find out whether students know what the elements of music are. After the pre-test has been filled in by the students, the material is given to students using a video containing the elements of music that are learned in basic music theory. After the material was completed, students were given a post-test in the form of YES/NO questions about the elements of music that had previously been asked in the pre-test and if students answered yes, students were allowed to explain in their own words.

4.3. Pre-test ans post-test result

Table 1 shows the results of the pre-test and post-test of students with pop music preferences on their knowledge on the elements of music. **Table 2** shows the results of the pre-test and post-test of students with rock music preferences on their knowledge on the element of music.

From the results of the pre-test test as seen in **Table 1**, the knowledge of students with pop music preferences about the basic theory of music is 62%. Based on the result of the pre-test shown in **Table 2**, the knowledge about basic music theory on the students with rock music preferences is 10%. After all of the students were given lectures about basic music theory, as shown **Table 1** and **Table 2** the knowledge of students with pop music preferences increased by 5% from 62 to 67% and the knowledge of students with rock music preferences increased by 60% from 10 to 70%. The differing results shows that a difference in music preferences will influence how their understanding in elements of music. This is because music can significantly change a situation and simultaneously can help develop a child's cognitive capacity (Zamil, 2016).

Table 1. Pre-test and post-test results of students with pop music preferences

No	Question	Pre-test	Post-test	Gain
1	Do you know what the elements of music are?	60%	80%	20%
2	Do you know what a melody is?	70%	70%	0%
3	Do you know what harmony is?	70%	80%	10%
4	Do you know what rhythm is?	50%	60%	10%
5	Do you know what tone is?	100%	80%	0%
6	Do you know what tempo is?	70%	80%	10%
7	Do you know what dynamics is?	30%	60%	30%
8	Do you know what a time signature is?	40%	40%	0%
9	Do you know what notation is?	50%	60%	10%
10	Do you know what a scale is?	80%	60%	0%

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Table 2. Pre-test and post-test results of students with rock music preferences

No	Question	Pre-test	Post-test	Gain
1	Do you know what the elements of music are?	0%	100%	100%
2	Do you know what a melody is?	0%	100%	100%
3	Do you know what harmony is?	0%	100%	100%
4	Do you know what rhythm is?	0%	100%	100%
5	Do you know what tone is?	100%	100%	100%
6	Do you know what tempo is?	0%	100%	100%
7	Do you know what dynamics is?	0%	50%	50%
8	Do you know what a time signature is?	0%	50%	50%
9	Do you know what notation is?	0%	0%	0%
10	Do you know what a scale is?	0%	0%	0%

5. CONCLUSION

Based on the data obtained, students with rock music preferences experienced greater changes than students with pop music preferences. Despite the differences in the results obtained, the two results cannot be compared due to the significant difference in the number of populations which if compared would be unfair because the number of students with a preference for rock music is less than the number of students with a preference for pop music. However, with different musical preferences, the increase of understanding percentage of students with pop music preferences and students with rock music preference is almost the same. This research will have more significant result if the population of a differing variable is equal.

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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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