

## Method, evaluation, and education at a VDM music course institution

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### KEYWORDS

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**ABSTRACT** A music course institution provides education for students to play musical instruments fluently. Therefore, ensuring education management in a music course institution is essential. This study investigates the method, evaluation, and education in a music course institution, which comprises (a) the type of education, (b) the method used, and (c) evaluation. This study employed a qualitative approach. Data collection was through in-depth interviews, observation, and documentation. In analyzing the data, this study referred to the techniques by Miles and Huberman. Data validity was tested through data credibility, dependability, and confirmability. The findings of our study on VDM Music Course Institution in Surabaya involve the implementation of music course lessons, which consists of the type of education and the method used, which were evaluated afterwards. Then, they are communicated to the students systematically and orderly according to the predetermined design. The lesson begins with the method used to ensure students are focused during class. Music lesson is based on the form of lesson materials that have been structured according to the individual student level. All lessons are delivered systematically with the established design. The implementation of lessons refers to the program employing several strategies to attain the goal of learning by the VDM Music Course Institution: to promote the students' proficiency in playing their desired musical instruments.

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### 1. INTRODUCTION

Music is always present in human lives. It is the science or art of organizing tones, which are arranged sounds, combining them in a relationship to create a composition of sounds that has uniformity and continuity. Music is notes or sounds compiled in a way that contains rhythm, song, and harmony (Kamus Besar Bahasa Indonesia, 2005). Music is a branch of art that discusses and establishes various sounds into understandable and comprehensible patterns (Banoë, 2003).

Music is a universal language for all humans, and almost all human activities are inseparable from the influence of music—from birth ceremonies to funeral rituals. Music can also affect human lives, which explains the role of music in religious practices and even politics (Banoë, 2003). In music education, there needs to be teachers or tutors who have the necessary capacity in their field, both regarding their understanding and experience, so that they may plan out their music education, which consists of technical challenges in playing music, rhythm, improvisation, and adequately using the musical instruments. The presence of potential and adept music tutors or teachers will also allow for potential and adept students. After all, music course institutions ideally aim to produce quality and skilled musicians.

Art education studies are designed according to their objectives, in the form of what capacities their graduates must possess (Sedyawati, 2010). After graduating from a grade or higher level, the question is whether the students

continue to work as music teacher at a school or become a private music teacher. In designing a music course, it is necessary to have education processes that include (1) the type of education, (2) the method used, and (3) evaluation in education. For this reason, management is essential regarding the education processes in the music course. On the other hand, educational material is a written plan that must be studied and adhered to by the students to achieve specific capacities.

Additionally, evaluation is carried out to determine the student's level of achievement in developing their potential. The types of education, methods, and evaluation are written plans for students to grasp to what extent their level of intelligence is in mastering certain musical instruments. In achieving a specific level of capacity, music course institutions must have a learning design that is applied in the learning processes, which is why there is an increase in levels. All of that must be followed by all students participating in music courses institutions.

Curriculum/education is a set of plans and arrangements of the education materials that also include guidelines for teaching activities, which are composed of plans, systems, teaching materials, methods, and manuals for education activities (Hamalik, 2006). An education program to achieve institutional goals in educational institutions is crucial to create quality music courses institutions (Amri, 2013).

Based on initial observations, VDM Music Course Institution, which is the object of this research, has an education system different from that of schools. The uniqueness of this music course institution lies in the application/practice arrangement, which becomes the main focus of student graduation/level advancement. The curriculum created by the music course institution is in the form of a different chart. The education system of VDM Music Course Institution is beneficial for the students. It is the planning of education and teaching concepts that become a reference in preparing lesson plans [Arikunto \(2010\)](#) with education processes that contain various arrangements of plans for achieving goals as the implementation of existing plans at the VDM Music Course Institution.

As is the case with the author's interview with the owner of the VDM Music Course Institution, Mrs Kun:

"This music course institution was founded in 2005, which has been my dream since the beginning and was also at the encouragement of friends who want their children to play music well. Finally, a music course that I wanted was formed. However, I also realized that I had to make a plan so that my music course could go according to plan properly and in control. I make a clear plan for the year so that my students can study music well and become reliable. In addition to learning purposes, I make or compile a calendar at VDM to hold concerts, competitions, as well as exams in one academic year."

The uniqueness of the VDM music course institution is also about its obstacles. This education motivates the author to research in more depth and explore this music course institution. The author hopes to comprehensively identify the education at VDM Music Course Institution, Surabaya. Design and education are a unit, a set of plans, and arrangements regarding the objectives, content, and materials to be used as guidelines, which are then implemented. Education without a plan is undoubtedly tricky when it comes to implementing goals because no guidelines give a sense of direction. In the music course at VDM, the materials provided to students follow the music course plan. They consist of a program encompassing various teaching materials and learning experiences that are programmed and planned systematically on the basis of the applicable norms, which are used as guidelines in the education processes for the teaching staff and students to achieve goals [Asrul et al. \(2015\)](#).

### 1.1 The Purpose of Planning

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System serves to develop capacities and form dignified national characters and civilization conducive to educating the nation's life, aiming for the development of the student's potential to become human beings who are faithful, healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens [\(Sudjana, 2010\)](#). The planning objectives at the music course Institution are:

- a. Students can have an understanding of the concept and importance of properly learning the art of music;
- b. Students can display creativity through art;
- c. As a reference material for teachers in teaching.

### 1.2 The Implementation and Learning at Music Course Institutions

According to [Sudjana \(2010\)](#), implementing education according to the design takes a level of readiness, especially readiness in its implementation. The implementation should follow the predetermined program design by using the method of achieving music education. That is why implementation according to the design requires the school's readiness. Execution is a process in execution management, which is the essential function of management. There are several stages of teaching and learning in implementing the education plan, including (1) the education preparation stage, which is an activity prior to providing education; (2) the education implementation stage, where learning activities are carried out regarding the subject matter to be delivered; and (3) the closing stage, comprising an activity after delivering the material [\(Soetopo, 2004\)](#).

### 1.3 The Type of Education in the Music Course

Its implementation in music course institutions focuses more on practical learning. Although, there is written learning, in which students must be able to write musical notes and read musical notes. The type of education implemented in music courses can be classified as non-formal education.

### 1.4 The Method of Music Education

The most appropriate method for music education is the drill method. Its goal is that, by using the drill method, students can explore more profoundly and have more abilities in undergoing music education because this method is done iteratively. Education that adopts the drill method powerfully reinforces student skills. In addition, this kind of education must be engaging and entertaining so that the students can have fun and quickly understand how to play a musical instrument.

### 1.5 Evaluation of Music Education

The implementation of music course education also includes an evaluation system, which is enforced to keep up with the times. The evaluation of students regarding their education takes time every six months. At VDM, this evaluation plays a central role. This is because the selection of each planned program or activity will always conclude with an evaluation [\(Sudjana, 2010\)](#), where each student will be evaluated to determine whether or not they advance to the next level. Evaluation is the process of judgments based on a set of criteria that have been agreed upon and can be accounted for; a process/activity to identify or determine the effectiveness and efficiency of the education program, the implementation, and the results achieved [\(Febriana, 2021; Asrul et al., 2015\)](#).

### 1.6 Music Course Institution

A music course Institution is a training institution included in the type of non-formal education. This institution is devoted to the education of the art of music over a relatively shorter period than the typical education in schools. This music course institution is more focused on the level of proficiency/skill of students [\(Sudjana, 2010\)](#).

- a. The approach to art, be it visual arts, music, dance, or theatrical arts, can generally be divided into two: art in education and education through art. Art in education is the skill of painting, drawing, singing, dancing, and playing musical instruments. The purpose of this music course institution is as a place to access non-formal knowledge. This music course institution is important in supporting skills with a more focused and conceptual learning process (Sudjana, 2010).
- b. Components of the Music Course Institution: The components existing in the education system are: Objectives: This is a critical component in the education system, exploring where the students will be taken, what should be obtained by the students, and so on; they all depend on the goal to be achieved. Content/Material: Material is the core of an education process. Method: The method is a component that functions as a determinant of success in achieving a goal. Tools/Resources: In the current era, technology is becoming more advanced, and students can learn using advanced technologies today. Evaluation: This serves as feedback for the instructor/teacher in education management. Evaluation is the goal of any education program given to students. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter 3 on the Purpose of Education: National education serves to develop capacities and form a noble national character and civilization conducive to educating the nation's life, aiming to foster the potential of students to become democratic and responsible citizens. The objectives of education planning at music course institutions can be described as follows: (1) Students can have an understanding of the concept and importance of properly learning the art of music, (2) students can display creativity through art, (3) students can increase the role of music much higher than before, (4) it can act as a reference material for a music instructor/teacher in teaching processes (Wicaksono, 2009).
- c. An Introduction to Music Theory: In learning the art of music, the students are provided with a lesson on the meaning of the symbols contained in music: (1) Intro, which is the beginning of a composition/song, or the beginning; (2) FO (fade out): the song is repeated but diminishes in volume, generally used at the end of the song; (3) FI (fade in): the song is repeated but growing louder, generally used at the beginning of a song/intro; (4) Dynamics (the loudness and softness of a musical composition), for example, PPP (pianissimo) very soft,  $\leq$  (crescendo) getting louder over time, ff (fortissimo) very loud, and so on; (5) Then, the Tempo marks: Allegro, the tempo is played quickly; Largo, the tempo is played slow; Ritardando, the tempo is played even slower (Kodijat-Marzoeki, 2004).
- d. Note Value: This is to find out the value of the note, which comprises: (\*) Whole note/full note 1 is worth four beats; (\*) Half note  $1/2$  is worth 2 beats; (\*) Eighth note  $1/8$  is worth  $1/2$  beat; (\*) Sixteenth note  $1/16$  is worth  $1/4$  beat; (\*) Thirty-second note  $1/32$  is worth  $1/8$  beat; (\*) Sixty-fourth note  $1/64$  is worth  $1/16$  beat (Prior & Edmund, 1996).
- e. Rest Value: Unplayed/silent notes. Note  $1/4$ : On the count of 4, there is a  $1/4$  rest, which means that on

the *fourth* count, the note is not played/is stopped or silenced (Prior & Edmund, 1996).

## 2. METHODS

This study was conducted to evaluate the education, methods, and evaluation at VDM Music Course in Surabaya using a qualitative approach, which is to explore the phenomena in natural situations in a research setting as they are, with existing procedures and existing situations regarding ongoing activities and processes (Bungin, 2010). To solve the issues found in the main activities, data are collected and interpreted.

Moleong (2017) stated that studies that aim to communicate or describe in figures and words, as opposed to numbers, are called qualitative descriptive studies.

A qualitative study on the education, methods, and evaluation at VDM Surabaya was formed as comprehensive and intact and cannot be separated from all the activities in the process. Through this qualitative approach, the author presents the education, methods, and evaluation at VDM Music Course, Surabaya. In this case, the data obtained are those from the field, which were then thoroughly described in terms of the education, methods, and evaluation of VDM Music Course Institution.

### 2.1 Research Location

The location of this study, which is the music course institution, is at Medokan Asri, Surabaya City, which will be described further below.

#### 2.1.1 VDM Music Course Institution

VDM Music Course Institution was established on June 20, 2005, by a delightful and accomplished woman in the field of vocals who has won various events throughout Indonesia. Her name is Kunasri, and she was born in Klaten on December 12, 1962. She is a mother of three children with a background in Fashion Design at IKIP Yogyakarta. Mrs Kun is highly competent in vocals and joins the Candra Kirana Choir group. Mrs Kun's many achievements include (1) First Consolation Prize Place of Seriosa in the Provincial Level of Central Java during high school, (2) First Consolation Prize Place of Pop Singer in the Provincial Level of Central Java, (3) First Place of Pop Singer in the Municipal Level of Semarang, (4) First Place of BRTV (TVRI Radio Star) in the Municipal Level of Semarang (5) First place of BRTV at the Provincial Level of Central Java, (6) Top 5 of National BRTV, (7) First place in Keroncong at the Provincial Level of East Java, (8) Second place of Pop Singer in the Municipal Level of Surabaya, (9) First place in BRTV in the Provincial Level of East Java.

VDM Music Course Institution is located at Medokan Asri, Surabaya. In the beginning, because of Mrs Kun's hobby, which is vocals, many wanted to follow in her footsteps. In the end, many of her neighbours wanted to be taught singing using proper techniques. As time passed, more and more people joined the vocal course until finally, Mrs Kun opened a new class. Eventually, the number of enthusiasts grew, so she finally opened a vocal course. She also opened other classes, including piano, keyboard, guitar, violin, and drum courses. As for tutors for each musical instrument, Mrs Kun employed those who at least have a bachelor's degree and are proficient in their fields. VDM Music Course Institution provides materials to the students

in each lesson for approximately 30 minutes on all musical instruments, except for the drum, which is approximately 45 minutes. VDM Music Course Institution also holds a level advancement exam, which is held every six months.

## 2.2 Data Source

In this study, the data were obtained from the informants. The data were also from other informants who had been previously selected. These data are related to VDM Music Course Institution regarding its education, methods, and evaluation

## 2.3 Data Collection Procedure

The author adopted data collection techniques following the planned objectives to obtain valid data in this study. Data collection must be sorted beforehand to obtain data that are as expected. What is essential for the author is that the methods are carried out objectively, regardless of the observer's intention (Arikunto, 2010). The author used data collection techniques: in-depth interviews, participant observation, and documentation studies (Bogdan & Biklen, 2004)

## 2.4 Data Analysis Techniques

The data analysis technique used in this study is descriptive (Miles et al., 2007), which comprises data reduction, data presentation, and conclusion. Data reduction is selecting the most critical data from all the data obtained, streamlining, simplifying, and abstracting.

# 3. RESULT & DISCUSSION

## 3.1 Discussion

The Process of Planning Preparation: Planning the lesson begins with preparing a calendar, in which the owner of VDM Music Course Institution formulates a plan for one year. The compilation of a calendar for the VDM Music Course Institution starts with a background with a vision of improving intelligence and providing student benefits. In preparing the calendar, there are some materials for the students to participate in concerts or performances held several times a year. All of these are to measure to what extent the students have obtained skills and knowledge. Student activities in VDM Music Course begin in January with competitions or demonstrations of the student's skills. Afterwards, in April, VDM Music Course Institution holds a Royal examination; all students must take this exam. Then, in May, VDM Music Course returns to showcase skills from all students. Usually, all students take part in the performance to reflect on how skilled the students are in playing music, and all instructors and parents see the students performing. In August, VDM again held the Royal exam.

The students will take a level advancement exam in this Royal exam. If a student turns out to have passed the exam, the student goes up a level.

Regarding education material, there will be some additions from the previous level. In October, VDM Music Course Institution again held a concert in which the students participated according to their respective fields. Meanwhile, VDM Music Course Institution closes the year with another concert again, named the year-end concert. In this concert, all students must demonstrate their abilities according to their expertise. In composing the plan

programmed for one year, everything must be regulated so that the education processes can produce proficient and competent students. This is in line with the interview with the owner of VDM Music Course Institution, Mrs Kun:

"I founded this music course in 2005, and that was my goal, and again because of requests from friends who wanted me to make a music course. In the end, a music course was formed that I wanted. It's just that, ma'am, I have to design a curriculum first so that my music course here can run well and is in control of producing proficient students. I designed the plan for the next year and compiled this VDM calendar in addition to studying music, concerts, competitions, and exams in one academic year."

In preparing the plan, the owner works closely with the secretary and the instructors. In this case, the instructors certainly know and understand more about the existing issues the students face. Forming a team that involves instructors aims to forge strong cooperation in organizing and improving VDM Music Course Institution, which focuses on music education activities. To design a calendar, the students' activities at VDM Music Course Institution are held in one academic year. According to the curriculum by VDM, the students have their classes starting from Monday to Sunday, from 10:00 to 19:00, as mentioned in the following interview:

"Education at the VDM Music Course Institution starts from Monday to Sunday. The time is from 10:00 to 19:00. However, the time/day depends on the student's agreement with the instructor in choosing the day and hour of the lesson. In this case, VDM provides the opening time and the closing time. So, here you go, ma'am, our place does not require studying that starts from Monday to Sunday continuously; instead, students can choose the day and hour that suits their preferred time".

VDM gives about 30 minutes for each material, except for drum lessons, which take more time of around 45 minutes. Various music courses are available at VDM: keyboard, vocal, violin, and guitar. With about 30 minutes and 45 minutes, the students must use their time as much as they can so that they can play musical instruments properly and proficiently, as stated in the interview:

"Every day, our students are taught for 30 minutes by playing a musical instrument that they have chosen for themselves, ma'am, except in learning drum courses, which takes more time than learning other musical instruments. Therefore, the students can explore deeper and be more proficient in playing musical instruments".

This description is the process of preparing an academic calendar plan and schedule for VDM Music Course Institution adjusted to the condition of the students, who are generally already students at formal educational institutions. However, remember that preparing the academic calendar plan and schedule at VDM is made to form a disciplined attitude between the instructors and the students



in music education activities, which still refer to their week-day activities. Even though the preparation of plans refers to the education system outside of this institution, especially for the case of students who are still studying, this must still be carried out carefully and exhaustively so that the limited time can be utilized as optimally as possible. Therefore, this institution can produce capable students in developing skills in the respective musical instruments.

### 3.1.1 Music Course Education

Organizing education at VDM Music Course Institution includes the organizational structure. For example, teaching drums at VDM Music Course Institution starts with Basic or the fundamentals of learning the music. Students who take this music course must first know about the lessons to be learned. If the students already have enough understanding, the next level is Intermediate. Intermediate is where the students receive more materials than the Basic level. Afterwards, there is Advanced education. The last one is Grade, which starts from Grade 1 to Grade 8. In Grade 8, the students have understood various materials and techniques from various musical performances.

#### For the Basic Education Materials (45 minutes)

- a. Recognizing musical notes (rhythmic)
- b. Recognizing time signatures
- c. Recognizing syncopation patterns
- d. Recognizing musical signs
- e. Reading rhythmically
- f. Reading rhythmically 1/16
- g. Fill-In

#### For the Intermediate Education Materials

- a. (Pop) in Drum: 45 minutes
- b. (Reggae) in Drum: 45 minutes
- c. (Swing) in Drum: 45 minutes

#### For the Intermediate Education Materials

- a. (Bossa nova) in Drum: 45 minutes
- b. (Rock) in Drum: 45 minutes

Furthermore, after all the lessons in the music course have been completed, the students will start studying in Grade 1, progressing to Grades 2, 3, 4, and so on until they reach Grade 8. In Grade 8, the students would have become proficient in playing their respective musical instruments with any genre, up to the point where they can play along to some of the existing songs.

The person in charge of planning at this music course institution is Ms Adisty. However, its implementation in classes becomes the responsibility of the respective instructors.

The following is the interview result with Mrs. Kun the owner of VDM Music Course Institution:

“Here’s the thing, ma’am..., I arranged and designed all of this (lesson plans), but Ms. Adisty held the responsibility. In their implementation, the instructors are responsible for implementing or elaborating the plans in the form of learning materials”.

Every time the students begin their class at VDM, they start by playing their musical instrument using last week’s material until they can play it fluently. If they can do better than

last week, the instructor will provide new material. This is the case every time the class is held because VDM is a non-formal institution in which education emphasizes practical lessons and is undoubtedly different from formal schools. The final assignment for the students in order to advance to a higher level is through a practical exam, as explained by Mrs Adisty in the following interview results:

“The matter is, ma’am, organizing the curriculum is our responsibility. In developing our curriculum, we focus on three systematic steps. The first is Basic. Here, we provide materials on the introduction to music as well as a variety of musical instruments. After that, we go to Intermediate, where we give materials to the students while they continue playing the musical instruments and learn the techniques for playing them. Lastly, the third is Advance, where the objective of the materials is so that the students can play their instruments with prowess and perfection”.

### 3.1.2 The Instructor’s Job and Role Description

For the distribution of tasks in the lessons, the management of VDM divides tasks for each instructor according to their expertise. For example, a drum instructor carries out the task of teaching materials regarding drums according to the levels of material that have been previously designed. The same goes for the other instructors at the VDM Music Course Institution.

### 3.1.3 The Method Used

In an interview conducted with Ms Adisty, the following were mentioned:

“The method used in the lessons at VDM Music Course Institution is the drill method. The drill method is a way of teaching where the students carry out training activities or skills repeatedly. The drill method is a suitable method for learning in this place, where the students carry out training/practice activities to have good skills later on. Learning using the drill method greatly supports the students’ skills, but in providing the lessons, they must be kept interesting so that the students do not feel bored. The instructors have to be patient, allowing the students to practice happily without causing boredom, resulting in reliable students playing their musical instruments”.

### 3.1.4 Evaluation in Education

At the music course institute, the implementation of education includes an evaluation, which is also adjusted to the changing times, especially considering the development of music in Indonesia. In VDM Music Course Institution, evaluating the required education takes approximately every six months. This evaluation is highly necessary and is implemented so that the students can benefit from the materials formulated by VDM that are in line with the ongoing development of music in Indonesia. In an interview with the owner of the VDM Music Course Institution, the result is as follows:

"In implementing the education system applied here, we divide it into three steps: the Basic level, which takes three to six months to master basic musical instruments. Then, there is the Intermediate level, for approximately four to six months. After everything goes well, then the level increases to the Advanced level. Between the levels that the students go through, there is an evaluation. Moreover, of course, every evaluation we hold is in practice, not theory".

At this point, the activeness of learners during the discussion in the ODFs was effective in helping them with their understanding. However, again, the learner who was not active in the ODFs will slightly get nothing from the feedback and comment posted in the forum.

### 3.2 Result

The findings of this study, respectively, are (1) Education at the music course institution, (2) Methods at the music course institution, and (3) Evaluation at the music course institutions.

#### 3.2.1 Music Course Institution

A written lesson plan is then prepared to expedite the process of learning. Suppose it is associated with a music course institution. In that case, it can be defined as all actions of selecting and establishing the main goals for the founding of a music course institution that include various strategies, methods, as well as evaluations to achieve success in terms of providing education at the music course institution. Thus, it is necessary to plan and formulate education appropriately so that the lessons at this music course institution can be carried out based on the ideas and aspirations mapped out at the beginning of the establishment of a music course institution. As a result, they can produce graduates with high expertise in the professional field of music. Planning education at a music course institution necessitates selecting several strategic steps to ensure the success of the music course education. Preparing a calendar is done every year, comprising learning schedules and strategic plans in their implementation. Therefore, for a music course institution to succeed, it is necessary to have a well-organized planning step.

#### 3.2.2 The Process of Preparing Lesson Plans

One of the factors for the success of music course institutions is their ability to develop lesson plans to be delivered to their students. For example, they prepare an agenda for each academic year, with methods and evaluation of the final learning objectives. Compiling it undoubtedly must begin with determining visions and missions following the ongoing development of music in Indonesia. In this process, the people in charge of the music course institution collaborate with or involve instructors teaching there. This is so that the prepared lesson plans can be carried out correctly and applied by the instructors in the learning processes. Instructors work together and share their knowledge in designing and preparing lesson plans. While designing them, groups are formed based on skill and professionalism in the field or the respective musical instruments. For example, an instructor who masters drums will be grouped in preparing a drum learning plan. Thus, the designing process em-

bodies integration and can run according to what has been planned and the predetermined method.

An educational institution must provide a suitable and conducive environment for students to have the opportunity to learn (Hamalik, 2006). The main factor of educational success in music courses is the way of implementing lesson plans and improvements in teaching. Lessons begin with the introduction of musical or rhythmic notes, which includes students who still need to understand fully and are introduced to punctuation or composition, reading rhythmically, and fill-in. After every process has been carried out well, they may continue to a higher level with performance techniques such as playing pop, reggae, bossa nova, and rock. Finally, different lessons start from Grade 1 to Grade 8. In compiling and designing, each music course institution needs to allocate strategic steps that may become a regular learning flow and are easy for each instructor to implement.

The preparation begins with Introduction/Basic (introduction to musical instruments and musical notes or rhythms). The introduction is the first step that is of great concern to the instructors because the possible success of the students is determined at this initial step. Everything must be robust for this foundation so the subsequent steps can go smoothly. The second step is Intermediate/Preparatory, which provides materials and various musical performance techniques. Here, an instructor must thoroughly understand the various methods used. Then, the third step is Advanced/Preliminary, where, in this step, the students are considered to have mastered their respective musical instruments, i.e., knowing how to play them perfectly, both playing the instrument itself and the ability to read musical notes. This step has high significance and must be shown by the instructor in conveying musical notes material.

After completing all of these stages, students can proceed to the next step, called Grades, meaning that students are considered proficient and able to play musical instruments of various genres and types of music to the point where they can play along to songs. For Grades, several levels are contained, which go from Grade 1 to Grade 8. Should all of these Grades have been carried out in succession according to the curriculum design, one can expect graduates who are both professional and proficient in music. At this music course institution, a working mechanism for its implementation requires a process so everything goes according to plan. In education, the students come and, before starting their lesson, will be tested using last week's material to see whether or not they can play it well. If they can, then the instructor can carry out further lessons with new material. The purpose of all this is to ensure that the students do well. This is because education in this music course institution emphasizes practice, meaning that the students must genuinely be able to master the learning materials provided by the instructor.

The students undertake this when participating in the music lessons every class, designed for each subject material. In practice, this music course institution stresses practice instead of theory because it aims to shape students to have the necessary skills to play their desired musical instruments. More specifically, this music course institution aims to ensure competent graduates who can, without a doubt, produce works with arrangements that are appealing to the public. When carrying out lessons, each music

course institution has its advantages and disadvantages, as music course institutions are non-formal institutions engaging in music.

### 3.2.3 The Method Used

The method applied to the music course institutions is the drill method because the learning system is in the form of practice, where the lessons require a level of seriousness in practice, not in theory. This is because the lessons aim to learn the necessary skills for mastering musical instruments. This method is also called training to practice proficiency, skills, and agility concerning a form of science. In the drill method, repeated, continuous actions are carried out to strengthen or perfect a specific skill to a much higher level.

### 3.2.4 Evaluation

In music course education, evaluation remains necessary, which is adapted to the current development of music, especially in Indonesia. Evaluation is crucial to identify to what extent the students can keep up with the lessons that are taking place. The lessons that have been done can be evaluated Amri (2013) so that the students can reflect on whether or not they can advance to the next level. Implementing an education system at a music course institution also requires evaluation. The evaluation system designed in this music course institution is held every six months. This evaluation needs to be carried out to evaluate to what extent the materials provided to the students can be understood. Hamalik (2006), an evaluation is a process of making judgments based on a predetermined set of agreed and accountable decision-making criteria.

The functions of an evaluation are (1) Educational, to find out the effectiveness and success in achieving the goals of education and training, (2) Instructional, to find out the utilization and implementation level to carry out learning and teaching processes, (3) Diagnostic, to obtain inward information (Asrul et al., 2015).

## 4. CONCLUSION

Styles in learning can determine student achievement. This can be provided using numerous strategies, which naturally are adapted to the student's learning styles. Therefore, all of these students can improve as expected and grow to become more capable (Hamalik, 2006). Every individual has a learning style that is different from one to another. This means each student also has a different learning style from every other student. In preparing lessons at the music course institute, the emphasis is placed on practical learning rather than theory. Regarding planning preparation, the academic calendar and schedules for the music course institution are designed for one academic year. Preparing the academic calendar and schedule plans is done by making effective days and holiday lesson days.

The implementation targets the students' understanding of musical instruments and music and various musical performances. The preparation of implementation plans is made to hone the students' capacity to familiarize their respective musical instruments, which are always learned in every class. The evaluation by VDM Music Course Institution is carried out every semester with practical and theoretical exams that involve reading musical and rhythmic

notes. The method used at VDM Music Course Institution focuses on practical learning, using the drilling technique, i.e., learning by repeating one material. The use of this method in learning musical instruments addresses practical education for mastering musical instruments and performances. Furthermore, evaluations are carried out to determine the students' depth and level of mastery concerning their musical instruments and the variety of music learned during the lessons.

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