



Guitar Training in Character Building Efforts to Improve Student Creativity at Paranada Music House

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Abstrak

This study aims to analyze the impact of guitar training on character building and its contribution to improving students' creativity at Paranada Music House. This study is a qualitative study, using several approaches, namely sociology with Robert Hinkle's Action Theory to analyze social dynamics and interactions during training sessions, and Arthur Combs' Humanistic Theory to analyze the intrinsic meaning and personal significance of training for students. These theories become the scalpel in this study. The results show that structured guitar training at Paranada Music House significantly contributes to character development and increased creativity in students. The sociological approach reveals how group interactions and relationships between instructors and students create a supportive learning environment, while the humanistic perspective highlights the personal growth and self-actualization experienced by students. In conclusion, guitar training at Paranada Music House not only improves musical skills but also plays a vital role in the holistic development of students, preparing them for future creative endeavors.

Keywords : Guitar Training, Character Building, Student Creativity

Abstrak

Penelitian ini bertujuan untuk menganalisis dampak pelatihan gitar terhadap pembentukan karakter dan kontribusinya dalam meningkatkan kreativitas siswa di Paranada Music House. Penelitian ini merupakan penelitian kualitatif, menggunakan beberapa pendekatan yaitu sosiologi dengan Teori Aksi Robert Hinkle untuk menganalisis dinamika sosial dan interaksi selama sesi pelatihan, serta Teori Humanistik Arthur Combs untuk menganalisis makna intrinsik dan signifikansi pribadi dari pelatihan bagi para siswa. Teori-teori tersebut menjadi pisau bedah dalam penelitian ini. Hasil penelitian menunjukkan bahwa pelatihan gitar yang terstruktur di Paranada Music House secara signifikan berkontribusi terhadap pengembangan karakter dan peningkatan kreativitas siswa. Pendekatan sosiologis mengungkap bagaimana interaksi kelompok dan hubungan antara instruktur dan siswa menciptakan lingkungan belajar yang mendukung, sementara perspektif humanistik menyoroti pertumbuhan pribadi dan aktualisasi diri yang dialami oleh para siswa. Kesimpulannya, pelatihan gitar di Paranada Music House tidak hanya meningkatkan keterampilan musikal tetapi juga memainkan peran penting dalam pengembangan holistik siswa, mempersiapkan mereka untuk upaya kreatif di masa depan.

Kata kunci: Pelatihan Gitar, Pembentukan Karakter, Kreativitas Siswa

INTRODUCTION

Music training, especially guitar, has great potential in shaping character and enhancing students' creativity (Syamsul & Vivi, 2023). Paranada Music House in Cirebon, a small city in the eastern part of West Java Province, is one of the institutions that focuses on developing students' musical skills with a holistic approach. This study aims to analyze the impact of guitar training on character building and enhancing students' creativity at Paranada Music House.

The urgency of this research is based on the fact that the active and continuous involvement of course participants at Paranada Music House not only affects the quality of training but also influences people's choices in choosing music course institutions. In the context of music training, this skill is considered something that must be studied in depth (Utomo & Haryono, 2019). The Action Theory put forward by Robert Hinkle provides the view that human action arises from self-awareness as a subject and external influences as objects (Ritzer, 1992, p. 53). In the context of guitar training, trainers act to meet certain goals using various appropriate techniques and methods (Ritzer, 1992, p. 54). The interaction between trainers and course participants in guitar training becomes very important, where trainers play a key role in guiding course participants towards achieving training goals (Sun et al., 2024).

In addition, humanistic psychology pioneered by Arthur Combs highlights the importance of giving meaning to the training experiences of course participants (Hardiman, 2021, p. 9). Humanistic psychology focuses on how individuals are influenced by and directed by the personal goals they associate with their own experiences (Sangster, 2021). This approach emphasizes that course materials should be structured and presented with attention to the feelings and interests of course participants (Dalyono, 2015, p. 43). Arthur Combs also emphasizes the importance of course participants feeling valued, supported, and understood in the training process (Utami, 2020).

Paranada Music House, a music course institution in Cirebon, offers guitar training that is very interesting to study. Trainers at Paranada Music House not only teach technical skills but

also help course participants find the essence of the music they are learning, with relevant training strategies. This study is different from previous studies by emphasizing more on the aspects of character formation and increasing creativity through guitar training.

Previous research by Kurtuldu (2019) showed that a combination of staff notation and tablature is more effective in guitar training. However, this study will further explore the "G Note" notation approach as an alternative guitar training strategy at Paranada Music House. "G Note" notation offers a more adaptive and responsive visual symbol to the needs of course participants, allowing for a better understanding of musical structure and guitar playing techniques.

Gap analysis shows that this study is different from previous studies that focus more on the use of staff notation and tablature. This study will explore the effectiveness of "G Note" notation in guitar training at Paranada Music House, which has not been widely studied before.

This study aims to support and develop previous studies by evaluating new approaches that are more effective in teaching guitar playing skills. Thus, this study is expected to provide significant contributions in the development of guitar training methods that are more adaptive and in accordance with the unique needs of each course participant at Paranada Music House, Cirebon.

METHODS

This research is a qualitative research, which according to (Hasanah, 2017) uses inductive thinking, starting from specific things or empirical facts to general things. The object of this research is Paranada Music House in Cirebon, focusing on the impact of guitar training on character building and increasing student creativity. A sociological approach is used to analyze the social dynamics and interactions between trainers and course participants using Robert Hinkle's Action Theory. In addition, a humanistic approach based on Arthur Combs' theory is applied to highlight the importance of giving meaning to the training experience of course participants. Data collection was carried out through observation, in-depth interviews, and document studies (Sugiyono, 2016, pp. 226–249).

Observations were made during guitar training sessions to understand the interactions and group dynamics that occurred. In-depth interviews were conducted with trainers and course participants to gain their perspectives on guitar training, character building, and increasing creativity. Document studies were conducted on relevant training materials and evaluation records. The validity of the data was checked through triangulation, comparing data from various sources to ensure consistency and validity. The collected data was analyzed thematically using coding techniques, where key themes were identified and interpreted to draw conclusions about the impact of guitar training at Paranada Music House.

RESULTS AND DISCUSSION

Overview of Paranada Music House

Based on documents obtained on March 14, 2023, Paranada Music House is located at Jalan Sukasari No. 28B, Supura Village, Kejaksaan District, Cirebon City, with geographical coordinates of 6.709409 Longitude and 108.551881 Latitude. It is located east of SMPN 5 Cirebon City. Paranada Music House was founded in March 2015 by Lutfi Nugraha S. Pd, a music arts teacher at SMP Negeri 5 Cirebon. Lutfi previously joined several music schools, such as Bina Vokalia and Elfa Music School Bandung as a trainer. However, he felt that the conventional system used by the music school, where students were forced to read musical notes or follow the curriculum set by the institution, was not appropriate. Therefore, Lutfi founded this institution to accommodate children's desires in the music learning process.

Training Activities at Paranada Music Course In this training, it is divided into several activities, namely preliminary activities, core activities, and closing activities. The description of these activities is as follows. **Trainers Provide Materials That Suit Students**

Trainers at Paranada Music House adjust the training materials based on the individual needs and interests of each student. The main purpose of this adjustment is to maintain student interest and motivation, so that they feel happy, not bored, and are able to understand the material being taught. Based on the results of an interview on September 28 with Lutfi Nugraha, the owner and trainer at Paranada Music House, Lutfi explained that "Our vision is to create a musical generation in children. With the development of

the times and unlimited technology, their culture and intelligence are changing, and we want to restore a sensitive, sensitive, and imaginative musical soul in them." This shows that adjusting training materials is part of the vision to develop children's potential so that they excel and are competitive.

The process of adjusting the material begins with an initial evaluation of the student's abilities. The trainer assesses the abilities of each new student in a more subjective and personal way. Lutfi explained, "Art is actually something that cannot be assessed objectively. Children's abilities also vary, and their desire to take lessons alone shows that their level is good." The assessment categories used are good, very good, and excellent, with the final stage being fingerstyle for junior high school students. This approach helps the trainer to adjust the material provided to suit the skill level and interests of the students, ensuring that each student gets a personal and satisfying learning experience.

Gambar 1. Trainers Provide Materials That Suit Students



The adjustment of training materials also has a positive impact on student retention. By ensuring that the materials provided are relevant and interesting, students feel more motivated and are more likely to extend their course duration. "By providing materials that match the interests and needs of students, we hope that they will not only feel happy and not bored, but also be able to understand the material being taught," Lutfi added. This not only improves students' musical skills but also plays a vital role in their holistic development, preparing them for future creative endeavors.

How Trainers Deliver Materials

Trainers at Paranada Music House use various techniques to deliver materials to ensure that students can understand and apply the

concepts taught. These techniques include live demonstrations, the use of easy-to-understand analogies, and providing practical examples that are relevant to students' daily lives. This method helps students relate theory to practice, making it easier for them to learn. "The special method emphasizes that children not only have to read the notes and we are silent, but we have to say what to press, the beats are like this, then we are given slides, given slurs," explained Lutfi Nugraha, a trainer at Paranada Music House. Thus, this approach ensures that students understand musical notation better and can apply it effectively.

In addition, the trainer also pays special attention to each student during the learning process. Lutfi added, "More emphasis on the contents of the notation is more notated." This means that the trainer not only teaches students to read sheet music, but also pays attention to the details of each notation taught. This approach includes giving special notes on each part of the notation, explaining in detail how to play each note correctly, and ensuring that students understand the basic concepts behind the notation. This helps students to be more focused and relaxed when playing the guitar, as Lutfi said, "Then there is also like my reflex as a trainer to say, for example, Zalfa should not read too many notes, he must focus and relax."

This interactive and detailed delivery technique not only helps students understand concepts in depth but also enhances their practical skills. By using a variety of methods and paying attention to each student's individual needs, the trainers at Paranada Music House create a dynamic and supportive learning environment. "This way, students can more easily relate theory to practice, making the learning process more effective and enjoyable," said Lutfi. This holistic approach ensures that students not only master technical skills but also develop a broader understanding of music, preparing them for future creative endeavors.

Gambar 2. Trainer Delivers Material



Assessment and Evaluation by Trainers

Assessments and evaluations are conducted periodically to measure students' progress at Paranada Music House. These evaluations cover various aspects such as assessment of guitar playing techniques, understanding of music theory, and improvisation skills. Each practice session ends with a detailed evaluation, where the trainer observes the students' performance and notes areas that need improvement. "For evaluation, because Paranada has not implemented a grade-up system. So every piece they play, it will be played again after practice and videoed and then uploaded to Paranada Music House's Instagram," explained Lutfi Nugraha, the main trainer at Paranada Music House. This method not only helps in measuring technical progress but also increases students' self-confidence.

This evaluation process also includes emotional and psychological aspects, where students are trained to overcome shyness and lack of confidence. "What is the value? First, they will be trained to control their emotions or shyness, lack of confidence to become confident," added Lutfi. One real example is a student named Fasha, who usually plays well during private practice but feels nervous when there is an audience. By recording videos of practice and uploading them to social media, Fasha and other students are encouraged to perform in front of a wider audience. This helps them learn how to manage pressure and improve their performance skills.

Gambar 3. The trainer gives an evaluation

In addition, the use of social media as an evaluation platform provides valuable feedback



from the audience. "From the social media content, it is expected that there will be feedback from the audience or the general public who watch the video. Whether it will be positive or negative or whatever, what is important is that there is feedback for the good of the course participants," said Lutfi. Comments and criticism

from the audience provide an external perspective that helps students understand how their performance is generally received. This is important evaluation material for trainers to develop better learning plans and help students overcome their weaknesses and improve their overall abilities.



Gambar 4. Screenshot of the course participant video on Paranada Music House Instagram

CONCLUSION

This study revealed that guitar training at Paranada Music House has a significant impact not only on improving students' musical skills but also on developing their character and creativity. The holistic training method, including adjusting materials based on students' individual interests and needs, using varied and relevant material delivery techniques, and systematic and ongoing assessment and evaluation, creates a supportive learning environment. Evaluations conducted through social media provide students with the opportunity to manage stress and receive feedback from a wider audience, which contributes to improving their confidence and performance. Overall, guitar training at Paranada Music House focuses not only on the technical aspects of playing music but also plays an important role in the holistic development of students. With a vision to create a generation of children with musical souls and a mission to develop students' potential to excel and be competitive, training at Paranada Music House prepares students for various creative endeavors in the future. This inclusive and adaptive approach ensures that each student gets a meaningful and ongoing learning experience, thus equipping them with strong skills and character to face various challenges in their future lives.

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