

The Impact of Social Media in Piano Practice Online Learning in the Covid-19 Pandemic Period

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ABSTRACT: This article was intended to examine and describe the design of practical online learning in the arts by utilizing social media as a platform to enforce lecturing activities during the covid-19 pandemic, as well as the impact of the use of social media. The data was collected through focus group discussion, observations, interviews and documentation. The subjects involved in this research were 10 students who took major piano instruments in the Music Education Study Program at Lampung University. This research used qualitative methods, by analyzing interactive data. The results of the data analysis showed that the use of social media in piano online learning was able to increase student motivation through competitive strategies. The learning design by utilizing social media can be used as one of the strategies to overcome the lack of student learning motivation in practical learning in the arts during the covid-19 pandemic.

Keywords: social media, piano practice online learning, covid-19 pandemic.

1. INTRODUCTION

1.1 Background of the Study

The Covid-19 pandemic has had a considerable impact on the education sector in Indonesia. The implementation of educational activities in Indonesia must be carried out online form at all levels of education units, including at the University level. Various forms of distance learning or online learning are increasingly being developed in order to provide the best quality of education for all the students. However, not all learning activities can be easily carried out online, one of the learning activities that is noat easy to do online is is practical learning activities. Practical learning activities require a greater portion of social interaction between the teacher and the students.

Social interaction is one of the important factors that can have a positive influence in achieving optimal learning outcomes. The results of the research on the impact of social interaction in a learning process state that the interactions that exist between students with each other in the learning process are able to achieve optimal learning success (Hurst, Wallcae, & Nixon, 2013: 390). Social interaction in the classroom is one of the most influential factors in achieving learning outcomes. However, in the implementation of distance learning, social interaction in the learning process

has undergone a change in form into a virtual interaction or interaction without meeting face to face. This situation can have an influence on the achievement of learning outcomes.

Practical learning is one of the difficulties experienced by the teachers/ lecturers, especially in performing arts education at the University level. Based on the results of observations, the level of realization of practical learning in the Music Education study program at the University of Lampung was only 24.5%. One of the inhibiting factors for practical learning activities is the low of student's learning motivation in practical lectures. Furthermore, based on the results of interviews with students, it was found that the students' low learning motivation was due to practical learning activities not being carried out face-to-face. Students need direct social interaction to generate enthusaism and motivation to learn in practical lectures.

Learning motivation is an important factor in achieving optimal learning outcomes for learners. In general, motivation can be defined as something that encourages someone to do something. Spector & Park (2018: 11) said "motivation is a theoretical construct used to explain or provide reasons for what someone does, wants to do, or needs to do. A motive is what encourages someone to do something or act in a certain way ". Thus, achieving optimal learning

outcomes really depends on the learning motivation that appears in each student.

Online learning during the Covid-19 pandemic requires a learning strategy to create a learning atmosphere that can stimulate student enthusiasm and motivation to learn. Online learning using social media is an alternative strategy to create this learning atmosphere. One type of social media that can be used to encourage students' enthusiasm and motivation to learn is Instagram social media.

Based on observations, Instagram is a social media that has a function as a medium for sharing photos and videos, and can be watched by many people. In addition, Instagram is one of the media to show the existence of an individual towards their environment. The "like" feature on Instagram is one of the media for an individual to show his existence in the form of photos and videos uploaded on each Instagram account. In this case, there is a tendency for the attitude of searching for "likes" by the Instagram users to get attention from their environment (Esa & Ardi, 2018: 145). The search for "likes" for Instagram users is an effort to show their existences.

The tendency of Instagram users to search for likes can be adapted into the practical learning process in lectures. The strategy used is the method of competition between students which is carried out through Instagram media. This form of competition is to compare the number of "likes" on practice videos uploaded by students on their Instagram accounts. The initial assumption in this study is, with the competition that is built, students will have a tendency to actualize themselves through the video. It will have an impact on increasing self-confidence, and being motivated continuously.

Based on this explanation, a study of the impact of social media (Instagram) is needed in practical lectures. The results of the study will describe the impact of using social media in the practical learning process. The lecture activity that is used as the object of research is the piano practice lecture. The formulation of the problem in this study is how the impact of the use of social media in learning piano practice, and how the impact of competition strategies in encouraging student's enthusiasm and motivation.

1.2 Problem Statement

Instagram is a social media that is used by an individual to show his existence in the form of self-actualization. Thus, someone will be motivated to create content that can attract the attention of the audience. Online piano practice learning by utilizing the Instagram platform is an alternative to encourage learning motivation. This study will examine the impact of social media in online piano practice learning.

1.3 Purpose of the Study

The purpose of this study was to determine the impact of using social media in piano practice online learning. More deeply, it will study how the motivation to learn in students through learning with social media.

1.4 Research Question

The main question in this research is how the impact of social media piano practice online learning. The social media platform is focused on Instagram social media.

1.5 Significance of the Study

An understanding of the impact of social media in piano practice online learning will provide benefits for students and lecturers/ teachers in carrying out practical learning activities online. The results of this study can be a new reference and teaching strategy for lecturers/ teachers to always optimize learning outcomes in the art practice during the Covid-19 pandemic.

2. REVIEW OF THE RELATED LITERATURE

2.1 Social Media

The term of social media can be defined as a term used to describe the interaction between groups or individuals in which they produce, share, and sometimes exchange ideas, images, videos and many more over the internet and in virtual communities (Akram & Kumar, 2017: 347). Through social media, someone can connect with each other without having to meet face to face, because of the internet connection. A person can show whatever he does and can be known by others without having to meet face to face.

There are various forms of social media platforms that are increasingly developing and showing their existence by offering a variety of features that aim to provide space for online user interaction. Some of the media platforms most used by people around the world are facebook, twitter, google +, youtube, instagram, snapchat, and whatsapp (Akram & Kumar, 2017: 349).

The use of social media among students is oriented towards the use of social media as a support in academic activities. A study shows that facebook, whatsapp, youtube, and wikipedia are the social media platforms most often used by students to support their academic activities (Boateng & Amankwaa, 2016: 6). Some of the positive impacts of using social media in education are: 1) Socializing; 2) Sharing knowledge; 3) Updating oneself; 4) Learning from various sources, 5) Being

prepared; and 6) Sharing what they feel or think (Akram & Kumar, 2017: 350). Thus, it can be interpreted that the use of social media in education will be able to have a positive impact on the development of student learning outcomes.

Social media is also a place for individual expression, in order to get respect from the surrounding environment. It increases the individual's self-esteem and confidence in the environment. Instagram is also a social media that is widely used to show the existence of its users in order to get attention from their environment. Liu & Suh (2017: 12) use the term self branding as a form of self-promotion of an individual (beauty blogger) to build external relationships. With the hashtag, mention, and people function tags, an Instagram user will find it easier to promote himself and build a self-image towards the environment or the wider community.

2.2 Piano Practice Online Learning

Piano learning is practical learning that aims to acquire piano playing skills. These piano playing skills can be achieved well through a number of practices, such as warm-up exercises, technical work and studies. Practice activities are carried out in various ways including practicing at a slow tempo, gradually increasing the speed, using the metronome, silent practice (away from the instrument), clapping rhythm, identifying trouble spots and analyzing the music (Barry, 1992; Pace, 1992.) (in Zhukov, 2009: 6). Thus, piano playing skills are greatly influenced by the effort made by a learner in achieving these goals. In addition, learning motivation is also very influential in achieving optimal skill levels (Zhukov, 2009: 8).

The achievement of piano playing skills is greatly influenced by the learning method used. Barsamyian (2019: 460) said "To benefit students, a piano method should help the student gain technical skills". These technical skills can only be achieved if the learners do the exercises continuously. Therefore, a piano teacher should frequently remind their students that new movement patterns can only be developed by repetitive work and exercise, and ultimately achieve a fast and correct style of performance. Students should be instructed to do warm-ups and soften their rigid arm muscles before studying Barsamyian (2019: 463). Thus, it can be concluded that an important component in learning piano practice is continuous practice in order to achieve optimal skills.

Online piano practice is a practical activity that is carried out face to face. This fits the definition of online learning. Online learning is a learning activity carried out without face to face learning (no face to face learning). All learning activities are carried out with the help of an internet connection (Dabbagh,

Marra, & Howland, 2018: 1). The most important task in online learning is how teachers can design a meaningful online learning process, by paying attention to several components such as instructional strategies, learning activities, and technology that can support achieving meaningful learning (Dabbagh, Marra, & Howland, 2018: 2). Thus, online piano practice activities require a specific strategy so that skill achievement can be achieved optimally. This is because playing piano skills can only be achieved by a continuous and repetitive practice process, whereas online learning is carried out without face to face.

All online learning activities are carried out using the internet network, therefore online learning is closely related to the use of media and technology. One technology that is widely used to carry out online learning is mobile technology with the use of a smartphone. There are many ways that smartphone can be integrated into formal classes, that are: 1) access information from the internet; 2) communicate with classmates or teachers; 3) record or take notes; 4) learn about assignments or activities; 5) create or share documents or media; 6) take photos or videos for class assignments; and coordinate schedule or activities (Kolb 2008, in Moor & Kearsley, 2011: 86). Thus, online learning using smartphones is one way to build communication between lecturers and students in the learning process. However, the most important thing that is the responsibility of a lecturer is to foster student learning motivation, when the piano practice lecture process is carried out online with the help of mobile technology or smartphones.

2.3 Concept of Learning Motivation

Motivation is the most influential thing in achieving optimal learning outcomes. Motivation is an active energy that causes a change in a person's self, which can be seen in psychological symptoms, feelings, and emotions that encourage individuals to act or do something because of their goals, needs or desires that must be satisfied (Majid, 2014-309). In the learning process, motivation implies a learning drive to achieve learning goals and obtain optimal learning outcomes. Therefore, learning outcomes will be greatly influenced by motivation in students.

Motivation has a positive relationship with student achievement. The greater the motivation to learn, the better the learning achievement. In addition, motivation is built and developed in the lecture, the competence of lecturers, student interest; learning environments also have a close relationship in maximizing student achievement (Riswanto & Aryani, 2017: 46). Therefore, learning motivation is not only built by students, but also because of the role of lecturers as an influential component in creating a learning environment. The required

learning environment is a learning environment that is able to generate learning motivation in order to achieve optimal learning outcomes.

Motivation can be divided into 2 types, that are intrinsic and extrinsic motivation. Intrinsic motivation is a form of encouragement that arises because of an interest or pleasure in a person, and there is no outside influence. Someone wants to do something or get something based on encouragement from him/herself. Meanwhile, what is meant by extrinsic motivation is a form of motivation that is triggered by external encouragement. In the form of extrinsic motivation, someone wants to do something or get something on the encouragement of his/her environment, such as want to get praise, gifts, or awards. The form of competition is also one of the extrinsic motivations, where someone does something to get winning and public reputation (Tohidi & Jabbari, 2012: 821).

In education, both types of intrinsic and extrinsic motivation have an influence on a learner. Students will be motivated to achieve optimal learning outcomes if they get encouragement from themselves or factors outside of themselves. For example, students who like the art of music will actively practice to achieve satisfaction in themselves. In terms of extrinsic motivation, these students will actively practice music to get awards or praise from others.

Based on this explanation, there are strategies that can be used to control a person's motivation. These strategies include applying a form of appreciation, advice, competition, or praise for their performance (Tohidi & Jabbari, 2012: 822). In teaching, this method can be used as a strategy to foster learning motivation for students. For example, the teacher can create a competition and reward the achievement of student learning outcomes. Thus, students will be motivated to carry out good learning activities in order to get an award as a reward for achieving optimal learning outcomes.

3. METHODOLOGY

3.1 Research Methods

This study used qualitative research methods. Qualitative research aims to investigate an issue or phenomenon and analyze it using a narrative approach (Creswell, 2014: 28). This method is used to determine the mindset and views of research subjects on the research focus. In obtaining data, it was done by means of interviews to collect stories from individuals in natural conditions. With qualitative methods, data can be obtained that are actually based on the mindset and views of the research subject.

3.2 Research subject

The subjects in this study were 10 students who took the Major Piano I and III in the Music Education Study Program, University of Lampung. Subjects consisted of 5 male students and 5 female students. All research subjects followed the Major Piano Instrument course online.

3.3 Data collection technique

The data collection techniques in this study were: 1) interviews with research subjects to gather information related to the implementation of online piano practice learning, and the impact of using social media in fostering learning motivation; 2) observation of the implementation of online learning activities through social media; 3) documentation, to collect piano practice videos on social media for later analysis; and 4) focus group discussion with students to equate perceptions and confirm the validity of data related to the research focus.

3.4 Data analysis technique

The data analysis technique used in this research is interactive data analysis techniques, which include: 1) data reduction to sort out the data according to the research focus; 2) Presentation of data (data display) to present data that has been reduced; and 3) Drawing conclusions / verification (conclusion drawing / verifying) (Emzir, 2012: 134). In qualitative research, data is analyzed using a narrative approach to describe the stories collected from individuals / research subjects (Cresswell, 2014: 28).

4. RESULT AND FINDINGS

This chapter will discuss the results of the data that have been obtained in the research process by referring to the research question. The research question is how the impact of using social media in learning piano practice. Social media Instagram is a platform used in learning piano practice in this study. The use of Instagram as an online learning platform is based on a survey conducted on students, that almost all students have an Instagram account and actively access social media. The research results obtained are based on observation, interviews, documentation, and focus group discussions which can be described in the following points.

4.1 The Function of Social Media (Instagram) as a Media Presentation

Piano practical learning is a learning process whose output is the playing skills of a piano learner by means of presentation. The materials played by a

piano learner include scale techniques, etude, songs, and other compositions such as sonatina / sonata. The results of learning these materials are then presented either in the form of small shows or big shows. In this case, the presentation process requires 3 important components, that are players, audience, and observers as evaluators.

Instagram as a social media platform is a medium that can be used to present students' skills in playing the piano. Based on observations, the use of Instagram is able to present audiences in the form of long distances. The presentation is done by uploading the results of piano playing skills and watched by all Instagram users. In addition, the audience can also respond directly to the players in the video, by responding to likes or comments. In this case, the interaction / communication process between the audience and the player can be established.

The use of social media Instagram can overcome the limitations of a piano player's appearance during the Covid-19 pandemic. Social distancing is one of the factors that requires the performance process to be carried out online. However, using Instagram as a platform for the presentation of works has a very positive impact. The impact of using Instagram as a presentation medium is the motivation that appears in students. With Instagram presentations, students are increasingly motivated to show their abilities to other Instagram users.

4.2 The Social Impact of Using Instagram in Piano Presentations

In the online learning process, the use of social media is able to overcome the weakness of motivation in practical learning. When compared to theoretical learning, practical learning requires greater effort. Practical learning requires more interaction between teachers and students. Based on the results of interviews obtained from research subjects, it was stated that online practical learning made it difficult for them to carry out the training process because there was no direct coaching with the lecturer. This has an impact on students' low learning motivation.

Instagram is a social media that has many functions, one of which is as a media for sharing videos. This feature is used to present students' work in the form of well-prepared piano playing skills. In the shared video, there are features like and the number of viewers. The like feature serves to give appreciation from a user to the video being watched, while the viewer feature functions to provide information about how many users have watched the video. In the piano learning process, these two features can be used as a strategy to optimize student motivation.

Based on the research results, the form of strategy used is by applying the competition method. Competition can be interpreted as a form of competition between individuals to achieve a common goal. In this case, the number of viewers and likes is used as an indicator of success in learning piano. One indicator that can be used is the number of likes and the number of viewers obtained by students based on uploaded videos. This is able to have a positive impact, where students will be encouraged to show maximum results and optimize the training process.

The use of social media not only has an impact in the form of learning motivation, but also has other social impacts, namely an increase in self-confidence which is the result of fulfilling the need for appreciation (esteem needs). Maslow in the hierarchy of needs theory puts esteem needs as the fourth level of needs, before self-actualization (Feist & Feist, 2009: 331). It can be interpreted that by uploading the results of piano practice to social media, an individual will gain a reputation which is a form of recognition or fame that is owned by a person and seen from the perspective of others.

5. DISCUSSION

The impact of social media (instagram) on piano practice is learning motivation that arises in students because of competition and the need for appreciation. Motivation that appears in students can be identified as extrinsic motivation, which is a form of motivation that is triggered by external encouragement, that someone wants to do something or get something driven by the environment (Tohidi & Jabbari, 2012: 821). In this case the driving factor is the form of competition created by the teacher in the form of the number of likes and viewers as a consideration in the assessment. Through this method students will be motivated to practice in order to present good work, and be able to attract the attention of the audience. Thus, it can be concluded that the audience / users of social media Instagram is one of the external factors in achieving optimal practical learning outcomes.

External motivation appears in someone because he wants to fulfill the need for appreciation. The need to be valued by those around them is a way for each individual to build a reputation and gain recognition. Maslow's hierarchy of needs theory puts esteem needs as a high enough need before self-actualization. Individuals who want to actualize themselves will first be motivated to fulfill these esteem needs. With a reputation that is built, a person will be more confident in the surrounding community.

Maslow's hierarchy of needs theory is based on basic assumptions about motivation. In this assumption it is stated that people will be motivated

repeatedly by needs, and everyone will be motivated by the same needs (Feist & Feist, 2009: 331). The hierarchy of needs theory proposed by Maslow can be seen in the following figure.

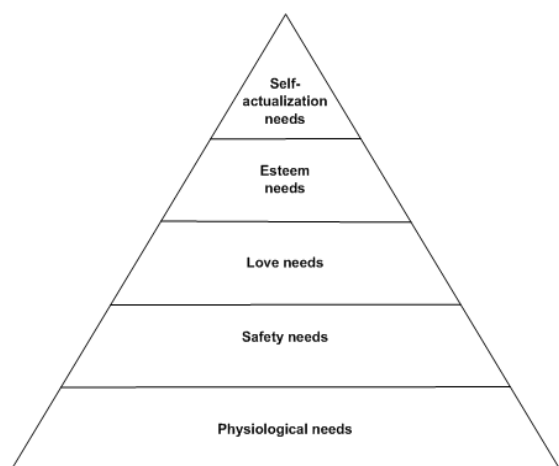


Figure 1. Maslow's Hierarchy Of Needs (Sugihartono, et.al., 2011: 118)

The picture is an arrangement of conative needs, which are referred to as mutually encouraging and motivating needs. The five needs are physiological needs, the need for security, the need for love and existence, the need for appreciation and self-actualization (Feist & Feist, 2009: 331). Based on these pictures and descriptions, self-actualization is the highest level of the needs of every human being. Thus, in order for the actualization of each individual to be properly fulfilled, other needs ranging from physiological needs to esteem needs must be met properly. For example, people who do not get appreciation and love from the surrounding environment will find it difficult to be able to actualize themselves properly.

6. CONCLUSIONS AND SUGGESTIONS

6.1 Conclusion

Based on the results of this study, it can be concluded that the impact of using social media (Instagram) in piano practice online learning is, that method is able to foster student motivation because of the desire to win a competition, and fulfill the need for awards as a form of recognition from others. Motivation that appears in students is external motivation due to strong encouragement from outside the individual.

6.2 Suggestions

The use of social media (Instagram) during the Covid-19 pandemic is a suitable alternative to overcome the low motivation for student learning in

practical learning. Therefore, this method can be used by teachers or lecturers in creating new forms of learning during this pandemic. The application of the competition method is one way to increase student motivation in practice, because in fact, everyone has a need for rewards to get a good reputation. However, further research is needed, for example measuring the high motivation to learn using social media, or developing other methods of using social media as a medium for learning.

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