
Implementing 7M strategy to teach guitar**Herwin Yogo Wicaksono, Ayu Niza Machfauzia*, M.G. Widyastuti, Agus Untung Yulianta,
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ABSTRACT

This study aimed to investigate a guitar lesson conducted based on 7M learning strategy at Apoyando Music School in Purworejo, Central Java. During the lessons, effective strategies are needed, so that students may get fun and meaningful learning experiences. One of the strategies that can be used in learning is 7M. This strategy allows students to improve their skills independently and systematically. In addition, it can make learning more effective as it demands students to be active and creative during learning. This study employed the qualitative method with the case study approach. Data were collected through interviews, observation, and documentation. To confirm the validity of the data, extended observation and data triangulation were performed. The 7M strategy consists of *Membaca/Reading*, *Melihat/Viewing*, *Mendengarkan/Listening*, *Merekam/Recording*, *Membandingkan/Comparing*, *Mendiskusikan/Discussing*, and *Merefleksikan/Reflecting*. In addition to implementing the 7M strategy, teachers' knowledge and skills in conducting guitar lessons are needed to make the learning process more creative, innovative, interesting, contextual, and based on students' needs.

Keywords: creative, guitar lesson, innovative, practice**Pembelajaran Praktik Gitar Berbasis 7M****Abstrak**

Penelitian ini bertujuan untuk menyelidiki pembelajaran gitar yang dilakukan berdasarkan strategi pembelajaran 7M di Apoyando Music School di Purworejo, Jawa Tengah. Dalam proses pembelajaran diperlukan strategi yang efektif agar siswa mendapatkan pengalaman belajar yang menyenangkan dan bermakna. Salah satu strategi yang dapat digunakan dalam pembelajaran adalah 7M. Strategi ini memungkinkan siswa untuk meningkatkan kemampuannya secara mandiri dan sistematis. Selain itu, strategi ini dapat membuat pembelajaran menjadi lebih efektif karena menuntut siswa untuk aktif dan kreatif selama pembelajaran. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Untuk memastikan keabsahan data, dilakukan perpanjangan pengamatan dan triangulasi data. Strategi 7M terdiri dari *Membaca/Reading*, *Melihat/Viewing*, *Mendengarkan/Listening*, *Merekam/Recording*, *Membandingkan/Comparing*, *Mendiskusikan/Discussing*, dan *Merefleksikan/Reflecting*. Selain menerapkan strategi 7M, pengetahuan dan keterampilan guru dalam melaksanakan pembelajaran gitar sangat diperlukan agar proses pembelajaran menjadi lebih kreatif, inovatif, menarik, kontekstual, dan sesuai dengan kebutuhan siswa.

Kata kunci: kreatif, pembelajaran gitar, inovatif, praktik**Article history***Submitted:*

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Education seeks to develop knowledge and skills by developing human resources, so the success of education is very dependent on the aspect of humans. The aspect is one of the most determining factors in which the actor is the teacher. Teachers are the driving force of education because they try to indirectly influence and develop students' abilities to become intelligent and skilled human beings who

possess moral values. As part of education, a guitar lesson has a role in shaping students' personality and improving their intelligence.

Guitar is a very popular musical instrument. Both young and old people enjoy listening to and playing this instrument. Apart from its relatively affordable price, guitar is handy. This makes quite a few people, especially teenagers want to learn to play it. The guitar referred to in this study is an acoustic guitar, well-known as a classical guitar. From the end of the 16th century to the beginning of the 18th century, guitar was known as the Spanish guitar (James, 2011:3). In that age, guitarists started to play one guitar technique, namely tremolo (James, Sparks, 2007: 177). Besides, there were also other techniques such as slur (legato vibrato, and arpeggio). Judging from how to play it, guitar is considered very easy to play. However, to be able to maximize the potential of the guitar, a good playing technique, regular practice, and discipline are required

To be able to play guitar well, one may take a private lesson (non-formal education) or get a formal education. However, there are some weaknesses in learning in private lessons and formal education institutions. One of the weaknesses is teacher-centered learning which does not require students' active participation. Thus, students only imitate what the teachers do. This condition may inhibit students' creativity and will ultimately generate "new duplicators". In fact, in music learning, especially guitar lessons, students need to be taught to read sheet music, watch guitar play, record their own play, and listen to it. Moreover, students should be actively involved in discussing the results of what they have watched and listened to, and later be asked to reflect on the results of the discussion.

Some guitar lessons make students less enthusiastic about participating in learning. This problem is caused by teachers' lack of professional development which is crucial for improving skills in guitar playing. Professional development is indeed important, and it should not only cover the physical aspect, for example, educational levels as well as training and workshop certificates. Professional development should also cover non-physical aspects, such as perspective, paradigms, attitudes, habits, and behavior. Currently, teaching is still a major problem, and teachers' competencies are considered lacking to teach guitar lessons in courses in Indonesia.

In conducting guitar lessons, teachers need to manage the learning process, so students can optimally be involved in learning and achieve the learning goals. However, the teacher's ability to choose teaching materials is not based on efforts to develop students' interests. This condition will lead to students' lack of participation during learning.

Some teachers at Apoyando Music School do not have the experience and certain competencies to develop innovative skills. Therefore, there is a need to develop knowledge and skills to teach creatively, innovatively, interestingly, contextually, and in accordance with students' needs.

METHOD

This study employed the qualitative method with the case study approach. According to Moleong, qualitative research is used to understand phenomena shown from behavior, perception, motivation, and holistic action shown by the research participants by explaining in the form of words and language and by utilizing various natural methods (Moleong, 2018). Then, case study is an empirical study that investigates contemporary phenomena in real-life contexts (Yin, 2018:29). In this study, the real-life context is the process of teaching and learning activities carried out at the Apoyando Purworejo music school in Central Java. In the present study, a phenomenon/case was explored carefully. Information was collected completely and thoroughly using various data collection procedures based on a specified time. The approach used was a case study because the researcher intends to obtain data and phenomena regarding guitar lessons at the Apoyando Music School in Purworejo, Central Java.

In this study, data were collected through observation, interviews, and documentation. Generally, observation is carried out at the place where the research takes place, so observation is directly conducted on an activity/object being studied. Observation is used to examine various phenomena from the environment, implementation, and results of evaluation. The observation done in this study was aimed at seeing the phenomena related to guitar lessons at Apoyando Music School. In addition to observation, a structured interview was conducted to obtain complete and detailed information on guitar learning activities at the music school.

Then, the researchers conducted the interview using a predetermined interview guideline to explore more in-depth information about the learning process from relevant resources, namely private lesson teachers and their students. At last, documentation was carried out to obtain the data. It is a

method used to obtain visual data and serves as the document of the implementation of learning and activities. Documentation is a very important source of information in qualitative research. Moreover, the researchers functioned as the instrument of this research, and the instrument validation was carried out through self-evaluation. Data validation is used to prove researchers' truthfulness in doing the research and to test the data obtained. In order to confirm the data validity, extended observation and triangulation were carried out.

FINDINGS AND DISCUSSION

Findings

The most important factor in building someone's character is through education. A quality teacher can produce qualified students. There are some activities involved in the process of guitar learning that can help students learn. These activities are generally a form of synergy between students and teachers. To achieve the minimum standard in the guitar learning process, various strategies are needed.

In music learning, especially guitar lessons, students are taught not only technical skills but also 7M strategy. This strategy may be used to learn musical instruments, especially guitar. The components of this strategy are reading, viewing, listening, recording, comparing, discussing, and reflecting on what is heard. This strategy creates activities that generally form a synergy between participants and teachers.

Discussion

Reading

Reading is one of the skills that a musician must master. The reading referred to here is related to music. In the context of studying Western music, better known as classical music, Lehmann, et al. stated that the ability and skills to read music play an important role in sight-reading (Lehmann, 2007: 107). Related to music reading skills, Charlton once asked "Why is being able to read music important?". He then explained that there are some weaknesses, including 1) If you want to learn music with quick notes, you need to read the notes written in sheet music; 2) If you want to arrange a song for another performer, listening only is not enough because you need the ability to read the song being arranged; and 3) Guitarists should be able to read tablature and musical notation. Therefore, having skills to read sheet music is important (Charlton, Alan, 2008:6).

Learning to read music opens up a whole new world of musical discoveries. With the skill of reading music, a musician can learn and understand new musical works on his own without any direction from a teacher. Colwell and Hewitt stated that when a music player can understand the page by himself without direction from the teacher, he can learn new music on his own (Colwell & Hewitt, 2010:35).

In line with Colwell and Hewitt, Lehmann, et al (2007: 107) argue that having good music reading abilities and skills provides the basis for acquiring new repertoire. From these two perspectives, it can be concluded that a musician can learn and read independently without relying on other people if he has the ability and skills to read music well.

Viewing and Listening

The activities of viewing and listening to music have a close and slightly complex relationship. Listening to what is seen in the score and seeing what is heard generally indicates that a listener is skilled because he can do two activities (viewing and listening) at once. Listening activity is related to how someone listens to music notes, melodies, and chord progressions. Apart from listening to them, someone can also look at the sheet music used. Colwell and Hewitt argue that listening skills are an important part of musical participation because music is an art that is owned by listeners (Colwell & Hewitt, 2010:34). Almost everyone can hear, but these people do not necessarily understand how to listen to what they listen, especially to music. In this context, it is implied that listening is an attitude, not a skill (Young, 2010: 8).

In music learning, the listening activity that can be taught is listening to professional musicians' performances. Listening to them is the most effective way to develop interpretive skills because practicing an instrument requires interpretation skills (Rink, 2002: 107). In the class, teachers can also record students' performances, and the students may listen to the recording (Young, 2010).

Recording

The activity of recording one's own performance and then listening to the recording is essential in learning guitar. This activity is intended to find out and make students aware of the actual guitar play. They may see whether it is good in terms of production of tones/tone colors, phrasing, and interpretation. When students perform, they need to focus on their own guitar play, so they may ignore some parts of the performance. Recording and listening to their own plays make it easier for them to reflect on their performance. They can later see their own weakness and strengths.

Comparing

Comparing activity is related to interpretation. This activity helps build students' characters in interpreting the work that they play (Miller, t.t). Students can observe and compare different interpretations of works played by different professional musicians. This activity may become an interesting experience because students can gain insight into interpretation. It cannot be denied that interpretation is closely related to musical presentation. Thus, in order to present music well, students may discuss what they have read, seen, and heard through discussion activities with the teacher and other students.

Discussing

Discussion is an activity that is rarely carried out by teachers in music lessons because teachers focus more on learning techniques and how students can play musical instruments well. Teachers rarely involve students in discussing the learning material (musical works being played). In fact, discussing a work being played is an activity that actively involves students in learning musical instruments including guitar. Through the discussion, students do not only get information related to the musical work being played but they are also taught to be brave in expressing their opinions and talking to other students (Young, 2010: 9).

During the discussion, teachers may develop their own teaching strategy by assessing and teaching students about what they know and do not know about the piece of music being learned. Besides, the teachers may ask students about what they listened to. In conclusion, during the discussion students are taught to express their opinions bravely, respect other students, and appreciate a musical performance. After getting involved actively in a discussion, the students are taught to reflect and critically analyze what they see and listen to in a group discussion.

Reflecting

Reflecting activity is related to the result of learning, especially in guitar lessons. This type of activity is rarely carried out by teachers. However, to perform guitar well and be able to form your own characters in music, this activity needs to be done in every lesson. Reflecting involves seeing what has been read, seen, and heard, then comparing and discussing a guitar play performed by the students. Reflecting on previous activities is done through repertoire class activities. The students play the guitar based on the corrections, input, and feedback.

CONCLUSION

From the explanation above, it can be concluded that guitar lessons may involve students' active participation. Therefore, teachers may implement 7M teaching strategy. Using reading, viewing and listening, recording, comparing, discussing, and reflecting activities (7M strategy) during guitar lessons, students may develop their skills, be independent, and be confident. They will not only have the knowledge and skills to play the guitar, but also social sensitivity which is demonstrated by being respectful towards other students, respecting each other's opinions through discussion activities, and reflecting and critically analyzing the work that is played. Ultimately, teachers must have high expectations and know that students need to be encouraged to use higher-order thinking skills to achieve a deep understanding of the work being played.

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