

## **Implementation Fernando Martinez's Practice Methods on Drumset Instrument Class**

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### **ABSTRACT**

This study aims at (1) knowing the improvement in student learning outcomes in the drumset instrument class after applying the Fernando Martinez practice method; and (2) knowing the obstacles that exist during the application of the Fernando Martinez (FM) practice method. The research method used is classroom action research (CAR) carried out in two cycles. The stages in this study include the planning, action, observation, and reflection stages. Data obtained include student learning outcomes, observations of student drumset practice activities which were obtained from videos and observation sheets, as well as the results of interviews. The results of the study in the first cycle showed that there was an increasing impact in student learning outcomes, but the learning outcomes had not yet reached the indicators of learning achievement, namely the minimum score with a very good category (90-100). While the results of the second circle of the research was a significant increasing in student learning outcomes compared to the previous application of the FM practice method and in the first cycle. The obstacles faced when conducting research in the first and second cycles include lack of motivation of students towards the tasks given and those who have not been able to master the material well. It was all due to the FM method which was new so that the students were not familiar yet. The stages of the FM practice method in the first cycle have not been carried out correctly, therefore, the collection of tasks in the first cycle in this case of the video was not collected on time.

Keywords: learning outcomes; Fernando Martinez's method; drumset class

### **ABSTRAK**

**Implementasi Metode Latihan Fernando Martinez pada Kelas Instrumen Drum Set.** Penelitian ini bertujuan untuk (1) mengetahui peningkatan hasil belajar siswa pada kelas instrumen drumset setelah menerapkan metode latihan Fernando Martinez; dan (2) mengetahui kendala-kendala yang ada selama penerapan metode latihan Fernando Martinez (FM). Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Tahapan dalam penelitian ini meliputi tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data yang diperoleh meliputi hasil belajar siswa, hasil observasi kegiatan praktek drumset siswa yang diperoleh dari video dan lembar observasi, serta hasil wawancara. Hasil belajar pada putaran pertama menunjukkan adanya peningkatan pengaruh terhadap hasil belajar siswa, namun hasil belajar tersebut belum mencapai indikator pencapaian belajar yaitu skor minimal dengan kategori sangat baik (90-100). Sedangkan hasil penelitian putaran kedua mengalami peningkatan hasil belajar siswa yang signifikan dibandingkan penerapan metode praktik FM sebelumnya dan pada putaran pertama. Kendala yang dihadapi saat melaksanakan penelitian pada putaran pertama dan kedua antara lain kurangnya motivasi siswa terhadap tugas yang diberikan dan yang belum mampu menguasai materi dengan baik. Itu semua karena metode FM yang masih baru sehingga siswa belum terbiasa. Tahapan metode latihan FM pada putaran pertama belum terlaksana dengan baik, oleh karena itu pengumpulan tugas pada putaran pertama dalam hal ini video praktik tidak dikumpulkan tepat pada waktunya.

Keywords: hasil belajar; metode Fernando Martinez; kelas drumset

## Introduction

In the process of learning by students centered learning approach emphasizes the importance of participation and independence of learning. This means that the learning process occurs if students are independently and actively involved in conducting learning activities. Therefore, in the learning process in the classroom that made a lecturer actually requires students to always be active and independent and be part of the process of the lecture.

Student activeness is not only meaningful with attendance in the class room, but rather in the form of learning activities, including musical instrument practice individually or in groups, asking questions, discussing, criticizing, and so on. From this perspective, how big a role to be performed by students as individuals who are learning. Students have a decisive role for the continuity of learning activities that are meaningful to him. With the independence and activeness of students, the lecture activities do not go one way so that it is meaningful for students.

However, it was not always there on students, especially students who taking the subjects drumset instrument. The results of our observations the fact shows that when students attend the lecture tends assignments and course material are not resolved properly. In terms of the learning process means that students do not interact with the lecture material independently and effectively.

The absence of these interactions can be caused by many factors. One side is the condition of students who since elementary, middle and high school are not accustomed to managing their own learning activities, they tend to dependent. In other words, the independence and responsibility of students towards lecture material tends to be low. On the other hand, the reason for the ability to regulate student learning and practice activities that tend to be low is that they do not know how to effectively practice assignments and lecture material.

The ability to manage learning and practice activities is not a mental ability or an academic performance skill, but rather a self-direction process

where students transform their mental abilities in academic skills (Zimmerman, 2002). According to Supriyanti and Suharto (Suharto, 2016), in the process of learning art, in this case music practice, humans have an excess of intuitive intelligence in processing their motor movements.

Learning should be seen as an activity carried out by students for themselves proactively, and is not an activity that is reactive from the activities of teaching lecturers only. Thus, students must be proactive in their learning endeavors because they are aware of their strengths and weaknesses, and because students are guided by a set of personal goals and a set of strategies.

Seeing the above problems can be solved through learning by applying the Fernando Martinez (FM) drumset practice method that uses individual learning strategies, because students can learn actively and participatively to train and develop the skills of each individual self. Lecturer only acts as a facilitator and mentor, and can involve maximally throughout the students' ability to seek and investigate something systematically so that they can formulate their own with confidence. In addition, in order to achieve optimal practicing quality, it is necessary to conduct a structured activity that leads to the achievement of these goals (Bintarto, 2014).

The FM drumset practice method is a method of learning and practice the drumset instrument to improve students' ability to process information and familiarize themselves in practicing their ability to play the drumset. In other words, through learning and practice methods will be able to develop student learning abilities independently and effectively. Further impacts will improve the quality of learning.

Although there are many studies that examine the development of learning methods, but little is known about research methods of learning and practicing musical instruments especially in Indonesia. Therefore, this study wants to examine the quality of student learning and practicing outcomes in the drumset instrument class at the ISI Yogyakarta Music Department through the application of the Fernando Martinez (FM) drumset practice method, and to identify student

learning outcomes in the drumset instrument course after the FM practice method is applied, and to find out the obstacles in applying the FM drumset practice method.

**Fernando Martinez (FM) Drumset Practice Method**

This practice method was made by a drummer named Fernando Martinez. The FM practice method is a drumset instrument training strategy to improve the ability of drummers to process information and familiarize themselves in practicing their ability to play the drumset (Martinez, 2010). This method was developed based on several postulates as follows: 1) The ability to train yourself can be taught. 2) Processing information is an active transaction between individuals with data/information. That is, in the practice setting, the course material provided is a means for students to develop the operation of cognitive, affective, and motoric. In these settings students learn to organize information and get used to practicing it.

The steps used in this FM practice method are lecture material be trained five days a week, and a minimum of one day training for four hours. Stages of practice are divided into four training sessions, each session having a minimum duration of one hour. Each session does not have to be carried out four hours in a row, for example in the morning for one hour, one hour in the afternoon, one hour in the afternoon, and one hour in the evening. The following are the practicing sessions:

1. Technical Practice

In this session, students practice the techniques that exist on the lecture material that has been given. For example, techniques that exist in the song, the existing technique in etude materials, and techniques that exist in the drum solo material. Each technique trained with a slower tempo (60-80 bpm). Such techniques do not have to be trained with musical accompaniment (minus-one), but only to practice the parts that have not been smooth or are not comfortable to play. At this session the students practice for at least 1 hour.

2. Sight-reading and Groove

In this session, students practice sight-reading (read notation) and groove (how to play the drumset that corresponds to a particular musical genre) on the material etude. Stages of sight-reading exercises and Groove also trained at least 1 hour.

3. Minus-one and Improvitation

In the third session, the students practice the song/minus-one and improvised song material. Same as the above steps, the students practice the song and improvisation at least 1 hour

4. Transcription and Analysis

Stages of transcription and analysis of the stages of songwriting that is or has been trained in the form of notation which is then analyzed. This stage is closely related to the three stages above. Students transcribe songs and solos for at least 1 hour. Stages of Fernando Martinez (FM) Drumset Practice Method can be seen in the figure 1.

**Learning Outcomes**

In Indonesian dictionary, that is the result of learning is the “acquisition of knowledge or skills developed by the subjects, usually indicated by test scores or numerical value assigned by the teacher”. Learning outcomes are the abilities of the students after receiving their learning experience (Sudjana,

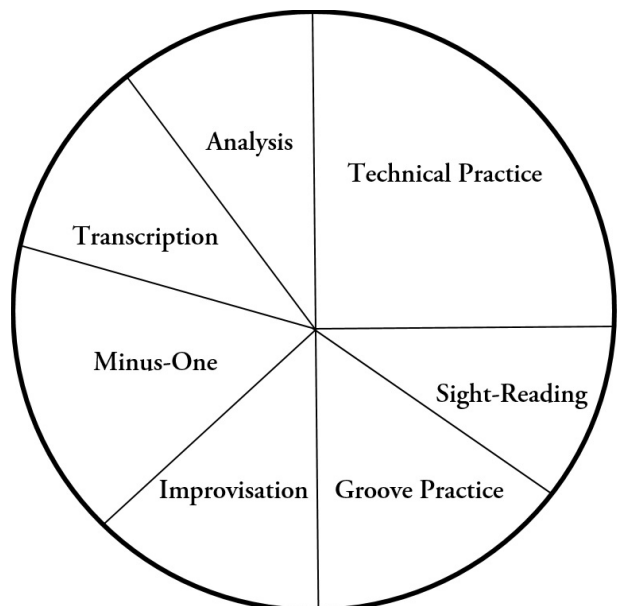


Figure 1. Stages of the FM drumset practice method.

2004). Meanwhile, according to Horwart Kingsley in his book *Sudjana* divides three kinds of teaching and learning outcomes: (1). Skills and habits, (2). Knowledge and direction, (3). Attitudes and ideals (Sudjana, 2004).

From the above opinion can be concluded that the result is the ability to learn the skills, attitudes, and skills acquired student after he received treatment given by the lecturers so that they can construct knowledge in everyday life. Achieved learning outcomes of students affected by two factors namely factor from inside and factors outside students (Sudjana, 1989). Factors within the student changes his ability as proposed by Clark (1981) states that the results of student learning in the study 70% were influenced by the ability of students and 30% are influenced by the environment. Likewise, factors outside the student environment of the most dominant form of quality of learning (Sudjana, 2002).

Student learning outcomes are influenced by student abilities and quality of teaching. The quality of teaching referred to is the professional possessed by the lecturer. That is the basic ability of lecturers in the fields of cognitive (intellectual), the field of attitudes (affective) and the field of behavioral (psychomotor). From the opinions above, the results of student learning is influenced by two factors of the individual student in the form of personal abilities (internal) and factors outside the student environment.

Thus, learning outcomes are something that are achieved or obtained by students because of the efforts or thoughts which are stated in the form of mastery, knowledge, and skills contained in various aspects of life so that students can be seen positively changing their behavior. In addition, the applied curriculum is created through competencies that are useful in improving intellectuality, and serves as an educational standard that can compete with the international world (Melati, 2014).

## Results and Discussion

Prior to the implementation of the FM method is important to know the initial conditions of student learning outcomes (Mulyatiningsih,

n.d.). Based on the explanation that has been stated that the quality of student learning and training outcomes in the drumset instrument class at the ISI Yogyakarta Music Department tends to be low. Assessment indicators based on the achievement of learning outcomes can be categorized in four categories as follows:

- a. Very good: value 90-100
- b. Good: Value 80-89
- c. Enough: Value 70-79
- d. Less: Value Less than 69

From these categories obtained information that there are no students who get a very good category. There are no good category scores. There is 1 student who gets enough category scores, and who gets less category scores there are 6 students. The overall initial condition score for students can be seen in the figure 2.

There are no students who score 90 to 100, there are no students who score between 80 and 89, one student who scores between 70 and 79, and there are six students who score less than 69. Before the research was conducted, students had not yet carried out the training using the FM method. Students practicing lecture assignments still use the old way and are not directed, in other words

### Final Exam Category

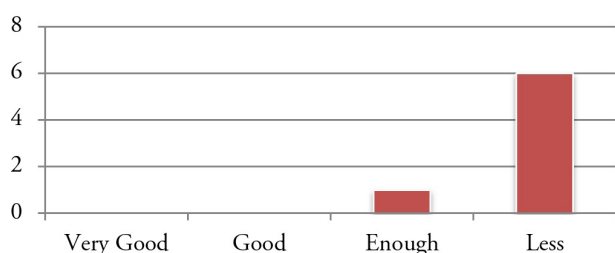


Figure 2. Categories of final exam scores before the action.

### Final Exam Score

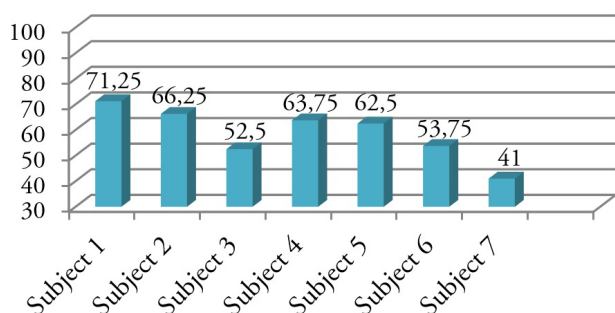


Figure 3. The scores of the final exam before the action.

still not effective. Assessment is carried out at the time of the final exam.

### **First Cycle**

This stage begins with the drafting of action which explain the what, why, when, where, and how it will be done (Darmadi, 2015). In the action research process, researchers will be assisted by one student to assist researchers in the process of collecting data, this is done in order to reduce the subjectivity of research, so that the quality of research can be maintained.

The series of planning activities includes; 1) Plan learning that will be applied in teaching and learning activities; 2) Determine the subject and learning material; about Latin and Fusion rhythm patterns; 3) Develop scenarios of learning methods and drumset instrument practice; 4) Prepare learning resources/subject matter; 5) Preparing the evaluation format, the evaluation format includes the learning process and student practice as well as the results of the final exams; 6) Prepare an observation format for drumset instrument learning exercises; which includes aspects of the learning process and student activities in learning activities.

The next stage is the implementation of the action, this stage is the implementation of the strategy design and deployment scenario practice methods Fernando Martinez (FM) began to be implemented. Lecturers give drumset instrument learning about Latin rhythm patterns and Fusion, with the following stages: 1) The initial phase of learning, lecturers deliver learning materials on Latin and Fusion rhythm pattern, using a lecture and demonstration (Lahamado, 2005); 2) The core stage of learning: the lecturer explains the FM drumset practice methods to be implemented by the students; 3) The final activity phase, the lecturer gives the opportunity for students to ask questions, answer student questions, conclude the subject matter, conduct evaluations and close the lecture.

After the action is carried out, the researcher then observes the learning activities and exercises conducted by students using the FM practice method. From the observations obtained interest

and motivation of students increased after the implementation of the FM method, it can be seen from the given tasks can be resolved properly. The results of the assignment are recorded by students in a video format collected every week, so that from the video the researcher can see the stages of practicing based on the FM method conducted by the student as well as an increase in the ability of student skills each week. In addition, from the results of the interview students in the assignments/subject matter become more focused and understand what they are training and what they will practice in the next session.

From the observation through a video that is collected, the students are still not optimally applying the FM practice methods. Students have not practiced assignments for one hour on each session. On average they exercise only 30 minutes per session. The independence of students in practicing the tasks given was significantly increased, this can be seen from the video and the observation of researchers assisted by students. In the video and the observation of students make daily exercise schedule based on the method of FM.

The evaluation results are obtained from the final exam and followed by the same subject, 7 students. Student evaluation value achieved after the implementation of Fernando Martinez practice methods is no student who obtained very good value category. There is one student who gets a good category score. There are five students who get enough category scores, and those who get less category scores are one student. Overall student evaluation scores can be seen in the figure 4.

There are no students who score 90 to 100, there is one student who scores between 80 and 89, there are four students who score between 70 and 79, and there are two students who score less than 69. The following (figure 6) is a comparison chart of the results of the final exam scores before implementing the action and after the implementation of the action.

The results of the first cycle evaluation there was a significant increase compared to the value before the FM practice method was applied. However, these results have not yet reached the indicators of learning achievement that have been

set, because there are no students who get very good grades. In addition there are still students who get less grades, because these students do not take lectures and final examinations.

### Final Exam Category

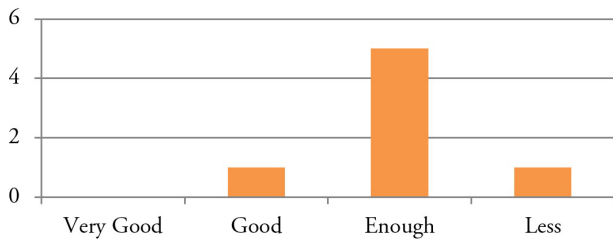


Figure 4. Categories of final exam scores after the action.

### Final Exam Score



Figure 5. The scores of the final exam before the action.

The results of the first cycle indicates that the student has not been able to over matter, it is because FM drumset practice method is new so that students are not familiar. In addition, the stages of the FM method is not done properly, not sequential order of each session, and a lack of motivation and guidance by lecturers. According to (McPherson, Osborne, Evans, & Miksza, 2017) learning and practice models that aim to break the cycle of habits that are not good in the practice of musical instruments by encouraging musicians to become more behaviorist, metacognitive, and motivated to engage in their own learning and practice. Therefore, in the second cycle, it is necessary to improve the weaknesses mentioned above. Some things that must be carried out in the second cycle include: explaining the stages of FM practice method in more detail and providing motivation as well as adding guidance and discussion to students.

### Second Cycle

The first stage is to start by designing an action plan based on the results of the action in the first cycle. The first stage includes: 1) Planning

### Final Exam Category

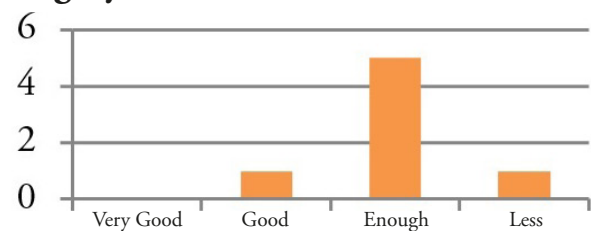
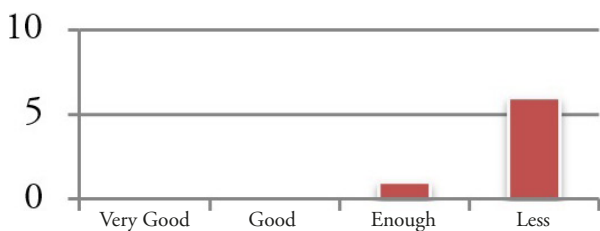


Figure 6. Comparison of categories before and after the action.

### Final Exam Score

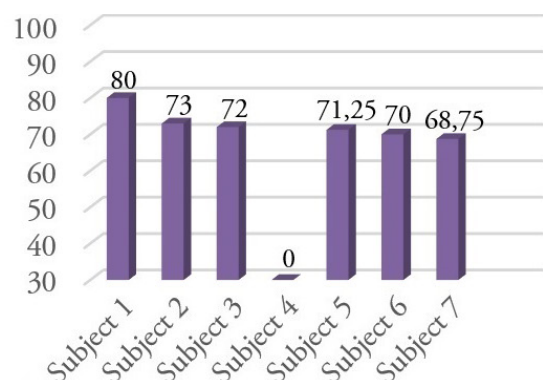
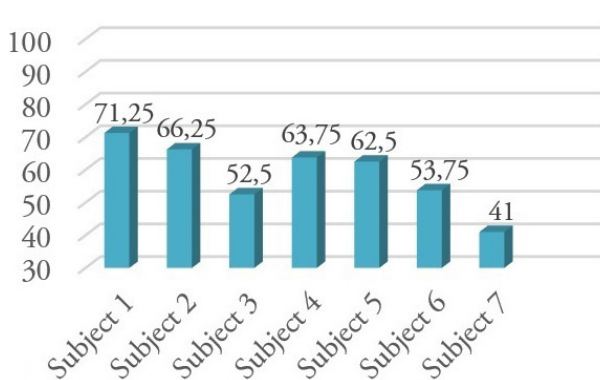


Figure 7. Comparison of final exam score before and after the action.

the learning that will be applied in teaching and learning activities, namely developing scenarios of learning methods and drumset instrument practice that refer to the results of the first cycle, prepare learning resources/subject matter, prepare an evaluation format, prepare an observation format for drumset instrument learning exercises; which includes aspects of the learning process and student activities in learning activities; 2) Determine the subject and teaching materials namely stroke technique (rudiments), feel and groove. This understanding is gained through learning the beat/rudiments techniques, learning the etude drumset, and playing songs with accompaniment.

The next stage is the implementation of actions. This stage is the implementation of the strategy design and the scenario of the application of the FM training method. The lecturer gave a drums instrument lecture about the shuffle rhythm pattern and half time shuffle as follows; 1) The initial stage of learning, lecturers deliver learning material about shuffle rhythm patterns and half time shuffle, using lecture and demonstration methods; 2) Core learning stages: the lecturer explains again about the FM practice method in more detail and explains

what deficiencies have been carried out by students in the first cycle; 3) The final activity phase, the lecturer gives the opportunity for students to ask questions, answer student questions, conclude the subject matter, conduct evaluations and close the lecture.

During the planning and action progress, we make observations on an ongoing basis (Darmadi, 2015). The target of research observation is learning activities and practice conducted by students using the FM practice method. From the results of observations in the second cycle it was found, the interest and motivation of students increased after the application of the FM method, this can be seen from the tasks given can be completed properly. The results recorded by the student assignment in a video format that is collected every week, so that from the video we can see the stages of the exercise by the FM method in which students and improving the skill ability of students in each week. In addition, from the results of the interview students in practicing the assignments/subject matter become more focused and understand what they are training and what they will train in the next session.

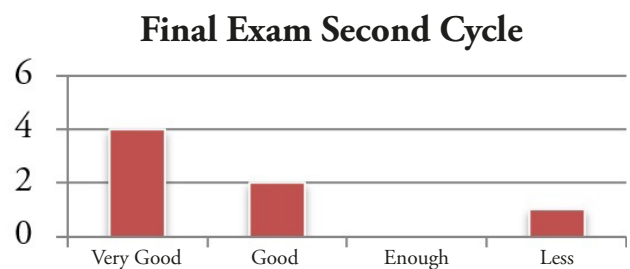
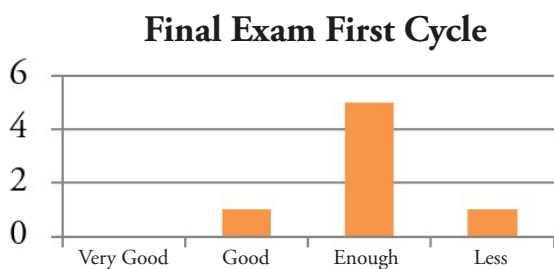


Figure 8. Comparison of categories first and second cycle.

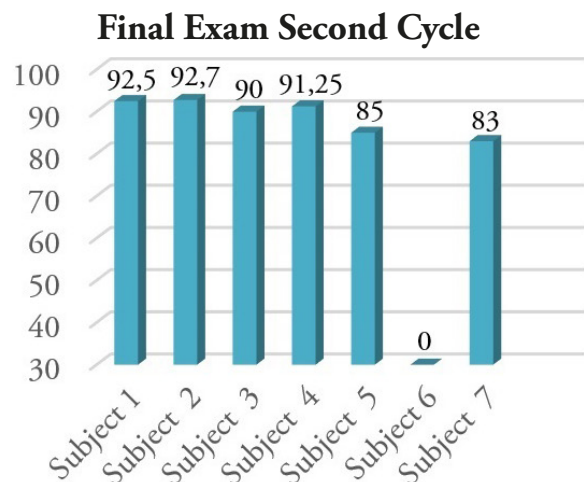
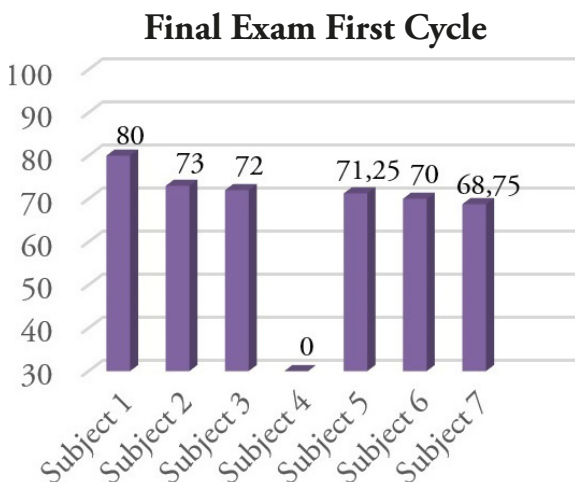


Figure 9. Comparison of final exam scores first and second cycle.

From our observations collected through video, students are better and getting used to implement FM practice methods than in first cycle. Students have practiced assignments for one hour at each session. On average they exercise one to two hours per session. The independence of students in practicing given assignments was significantly increased compared to the first cycle. Through video and observation, students make daily practice schedules based on the FM method.

The results of the evaluation value obtained from the final exam, followed by seven students showed that there were four students who obtain excellent value category. There are two students who get good category scores, and one student who gets less category. Overall student evaluation scores can be seen in the figure 8.

The results of the second cycle evaluation there is a significant increase compared to the value in the first cycle. These results achieve the learning outcomes indicators that have been set, because there are four students who get a very good value. But there are still students who get less grades, because these students do not take lectures and final semester exams. The results of the second cycle indicate that students have mastered the subject matter and FM practice methods. The stages of the FM method were carried out correctly, the order of each session was sequential, and the motivation of students in training the subjects was very good.

## Reflection

From the results of the second cycle evaluation there was a significant increase in the learning and practicing process of students using the FM method compared to its application in the first cycle. The stages of the FM method have been carried out correctly; the order of each consecutive session, the collection of assignment video exercises collected in a timely manner, the motivation of students significantly increased, this can be seen from the tasks collected in a timely manner. The learning and practicing process is conceptualized as a temporal entity with a clear beginning, middle and end, reflecting students' efforts to organize their own learning and training (McPherson et al.,

2017). This study supports the results of Miksza's research that musicians who practice instruments by independently organizing training schedules are more effective and efficient (Miksza, 2011), (Mosing, Madison, Pedersen, Kuja-Halkola, & Ullén, 2014). Whereas for the results of the evaluation scores at the end of the semester there were four students who achieved very good assessment indicators, two students achieved good indicators which previously in the first cycle only achieved enough indicators. While there is one student does not follow the course and the final examination.

## Conclusions

Based on the results of data analysis in the first and second cycles, the following conclusions can be drawn: The results of the study in the first cycle showed that there was a significant increase in student learning outcomes compared to student learning outcomes before the application of the Fernando Martinez (FM) practice method. However, these results have not yet reached the indicators of learning achievement that have been set, because there are no students who get very good grades (90-100). In the results of the first cycle students have not been able to master the subject well, because the FM method is new so students are not familiar. In addition, the stages of the FM method are not carried out correctly, for example; the order of each session is not sequential, the collection of assignments in this case the videos are not collected in a timely manner, and the lack of motivation and guidance given by the lecturer.

In the results of the second cycle students have been able to master and understand well the FM practice method. The stages of the FM method have been carried out correctly, the order of each session in a row, the collection of assignment video exercises collected in a timely manner, the motivation of students is significantly increased, this can be seen from the tasks collected in a timely manner. Learning outcomes in the second cycle there were four students who achieved excellent assessment indicators, two students achieved good indicators which previously in the first cycle only



reached sufficient indicators. While there is one student not taking classes and examinations.

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