Creative Learning in COVID-19 Pandemic: Case Study in Major Subject, Music Ministry Department-The Way Bethel Theological Institute

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Abstract

Within the pandemic era, the traditional education system has been transformed to e-learning based, with learning held through the help of the hardware, software, and internet. Music higher educational system in Indonesia usually used direct engagement, but pandemic changed this system to be e-learning based. E-learning separated lecturer and student by distance, were both have a problem as follows: a bad signal, limited insight about meeting application, and audio delay. Therefore, lecturer must find a new way to encourage the student, for instance give task to student to upload the video to YouTube. This paper aims to describe a novel learning pattern in music learning system during covid-19 pandemic. Qualitative is the method that was used in this paper, writer interviewed 6 enrolled students from different majors, which included piano, drum, and guitar. Data collected with semi structured interviews through Zoom meeting. Interview was in Bahasa, just a point of view that was translated to English. Based on this research, though the students go through difficulties in the early phase during a pandemic, writer find that they get a new way to understand the lecture from e-learning. For instance, after they record the video, they could assess themselves from the video, which is usually in traditional learning where they only have one opportunity to show their learning result to the audience. These situations help them to have more practice time than before. Except those benefit, they are getting a new expertise, which able how to edit a video and operating Digital Audio Workstation (DAW) also.

Keywords: *e-learning, music creative learning, covid-19 learning system, music higher educational system*

INTRODUCTION

President Joko Widodo declared; Covid-19 has been spread in Indonesia in March 2020 with three positive patients. This phenomenon firstly happened in Depok, West Java (https://indonesia.go.id/). Covid-19 affects every single worldwide activity, education sector included. It has changed traditional education to the technology educational system. According to UNESCO, 63 million teachers were

affected in 165 countries. A total of 1.3 billion learners around the world were not able to attend school or university and approximately 32,07,13,810 learners were affected (UNESCO, 2020). Therefore, the learning system switched to e-learning.

The Music Ministry Department is a part of The Way Bethel Institute the Way Institute. In this institution each student has a different learning approach during pandemics, the traditional learning system transformed to e-learning where all of learning has no direct engagement. This department has various subjects, as follows: vocal, piano, guitar, and drum. Those subjects tend to be through a classical music curriculum.

Students get new insight during pandemics, like practice management and editing audio and video. Classic music is quite different than electronic music, which the sound from wood. It means when students play music, it does not use sound effects and unplug in electricity.

E-LEARNING
Soekartawi et al noted that benefit number of e-learning is pretty much it, but there is lack of those, as follows: 1) lack interaction of teacher and student, even though of peer-student, 2) business oriented and denied social value, 3) learning process tend to course, 4) student that has no high motivation tend failed, 4) Place and student often not connected to the internet. (Soekartawi, Haryono, F. Librero, 2002)

According to Soekartawi's research, the problem with students and lecturers is lack of interaction and internet access. One of the institutes affected by this phenomenon is The Way Bethel Theological Institute, which is located in West Jakarta. Even though it is located in the capital city, the students are from several small cities in Indonesia. The institute has many study programs, writer focuses on the Music Ministry Study Program, particularly major subject. There are three majors: guitar, piano, and drum. Unlike traditional learning, during pandemics, we occasionally approached direct class, but frequently used e-learning which is student and lecturer separated by distance. Zoom is an application that is used in e-learning, it was chosen because it is easier and more efficient than other applications. Beside Zoom, lecturer usually used Google Classroom, these applications functioned to submit the task. There are many kinds of tasks, such as submitting papers, exercises, and video. The video needs to upload to YouTube monthly and the link sent to Google Classroom.

When students capture the video repeatedly, they attempt to get optimal results and of course they have many opportunities to curate the video. These novel things in

their campus life. Otherwise, in direct engagement the students have a onetime opportunity only to present their exercise result to the audience. Writer guesses that in traditional learning, students have a lack of time to learn their exercise material. On the other hand, this is good news to fix a bad habit of students to exercise in a major subject.

CREATIVITY DEFINITION

According to Runco and Jaeger (2012) the standard and definition of creativity is bipartite, it requires originality and effectiveness. Originality is undoubtedly required but must combine with effectiveness. Because originality is vital but not sufficient, it needs to fit and appropriateness. Creativity is the ability to solve problems that one has not previously learned how to solve. Creativity in education can be regarded as the ability to apply multiple and new strategies. (Mayer, 1989). Those references give the writer perspective about creativity, which is creativity is an ability to apply multiple and new strategies.

FRAMEWORK

During the pandemic, students went through phases that uncommonly, Schiavio, Biasutti, and Philippe (2021) constructed experiences for their participants and concluded the study with this framework. Immersion phase is when informants adapt with circumstances, after adapting their systematization with the many points of view, as follows implementation, creative learning, and peer-interaction. Interpretation phase which is phase that participant could reflected many things what their struggling, in this phase each informants got the creative learning based on their experiences.
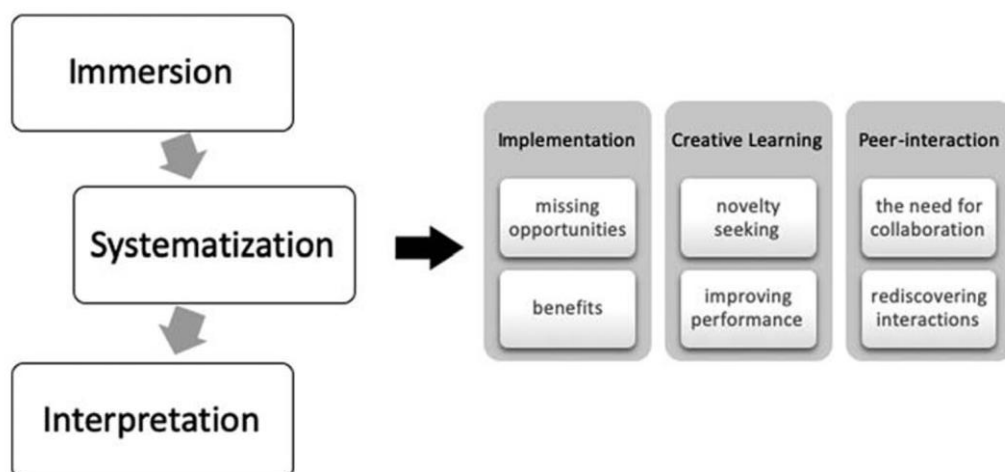

Figure 1. Framework (Schiavio, Biasutti, and Philippe, 2021)

Table 1. Overview of codes and macro-categories

No	Codes	Questions
	Implementation	
1.	Missing Opportunities	What difficulties are there during e-learning?
2.	Benefit	What are the benefits of e-learning?
	Creative Learning	
3.	Novelty Seeking	Is there any other expertise to support major subjects during a pandemic?
4.	Improving Performance	What things could be improved in major subjects during a pandemic?
	Peer-Interaction	
5.	The Need for Collaboration	How to do peer-collaboration during a pandemic?
6.	Rediscovering Interactions	What do you think about friendship value? Explain the interaction pattern also.

METHOD

This research used a qualitative method with semi structured interviews through Zoom Meeting. At least 6 students from any majors have been interviewed using Bahasa Indonesia. Interview has been transcribed verbatim, but keywords only translated to English. In this research the writer attempts to describe creative learning of each student during pandemic COVID 19, particularly in the higher education system. Interview results have been coded from the framework, after that reduced process, then present to the reader.

PARTICIPANT

A total of 6 enrolled male students have been interviewed in this study whose ages ranged 19-27. Their main instrument is called major, as follows: piano (n= 2), guitar (n=2), and drum (n=2). Most majors in these institutions tend to be projected to classic music and based on wood in musical material instrument. Participation in this study is voluntary, they do not receive payment, credits, or financial reward. Participants are chosen by a writer with a reason they are a sample of their batch and major. All participants were informed about information that has been anonymized.

FINDINGS

After collecting the data from the interview, this study finds a new teaching approaches, the emerging forms of creative learning technology based, the transformation of peer-interaction and collaborations. Those points are described

by codes that are enrolled in method. To keep the anonymity of all informants, writer signed those with P 1-6.

Implementation
Missing Opportunities: The students get difficult things in the early phase, they get bad signals, difficult to see a clear tone and position from the lecturer, and interestingly many things distract them like a noise from a vehicle and parent's call also.

> "The difficult thing when e-learning is everything is limited sir, like last time there was a case where I learned the right-hand position. So, the right hand is straight (in a while pointed to the right hand), that is sturdy, nor this (in a while pointed to the right hand). That is an authentic position from others, I just learned. But when e-learning, it was pretty hard sir, because i did not see the lecture's gesture, i did not see". (P.5)

> "[...] there are many things that distracted me, sir. For example, when I was present my playing in Zoom, there was a parent's call and noise from a vehicle, which was very disturbing to me". (P.6)

But there is any solution to fix the bad signal from another students, they suggest that each student has to have a musical instrument, called a soundcard. Through the soundcard, the sound that is sent to each computer is better, at least sounds clear. Interestingly, any student hope that someday the internet is going to be 5G.

> "Oh, I know sir, the solution is that each student has a proper laptop and soundcard, likewise the lecturer, if connected to the soundcard, we get a smooth internet. Therefor if we PPW (Pray, Praise, and Worship) on campus used soundcard, it will be smooth. But since the soundcard is broken, it is ineffective. So, when we do PPW, it is more simple, just play the guitar. So, when we used the soundcard the audio and video were clear". (P.2)

> "I hope 5G could improve the speed of signal". (P.1)

Benefit: Normally, when students get a con, they get pros also. Based on the interview, writer found that students benefit from e-learning, time management particularly. Unlike in on-site learning, in e-learning students found a long time to do many activities. They spent practice time longer than usual. On the other hand, they could evaluate the result of expertise from a video that they took.

> "I felt that I have practiced more since e-learning". (P.6)

> "I tend to practice more than usual, of course because I'm just at home". (P.1)

> "Personally, I projected in evaluate more sir, my technique particularly. In this semester my target is to improve the technique sir. So, like my right hand, I think I need practice more. Although the technique depends to each people Sir, because each other has different anatomy. It may work for the person, but it is not necessarily for others. So, I prefer to learn in these area". (P.5)

On the other hand, most students felt another benefit from this approach, as follows: the students felt that their effort was appreciated by the lecturer. It is proven through scores that they see in Google Classroom.

> "If through e-learning the lecturer gives the task through a Zoom meeting, then provide facility in Google Classroom. So, students could see the scores directly, sir. So, every learning material that was given could be assigned and commented on. Google Classroom is more effective and easier". (P.6)

Creative Learning

Novelty Seeking: During a pandemic the students submit the task through Google Classroom, in those videos they play and record. Lecturer talks to them to edit the video; it is possible for the student to get a new expertise. Students could edit the video and mixing-mastering audio with DAW (Digital Audio Workstation). This expertise is one of the most important in the future. Through DAW, students could present a proper video and audio.

> "I learned basic mixing and mastering sir, Praise the Lord during e-learning, like or dislike I have to do it. Then learn with other, lucky in my chruch paid the professional one, so I learned, I brought the laptop [...] yes, sir during a pandemic, I learned basic mixing and mastering". (P.3)

> "Ok Sir, so I learned how to edit video. Because we need to upload to *WhatsApp* (WA), *YouTube* to present the video, that is all Sir". (P.4)

> "[...] the lecturer told me about the kind of microphone, what the function is? After that he talks about all aspects. The he told me to record the sample song "Ku Bersyukur Bapa", there is guitar, vocal, drum, and bass. And the most important for me is how to micing sir. approximately if just one mic, how to capture the audio? how to be blocking? So, I play the drum, then my friends set the blocking of the mic. Likewise on acoustic guitar, we learn how to micing. I also learn to operate DAW, called Reaper." (P.2)

Improving Perfomance: During a pandemic they improve their pattern of exercise, they increase practice time. Before pandemic mostly has three times a week

practice, but during pandemic they increase their run through per a week. Perhaps they got inscrease double time than usually.

> "Perhaps 5-7 times in a week, Sir". (P.5)

Unlike the onsite learning which they have one time opportunity to present they best to the audiences. In a pandemic, students get an emerging form of practice, the way is recording the video. Every record 1 video, they take 7-10 times before submitting the task. It means they have many opportunities to curate the best video. After curating, they submit the video to Google Classroom or WA.

> "Ten Sir, I record until ten times in a day. even though I've been playing for 2 days, I retake my playing". (P.6)

In addition to improved practice time, any student who practices their ear and musical intuition.

> "I projected my time to listen to more songs, whatever that, whether secular song, worship songs, like that sir". (P.4)

Peer-Interaction

The Need for Collaboration: Interaction is an important aspect in learning, peer-interaction particularly. In class, perhaps most students who hesitate to talk they thought to the lecturer, they find alternative insight from peers. Interaction transformed from direct meetings to the virtual meeting, usually they use WA and open Zoom meeting room until late night. In those platforms, they discuss campus life, daily life, and tasks.

> "To be honest, interaction through virtual is difficult, Sir. For example, I just met two times with senior". (P.6)

> "Usually after class, I usually WA call and ask them to explain a little bit". (P.3)

> "Oh, I just prefer direct messages or in WA batch group, but just talk. But in my batch often in a week, my friend is in an open room in Zoom, called "Bincang Subuh", so we talk about everything, but still on the track, which means campus life and daily life". (P.2)

But, on the other side, there is a student who gets positive things from this circumstance. he gets networking with another student from another campus, they make an appointment and discuss musical things.

> "Networking, Sir. If I didn't do e-learning, it would be impossible to spend time with friends, even though I should be in the past. Because if there is onsite learning, sure I will focus on the campus activity, Sir." (P.3)

Rediscovering Interactions: The students guess that friendship is a priceless thing in their life, they never know if their friends will help in the future.

> "Friends is important Sir in my opinion, means even though not pretty help at this time, we never know in the future, we get partnership or not with them. So, I just do friendship, nurture it, like that Sir". (P.3)

The pandemic made students more selective in bonding to each other. They see that peer-interaction has decreased since the pandemic.

> "Ok Sir, in my opinion, the value of friendship is coned. So, the value of a friend is just understood, who cares about me, it does not mean the others do not support me, but I just understood. "Oh, I see, that's it. Perhaps, they have another business, so like or dislike coned Sir, for speed up understanding the lecture or maybe applying in daily life, that's all Sir". (P.4)

DISCUSSION

This study describes any students who have experienced struggling during pandemic, six students enrolled have been interviewed. They interviewed with semi structured method, writer find three outline aspects from this study, as follows: (i) how students got to manage a new approach based on remote learning, (ii) what expertise of students that can support the major subject, (iii) how student got the priceless value of peer-interaction during pandemic. Nevertheless, many difficulties that are trough by students, but in a while, they find another way to fix themself. Those outlines describe the circumstances during a pandemic also, fortunately during pandemics the students can interpret what they are struggling with.

From the interview, writer noted that any student can interpret the benefit of e-learning. On the otherhand they gave suggestions, how e-learning could be implemented. They suggest whether the lecturer or students must have a proper hardware to support the learning. In addition, they interpret the important value of peer-interaction.

Writer conscious this study has limitations; the student condition is not a representation of another institution who has a major subject. In addition, writer just do interviews with male students. It is possible if the female student perspective has different arguments in this study. In the future, the study must involve a theoretical subject, because in this study just involve a practical aspect. Involving female students is a good option to enrich perspective the future research.

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