

Learning Process Sindhenan Advanced Level Karawitan Study Program Indonesia Institute Of The Arts Surakarta

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ABSTRACT

This study analyzed the learning process of Advanced Sindhenan in Karawitan Art Study Program. Sindhenan is one of the important factors in the formation of the character of a gending. Sindhenan is one of the works that contains elements of text and songs translated through musical language. This research aims to describe the learning process of Advanced Sindhenan. This research methodology uses qualitative descriptive, which was carried out during the covid-19 pandemic in the 2020 school year. This research data includes learning process involving objectives, materials, methods, media, and evaluation. Data resources are obtained from lecturers, students, and sindhenan experts collected through interview techniques, observations, and content analysis techniques. Validity of data using triangulation and methodological triangulation. The data collected is then analyzed using an interactive analysis model. Advanced Sindhenan learning was conducted in 20 meetings during covid-19 pandemic using online procedures using lecture methods demonstrations, and exercises to using get a good category, where all learning components have been implemented.

Keywords:

*Learning Process,
Sindhenan,
Character of Gending.*

Introduction

One of the important elements in karawitan is *sindhenan*. *Sindhenan* is a vocal process performed by *pesindhen* or female vocals on Javanese karawitan both in the presentation of karawitan for rituals, karawitan dance accompaniment, karawitan *pakeliran*, and *klenengan*. The presentation of *sindhenan* is done together with the wasp of some or all gamelan *ricikan* that presents a gending repertoire. As a vocal, *sindhenan* has a musical language that is different from other types of vocals, such as *gerongan*, *macapat*, and *bawa*. *Sindhenan* serves as a decoration of gending repertoire, in addition *sindhenan* also serves to give musical ideas to the work of *ricikan* rebab, gender barung, bonang barung, and kendang, as well as to form a character or taste of a gending, especially in Surakarta style karawitan. (Sukei Rahayu, 2017:41)

According to Suraji (2005:1) *Sindhenan* is one of the work *ricikan* in which there are elements that must be processed and translated through musical language. The element of *sindhenan* in question is the element of text or *cakepan* and song. Both elements will be continuous with gending techniques, gending forms, types of gending, and the work of instruments that

become role models for musical work. Based on Sulaiaman's opinion in Suraji (2005:86) Three masters karawitan RL. Martopangrawit, Sutarma, and Sunarto Ciptosuwarsu classified aspects of *sindhenan* into five kinds, namely (1) *sindhenan* srambahan (2) *sindhenan* sekar, (3) *sindhenan* jineman, (4) *dolanan*, (5) *pematut*.

According to Suraji (2020), *Sindhenan* has its own creativity. The characteristics of creativity *sindhenan* is accuracy in implementing *sindhenan* techniques such as force, dynamics, *wiledan*, *luk* arrangement, *gregel*, *cengkok*, *cakepan* arrangement, *irama*, and gending philosophy that must be integrated in a *pesindhen*. In achieving this level, there are several ways that can be taken, namely by understanding the basic knowledge of *sidhenan* and appreciating the traditions that are in accordance with the context. By achieving this creative level a *pesindhen* is able to influence the quality of *rasa gending*.

According to Peni Candra Rini (2020), To increase the appeal of the desire to learn there must be creativity that is different from before. It is true that *pesinden* in the sense of a

professional pesindhen who is able to present a gending with sidhenan in accordance with the rules such as force, dynamics, wiletan, luk arrangement, gregel, cengkok, cakepan arrangement, irama, and gending philosophy, then he is considered as a creative pesindhen. But for the level of students, the measure of creativity is different from the creativity of professional pesindhen.

In sindhenan learning, students must accept the challenge of a new bend, a new style tailored to the needs of the times and determined by the characteristics of the vocalist itself. Each student must recognize the anatomy of his or her own voice. For example, if a person has the characteristics of a soprano voice (capable of presenting high tones) then the person can present a sindhenan gending with the character prenes. A person who has mezzo-soprano sound characteristics will be able to present medium tones. A person who has a moderate voice character can present a sindhenan gending with the regu character.

Pesindhen in developing the sindhenan required creativity. Creativity is defined as a mental process that an individual does in the form of new ideas or products or combines between the two that will eventually be

attached to him. Creativity is a person's ability to create something new, both in the form of ideas and real works that are different from something that already exists. Creativity is assessed from four aspects (4P), namely personal, pusher (press), process and product. An artist's creativity is the life of an artist. Creativity is very dependent on (1) talent that is an innate element, (2) The sensitivity of the artist's observation to something oriented towards the possibilities to provide added value or more value so as to improve the perfection of the appearance of a work of art, the critical attitude of the artist in seeing, responding, questioning, and finding the answer, (3) The activity of the imaginative artist to develop and enrich the thinking power, so accustomed to the activities of experimenting, looking for possibilities, the ability to seek perfection. (Novi Anoeграjekti, 2008:61)

Some formal performing arts schools in Surakarta that teach sindhenan are Karawitan Indonesia High School (SMKI) which is now SMK Negeri 8 Surakarta, Mangkunegaran Surakarta Academy of Art, and Surakarta Indonesian Institute of The Arts. This research was conducted in one of the formal education, namely the Indonesian Institute of the Arts Surakarta located on Jl. Ki Hajar Dewantara

No.19 Jebres, Surakarta, Central Java. Vocal learning in Karawitan Study Program begins with learning Karawitan Notation in the first semester, Tembang Waosan Learning in the second semester, Basic Level Sindhenan Learning in the third semester, Sindhenan Learning At the Madya Level in the fourth semester, and Advanced Sindhenan Learning in semester V. Advanced Sindhenan Learning in semester V is the final stage of sindhenan learning in the 1st degree of Karawitan Study Program of The Indonesian Institute of The Arts Surakarta. According to Moh. Suardi (2018:16) Learning is an accumulation of teaching concepts and learning concepts. The emphasis lies in the combination of the two, namely the growth of student activities. The concept can be seen as a system. Thus, in this learning system there are several components. Based on this opinion, it can be concluded that learning is a process to help learners to learn well. Sanjaya (2013:59) explained that the learning component consists of objectives, methods, materials, media, and evaluation.

Materials in the learning of Sindhenan Advanced Semester V school year 2020 include the work of Sindhenan Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem and sindhenan

Ladrang Wani-wani Laras Pelog Pathet Nem. The form of learning material is theory and practice. In the form of theory, lecturers conveyed material about the history of gending and the meaning of gending. While in the form of practice, lecturers conveyed material in the form of work sindhenan which includes seleh sindhenan, cengkok sindhenan srambahan, cengkok sindhenan andhegan, accuracy of the use of cakepan both cakepan wangsalan, abon-abon, and cakepan andhegan gending. Sindhenan learning process is carried out using online demonstration, lecture, and training methods or virtual classes due to the covid-19 pandemic.

Covid-19 is a disease caused by severe acute respiratory syndrome coronavirys 2 (SARS-CoV-2). Corona Virus can cause respiratory system disorders, ranging from mild symptoms such as flu, to lung infections such as pneumonia. Covid-19 (Coronavirus disease 2019) is a new type of disease, the first case of the disease occurred in wuhan city, China at the end of December 2019 (Suharyanto, 2020:6). The covid-19 pandemic has hit the whole world, as well as occurring in Indonesia, so that all components of society are instructed by the government to implement a program "at home only" to suppress the spread of covid-19. The

covid-19 pandemic phenomenon has resulted in policy reform in the learning process. To comply with government programs, students and students are instructed to study at home and focus educators as the main source of information and communication in learning. All learning methods are switched to online or called virtual classes.

Virtual classes are virtual classes conducted online or without face-to-face between teachers and learners. In virtual classes teachers provide learning materials in digital form that can be accessed, stored, and shared over the internet that can be accessed anytime and anywhere so that students and students can still do learning. Virtual classes or virtual classes in advanced sindhenan learning in the Karawitan Semester V Study Program of the Indonesian Institute of the Arts Surakarta are carried out by lecturers giving sindhenan materials through videos uploaded on youtube and then studied by students. On the contrary, the taking of sindhenan grades or exams is also done through virtual methods by the way students record sindhenan material that has been studied in the form of videos and then uploaded in youtube and whatsapp. In addition to youtube, lecturers convey sindhenan learning through discussion media such as zoom meeting and whatsapp.

Methods and Materials

This research uses qualitative descriptive research method whose purpose is to describe the learning process of Advanced Sindhenan in Karawitan Study Program Semester V Of Indonesian Institute of Art Surakarta School Year 2020. The location of this research was carried out in the Karawitan Study Program of the Indonesian Institute of the Arts Surakarta Jl. Ki Hajar Dewantara No.19, Jebres, Jebres District, Surakarta City, Central Java 57126. The reason for being interested in taking research objects at the Indonesian Institute of the Arts Surakarta is the Indonesian Institute of the Arts Surakarta is an institution that has a study program in the field of art and has creative methods in the process of learning Sindhenan during the Covid-19 pandemic. The data source in this study consists of two kinds of primary data and secondary data. The data collection method used in this study uses three methods of interviewing, observation, and content analysis techniques. This research uses two types of triangulation, namely data triangulation and methodological triangulation. Data in qualitative research is obtained from various sources using various data collection techniques, which are carried out continuously until the data is saturated.

Results and Discussion

Data analysis and interpretation in the learning process of Sindhenan Advanced Level in Karawitan Study Program, involving objectives, materials, methods, media, and evaluation of learning. This activity was carried out in 16 meetings with material sindhenan Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem and sindhenan Ladrang Wani-wani Laras Pelog Pathet Nem. Here is a complete explanation of the learning components implemented.

Learning Objectives

Bloom and Krathwohl (in Maskun and Rachmedita, 2018:9) state that there are three domains that serve as the basis for formulating learning objectives, including (a) cognitive domain, namely the purpose of learning to train students' intellectual abilities, with the aim that students are able to complete their intellectual tasks. The abilities contained in (a) cognitive domain include knowledge, understanding, application, analysis, synthesis, and evaluation. (b) The affective realm is everything related to emotions such as appreciation, value, feelings, spirit, interest, and attitude. (c) The realm of psychomotor, i.e. related to the ability to perform physical activities in various subjects.

According to Turuk Rachmawati, good learning objectives include (a) Learning objectives that guide or direct the course of learning in order to master a competency, (b) The objectives are outlined in the form of a clear statement or description, this contains the connection that each learning objective is made in writing. (Tutik Rachmawati, 2015:39-40).

The purpose of learning in RPS (Semester Learning Plan) in the course Sindhenan Advanced Level Karawitan Study Program Faculty of Performing Arts Institute of Indonesia consists of several elements as follows (a) Showing a responsible attitude to the task given independently, related to the internalization of values contained in sindhenan literature, and its application in life in society. (b) Able to apply valid, precise, structured and innovative thinking, in the context of the development or implementation of knowledge, especially sindhenan, which covers the history, type, variety of cengkok, and their functions, and is able to apply the basics of sindhenan presentation techniques. (c) Able to identify the type, variety of bends, characters and functions of sindhenan, in the dynamics of changes in space and time. (d) Able to present sindhenan properly in a variety of types, clutches, barrels and characters.

Learning Materials

Learning materials are all materials both packaged in the form of information, tools and texts that are prepared and arranged according to the system that has been determined and displays the full figure of competencies that will be mastered by students and used in the learning process with the aim of planning and implementing the implementation of learning. Pane and Muhammad (2017:31) said that the learning material is the substance that will be conveyed in the teaching and learning process (Andi Prastowo, 2012:17). Good learning materials are materials that can support the achievement of basic competency and competency standards, as well as the achievement of learning indicators or objectives. (Isdisusilo, 2012:149).

Some of the above statements can be concluded that the learning material is knowledge, skills, and attitudes that must be mastered by learners in order to meet the established competency standards. In this research, the material used is focusing on Surakarta-style sindhenan. Learning materials in the RPS (Semester Learning Plan) Karawitan Study Program Faculty of Performing Arts Institute of Indonesia consists of several elements as

follows (a) The scope of sindhenan, (b) Types and kinds of sindhenan, (c) Literary rules in sindhenan, (d) Musical and social functions of sindhenan, (e) Concept of serving sindhenan, and (f) Variations of sindhenan Budhengbudheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Path Nem and sindhenan Ladrang Wani-wani Laras Pelog Path Nem.

According to Sukezi Rahayu (2017:46-52) Sindhenan has elements namely text or cakepan sindhenan and sindhenan songs. Cakepan sindhenan among others are (1) parikan, parikan is a sentence that has two phrases that have the same sound at the end of the phrase, (2) senggakan, a series of words (in the form of parikan or a series of sentences that have no meaning) and serves to support the atmosphere in the dish gending, (3) abon-abon that is a word or sentence that has no relationship with the basic cakepan sindhenan, abon-abon function as sindhenan song decoration, complement or interesting cakepan sindhenan staple, (4) wangsalan, according to Mambaul Khasanah (2019:174) wangsalan is one of the works of Javanese literature used pesindhen to present a gending. Wangsalan has two phrases that contain puzzles and the answer is in that sentence.

The second element of *sindhengan* is the song *sindhengan*. *Sindhengan* songs include (1) *laras*, *laras* is an arrangement of tones that the number, sequence, and interval pattern of the tones have been determined, in Javanese *karawitan* art the *laras* is divided into two, namely *laras slendro* and *laras pelog*, (2) *pathet*, *pathet* is a musical situation in a certain area of *rasa*. *Pathet* function for *pesindhengan* is to give direction in interpreting or working on a *gending*, (3) *irama*, *irama* is widening or narrowing *gatra*. In the art of music, *irama* can be interpreted as *tempo gending* or song. (4) *cengkok*, *cengkok* on the *sindhengan* is defined as the archeality of the song that already has a musical unity. The form of the archeal song in *sindhengan* in the form of an arrangement of tones that already have the impression of musical taste. The arrangement of the tones among the *pesindhengan* is called the *cengkok* *sindhengan*. Sukesri Rahayu (2017:5458)

Learning Methods

The method is a good way to implement the plan that has been prepared in real activities meaning that the method is used to realize the strategy that has been applied. Thus, methods in a series of learning systems play a very important role. Methods are used by educators to create a learning environment and specialize

in activities where educators and learners are involved during the learning process. There are several learning methods that can be used to implement learning strategies, including: (a) lectures; (b) demonstrations; (c) discussions; (d) simulation; (e) laboratory labor; (f) field experience; (g) brainstorming; (h) debate; (i) symposiums and so on. (Abdul Majid, 2013:21-22). Based on the statement above, it can be concluded that the method is a method used by teachers, both teachers and lecturers in carrying out teaching and learning activities in the classroom as an effort to achieve the specified learning goals.

Characteristics of good learning methods for the learning process, namely (a) Flexible, flexible and have the power to suit the character of the student and the material. (b) Useful in stating theory by practice and delivering students to effective ability. (c) Does not reduce the material, may even develop the material. (d) Provide opportunities for students to express their opinions. (e) Able to place educators as a source of information in the learning process. (Pupuh, 2007:56). So it can be concluded that in choosing learning methods by educators should not be done carelessly, there needs to be selection that is in accordance with the objectives of learning.

Sindhengan Advanced Learning Method in RPS (Semester Learning Plan) Karawitan Study Program Faculty of Performing Arts Institute of Indonesia Surakarta uses a combined method of lectures, demonstration methods and training methods. Muhamad Irham (2013:134) Lecture method is a learning method carried out by educators to learners by way of teachers delivering learning materials in spoken language. According to Sumiati and Asra (2019:101) The method of demonstration is carried out by show or demonstration. Learning using demonstration methods shows a process. In its implementation in the study of Sindhengan Advanced Level, lecturers teach how the course of serving sindhengan gending from merong, inggah, to suwuk. All media are prepared such as notation gending, gamelan instruments needed to demonstrate sindhengan such as rebab, kendang, gender, and supporters of instrument players. Then the lecturer demonstrated sindhengan according to the material. Students listen, observe, and record the material submitted. The method of practice according to Abdul Majid (2013:214) is a method used to acquire agility or skill from what has been learned. In the training method,

lecturers randomly point students to learning activities to show the sindhengan that has been taught, then the lecturer assigns students to learn sindhengan independently at home according to the material provided. The lecturer also encouraged students to apply sindhengan cloves in accordance with the creativity and character of each student.

To obtain the results of student sindhengan learning, there are stages of the learning process. The stages of learning will be described in the following table.

Table 1 - Stages of Advanced Sindhenan Learning

Learning Meetings	Date	Stages
1	September 14th, 2020	The lecturer explained the materials that will be studied in semester V. Then the lecturer shared instrumental audio recordings and video <i>sindhenan</i> Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem via whatsapp. The recording is one of the media and learning materials made by the lecturer of Advanced <i>Sindhenan</i> , Peni Candra Rini.
2	September 16th, 2020	Lecturers gave notes of <i>sindhenan</i> scheme undermining Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem which was shared via whatsapp. Learning <i>sindhenan</i> Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem using lecture methods, demonstrations, and class discussions. Then the lecturer explained the work of undermining the <i>sindhenan</i> Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem through zoom meeting discussion media.
3	September 21st, 2020	The lecturer explained the scheme of working <i>sindhenan merong</i> Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem through sharescreen on zoom meeting application. After that, the lecturer continued the learning by de-demonstration of the work of <i>wangsalan</i> and <i>abon-abon</i> section undermining Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem.
4	September 23rd, 2020	Lecturers give variations of <i>cengkok sindhenan</i> Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem. Lecturers asked students randomly to try one by one <i>sindhenan</i> Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem.
5	September 28th, 2020	Lecturers make audio visual recordings and upload the <i>inggah</i> and <i>andhegan</i> Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem through yotutube as a student learning media.
6	September 30th, 2020	Providing <i>sindhenan</i> material using lecture methods, demonstrations, and class discussions through zoommeeting application. Then the lecturer gave examples of variations of cloves worked <i>sindhenan</i> from the <i>merong</i> section, the <i>inggah</i> section up to <i>suwuk</i> Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem. The lecturer asked students to pay attention and record the information that has been submitted by the lecturer, as well as listen carefully to the example of <i>sindhenan</i> given.
7	October 5th, 2020	In learning through zoom meeting discussion media lecturers asked students aca to practice <i>sindhenan</i> Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem. Then the lecturer instructs students to make video recordings of <i>sindhenan</i> independently and uploaded on their respective Youtube channels at the next meeting as a grade taking.
8	October 7th, 2020	There is no learning process. Students uploaded recording of <i>Sindhenan</i> Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem on youtube.
9	October 12th, 2020	The lecturer conveyed the results of the evaluation of the student <i>sindhenan</i> recordings that have been uploaded. Then the lecturer explained the new material that is <i>sindhenan</i> Ladrang Wani-wani Laras Pelog Pathet Nem. At the ninth meeting the lecturers explained the course of gending, gending characteristics, <i>cakepan sindhenan</i> special Ladrang Wani-wani Laras Pelog Pathet Nem, and scheme <i>sindhenan</i> Ladrang Wani-wani Laras Pelog Pathet Nem. The learning is done using zoom meeting discussion media.

10	October 14th, 2020	Through the media discussion zoom meeting lecturers explained the correlation of the meaning of gending Ladrang Wani-wani Laras Pelog Pathet Nem with Budheng-budheng Gendhing Kethuk 2 Arang Minggah 4 Laras Pelog Pathet Nem. Then the lecturer explained the meaning of gending explaining the history and meaning of both gending.
11	October 19th, 2020	At the eleventh meeting the lecturer repeated the material <i>sindhengan andhegan</i> and explained the serving of <i>sindhengan</i> like the <i>inggah</i> Ladrang Wani-wani Laras Pelog Pathet Nem through zoom meeting. Lecturer exemplifies the <i>cengkok</i> and proper use of <i>wangsalan</i> . After the explanation and demonstration of <i>sindhengan</i> servings such as Ladrang Wani-wani Laras Pelog Pathet Nem is finished, lecturers point to students randomly to practice the servings of <i>sindhengan</i> part of the stopover. The lecturer instructs other students to attention and listen carefully.
12	October 21st, 2020	The lecturer assigned students to create a scheme of <i>sindhengan</i> Ladrang Wani-wani Laras Pelog Pathet Nem according to the creativity and characteristics of each student.
13	October 26th, 2020	Through the media discussion zoom meeting lecturers ask students randomly to practice the scheme of <i>sindhengan</i> that has been created by the student.
14	October 28th, 2020	Through the media discussion whatsapp lecturers give examples of variations <i>wangsalan sindhengan</i> . Then the lecturer gave examples of variations of <i>sindhengan andhegan</i> Ladrang Wani-wani Laras Pelog Pathet Nem and asked students to try the example of the bend that has been given.
15	November 2nd, 2020	There is no learning process.
16	November 4th, 2020	There is no learning process.
17	November 9th, 2020	The lecturer repeated the material <i>sindhengan</i> Ladrang Wani-wani Laras Pelog Pathet Nem from <i>buka</i> to <i>suwuk</i> through the media discussion zoom meeting. Lecturers give examples of variations of <i>cengkok sindhengan</i> .
18	November 11th, 2020	Lecturers provide instrumental audio recordings of Ladrang Wani-wani Laras Pelog Pathet Nem through whatsapp discussion media. The instrumental audio recording is used by students to record <i>sindhengan</i> that will be uploaded as a grade capture or evaluation.
19	November 16th, 2020	The lecturer repeated the material <i>sindhengan</i> Ladrang Wani-wani Laras Pelog Pathet Nem from <i>buka</i> to <i>suwuk</i> through the media discussion zoom meeting. Then it was announced that the value-taking would be carried out on the 20th meeting. The lecturer asked students to ask questions that are not yet clear and instructed students to make video recordings <i>sindhengan</i> Ladrang Wani-wani Laras Pelog Pathet Nem and uploaded on whatsapp group.
20	November 18th, 2020	Students uploaded video recording of Ladrang Wani-wani Laras Pelog Pathet Nem and uploaded it via whatsapp. Then the lecturer evaluated the video footage of the student's <i>sindhengan</i> .



Picture 1. Demonstration of sindhengan material online via youtube. (Source: Personal documents, 2020)



Picture 2. Learning through zoom meeting media. (Source: Personal documents, 2020)

Learning Media

Learning media is a physical and nonphysical tool used to deliver learning materials (Ni Made, 2018:288). Learning media aims to: (a) simplify the learning process; (b) improve the effectiveness of the learning process; (c) maintain a correlation between the subject matter and the purpose of learning; (d) increase the level of concentration of learners in the learning process. (Hujair, 2013:4-5). According to Angkowo, a good learning media is a learning medium that can improve the understanding, motivation and stimulation of learners in learning activities. (Angkowo, 2007:14)

Based on some of the above statements, it can be concluded that learning media is everything that can be used to channel messages, stimulate students' thoughts, feelings, feelings, attention,

and willingness so that they can be encouraged to engage in the process of learning. In addition, learning media has the potential to provide fundamental opportunities for learners to develop their skills. Learning media used in Advanced Sindhenan learning is audio visual and audio media. Audio visual media used is the delivery of material through zoom meeting, examples of video sindhenan material uploaded through youtube and whatsapp, while the audio media is an instrumental recording gending sindhenan material taught. The media is very in accordance with the material taught in the online learning situation during the covid-19 pandemic as it is today. The media used is also very appropriate so that students can master the material to the maximum and lecturers can deliver the material well.

Learning Evaluation



The assessment and evaluation process is similar but type of evidence, purpose and basis judgments made, are different. Evidence of judgments such as about what students can do, what they know or how they behave and judgments about their accomplishments. (Wynne Harlen, 2007:12). According to Harlen the assessment and evaluation process is similar but the type of evidence, the purpose, and the basis of the assessment are made differently. Evidence of assessments such as what students can do, what they know, or how they behave, and their attainment assessments. Evaluation is a very important part of learning. Without evaluation, the development of one's abilities and learning outcomes will not be well known. There are 3 stages of the evaluation process, namely assessment, measurement, and evaluation. Assessment or assessment is a process to find out whether the process and results of an activity program has been in accordance with the expected goals or criteria. Assessment is related to something qualitative and quantitative, while measurement is always related to quantitative aspects. (Suwandi, 2010:7-8).

Learning that occurs especially in the classroom, teachers are the party most responsible for the results of learning. Thus,

teachers should be equipped with evaluation as a science that supports their task, namely evaluating student learning outcomes. This is, the teacher is responsible for the level of mastery of knowledge learned by the student on the guidance of the teacher in accordance with the predetermined objectives (Suharsimi Arikunto, 2012:4). While in learning at the level of institutions and universities, lecturers are the party most responsible for student learning outcomes. Evaluation of Learning Sindhenan Advanced Level Karawitan Study Program Of Indonesian Institute of the Arts Surakarta is emphasized more on practical tests. In each material, students are judged from several aspects, namely: accuracy of *seleh sindhenan*, accuracy of *cengkok sindhenan*, accuracy of the use of *cakepan*, and creativity *sindhenan*. Each aspect has an assessment with *sakala 1-4*.

Table 2 - Assessment Scale.

Scale	Description	Creativity Level
1 – 1,9	Less	Not Creative Yet
1,9 – 2,5	Enough	Less Creative
2,5 – 3	Good	Quite Creative
3 – 4	Very Good	Creative

Minimum Completed Criteria in Advanced Sindhenan learning is 2.75. Evaluation of Advanced Level Sindhenan learning with the number of students 26 shows that the lowest score of students is 3 and the highest score is 4. The evaluation of the learning showed that the learning process of Advanced Sindhenan in the Karawitan Study Program of the Indonesian Institute of the Arts Surakarta went well and the level of creativity of students showed quite creative scale even though the learning materials were delivered through online or virtual classes during the covid-19 pandemic.

Conclusion

The conclusion of the Advanced Sindhenan learning process in the Karawitan Study Program of the Indonesian Institute of the Arts surakarta belongs to the good category, where all learning components have been implemented. Learning objectives can be achieved well by students. The material can be delivered in full at any meeting. The learning methods used are very appropriate to be applied to online systems during the covid-19 pandemic. Audio and audio learning media allows students to master the material to the maximum even if using an online system. Evaluation of learning is carried out through

several aspects, namely the accuracy of seleh sindhenan, the accuracy of cengkok sindhenan, the accuracy of the use of cakepan, and creativity sindhenan with an assessment scale of 1-4. The evaluation showed that 26 students can exceed the Minimum Completed Ness Criteria (KKM) with a minimum score of 3 and a maximum score of 4. The evaluation results showed that the learning process of Advanced Sindhenan Level was carried out properly.

Advice

Related to the results of the research, the researchers provide suggestions and expectations, namely (1) Institutions are expected to increase attention on the implementation of online learning systems, (2) Lecturers are expected to continue to develop their creativity in carrying out sindhenan learning so as to trigger students to be more creative. (3) Researchers hope to conduct further research in a broader scope in order to gain new insights, (4) Researchers hope that there will be new research on sindhenan so that there is new literacy about sindhenan in Javanese karawitan.

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