

# Creative Learning in Covid-19 Pandemic: A Case Study in Major Subject, Church Music Department-The Way Bethel Theological Institute

**Johanes Kristianto**

STT Bethel The Way Jakarta

Jalan Tanjung Duren, Blok G, No. 1D-1L, West Jakarta

E-mail: johanes.kristianto@sttbetheltheway.ac.id | johaneskristianto3@gmail.com

## Abstract

Within the pandemic era, the traditional education system has been transformed into e-learning based, with learning held through the help of the hardware, software, and the internet. Music higher educational system in Indonesia usually used direct engagement, but the pandemic changed this system to be e-learning based. E-learning separated lecturer and student by distance, where both have a problem: a bad signal, limited insight about meeting application, and audio delay. Therefore, the lecturer has to find a new way to encourage the student to find a novel learning habit during the pandemic, for instance, give the task to the student to upload a video to YouTube. This paper describes a novel learning habit in the music learning system during a covid-19 pandemic. In the qualitative method used in this paper, the writer interviewed six enrolled students from different majors, including piano, drum, and guitar. Data was collected with semi-structured interviews through Zoom meetings. The interview was in Indonesian, just a point of view that was translated into English. This paper found that students could interpret some values from this pandemic as follows:

1. How students got to manage a new approach based on remote learning?
2. What expertise of students can support the major subject?
3. How students got the priceless value of peer interaction during the pandemic?

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

## *Pembelajaran Kreatif di Masa Pandemi Covid-19: Studi Kasus Mata Pelajaran Utama, Jurusan Musik Gereja-The Way Bethel Theological Institute*

### **Abstrak**

*Dalam era pandemi, sistem pendidikan tradisional telah bertransformasi menjadi berbasis e-learning, pembelajaran tersebut ditunjang piranti keras, piranti lunak, dan internet. Sistem pendidikan musik di perguruan tinggi biasanya menggunakan pendekatan tatap muka langsung, tapi pandemik mengubah sistem tersebut ke dalam pembelajaran berbasis e-learning. E-learning memisahkan jarak dosen dan mahasiswa, keduanya memiliki kendala yang serupa, contohnya: sinyal yang buruk, pengetahuan yang terbatas dalam menggunakan aplikasi pertemuan, dan lambatnya suara yang diterima pendengar. Oleh karena itu, dosen perlu memikirkan ulang cara untuk mendorong mahasiswa menemukan kebiasaan belajar baru selama pandemi, misalnya memberikan tugas kepada mahasiswa dengan cara mengunggah video hasil belajar ke YouTube. Penelitian ini mendeskripsikan kebaruan dalam sistem pembelajaran musik selama pandemi. Kualitatif adalah metode yang digunakan*

*dalam penelitian ini, penulis mewawancarai enam mahasiswa aktif dari mayor yang berbeda; piano, drum, dan gitar. Data dikumpulkan melalui wawancara semi-terstruktur yang dilakukan di aplikasi Zoom. Wawancara dilakukan menggunakan bahasa Indonesia, hanya poin-poin penting yang ditranslasi ke dalam bahasa Inggris. Penelitian ini menemukan bahwa mahasiswa dapat menginterpretasi beberapa nilai yang berharga dari masa pandemi ini, misalnya:*

- 1. bagaimana mahasiswa mengelola pendekatan baru dalam pembelajaran jarak jauh,*
- 2. mampu melihat kemampuan apa yang dapat menunjang perkuliahan mayor,*
- 3. mahasiswa mendapatkan nilai yang berharga dari interaksi tatap muka selama pandemi.*

**Kata kunci:** *e-learning, pembelajaran musik kreatif, sistem pembelajaran covid-19, pendidikan musik dalam perguruan tinggi*

## **INTRODUCTION**

President Joko Widodo declared; that Covid-19 had 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, the education sector included. It has changed traditional education to the educational technology system. According to UNESCO, 63 million teachers were affected in 165 countries. One point three billion learners worldwide could not attend school or university, and approximately 32,07,13,810 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 into e-learning, where all learning has no direct engagement. This department has various subjects: piano, guitar, and drum. Those subjects tend to be through a classical music curriculum.

Students get new insights during pandemics, like practice management and editing audio and video. Classical music is quite different from electronic music, the sound of wood. It means that when students play music, it does not use sound effects and unplugs in electricity.

### **E-Learning**

E-learning, or the electronic learning approach, is used electronically to support this learning. Because of that, e-learning can be called online learning also (Eveline Siregar, Hartini Nara, 2011). According to Soekartawi, Haryono, Libero (2002), e-learning is defined as a generic term for all technologically supported learning using an array of teaching and learning tools such as phone bridging, audio, and videotapes, teleconferencing and satellite transmission. They also noted that

the benefit number of e-learning is pretty much it, but there is a lack of those at the same time, as follows:

1. Lack interaction of between teacher and student, even though peer-student
2. Business-oriented and denied the social value
3. The learning process tends to course
4. A student that has no high motivation tends to fail
5. Place and students often not connected to the internet

According to their research, the problem with students and lecturers is a lack of interaction and internet access. One of the institutes affected by this phenomenon is The Way Bethel Theological Institute, 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, so the writer focuses on the Church Ministry Study Program, particularly major subjects: guitar, piano, and drum. Unlike traditional learning, during pandemics, we occasionally approached direct class but frequently used e-learning: student and lecturer separated by distance. *Zoom* is an application that was chosen in e-learning because it is easier and more efficient than other applications. Besides *Zoom*, lecturers usually used *Google Classroom*, and these applications functioned to submit the task. There are many tasks, such as submitting papers, exercises, and videos. 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. Of course, they have many opportunities to curate the video—these a novel things in their campus life. Otherwise, in direct engagement, the students have a one-time opportunity only to present their exercise results to the audience. Writer guesses that in traditional learning, students lack time to learn their exercise material. On the other hand, this is good news to fix students' bad habit of exercising in a major subject.

### **Creativity Definition**

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

## Framework

During the pandemic, students went through uncommon phases; Schiavio, Biasutti, and Philippe constructed experiences for their participants and concluded the study with this framework. The immersion phase is when informants adapt to circumstances after adapting their systematization with the many points of view, as follows implementation, creative learning, and peer interaction. The interpretation phase is a phase in which participants could reflect on many things they are struggling with; in this phase, each informant got creative learning based on their experiences (Schiavio et al., 2021).

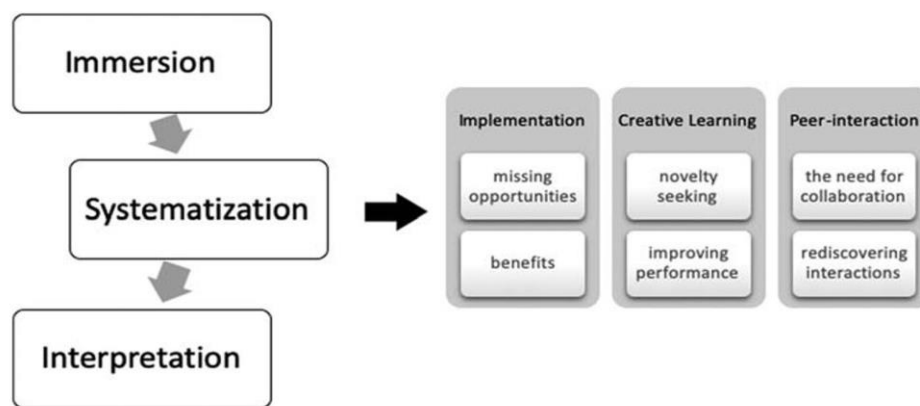


Figure 1. Framework  
 Source: Schiavio et al., 2021

**Table 1. Overview of codes and macro-categories**

No.	Codes	Questions
<b>Implementation</b>		
1.	Missing Opportunities	What difficulties are there during e-learning?
2.	Benefit	What are the benefits of e-learning?
<b>Creative Learning</b>		
3.	Novelty Seeking	Is there any other expertise to support major subjects during a pandemic?
4.	Improving Performance	What could things be improved in major subjects during a pandemic
<b>Peer-Interaction</b>		
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 six students from any majors have been interviewed using Indonesian. The interview has been transcribed verbatim, but keywords are only translated to English. In this research, the writer attempts to describe the creative learning of each student during the COVID-19 pandemic, particularly in the higher education system. Interview results have been coded; the codes are from the framework. After coding, the writer reduced the data and then presented it to the reader. Coding is a data operation process collected from each part and written the category in borders (Rossman & Rallis, 2012).

### **Participant**

A total of six enrolled male students were interviewed in this study, whose ages ranged from 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 classical music based on wood in musical instrument material. Participation in this study is voluntary; they do not receive payment, credits, or financial reward. A writer chooses participants because they are a sample of their batch and major. All participants were informed about the information that had been anonymized.

## **RESULT AND DISCUSSION**

After collecting the data from the interview, this study finds new teaching approaches, the emerging forms of creative learning technology-based, and the transformation of peer interaction and collaborations. Codes describe those points in the framework. To keep the anonymity of all informants, the writer signed those with P 1-6.

### **Implementation**

#### *Missing Opportunities:*

- The students get difficult things in the early phase.
- They get wrong signals, challenging to see a clear tone and position from the lecturer.
- Interestingly many things distract them, like a noise from a vehicle and a parent's call.

“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, it was very disturbing me". (P.6)

However, if there is any solution to fix the lousy signal from other 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 hopes that someday the internet will 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. Therefore, if we PPW (Pray, Praise, and Worship) on campus used soundcards, it would 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 cons, they get pros also. Based on the interview, the writer found that students benefit from e-learning and time management particularly. Unlike onsite 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 they took.

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

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

"Personally, I projected in evaluating more Sir, my technique particularly. In this semester, my target is to improve my technique, Sir. So, like my right hand, I think I need to practice more. Although the technique depends on each person, 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 areas". (P.5)

On the other hand, most students felt another benefit from this approach: the students felt that the lecturer appreciated their effort. 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 a facility in Google Classroom. So, students could see the scores directly, Sir. So, every learning material 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; they play and record in those videos. The lecturer talks to them to edit the video; the student can get 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 proper audio.

“I learned basic mixing and mastering, Sir, praise and worship during e-learning, like or dislike, I have to do it. Then learn with others, luckily in my church paid for 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) and YouTube to present the video, that is all, Sir”. (P.4)

“[...] the lecturer told me about the kind of microphone and the function? After that, he talks about all aspects. He told me to record the sample song “Ku Bersyukur Bapa”, there is guitar, vocal, drum, and bass. Moreover, the most important for me is how to micing, Sir. Approximately if just any one mic, how to capture the audio? How do blocking? So I play the drum, and then my friends set the blocking of the mic. Likewise, on acoustic guitar, we learn how to micing. I also learned to operate DAW, called Reaper.” (P.2)

*Improving Performance:* During a pandemic, they improve their exercise pattern and increase practice time. Before the pandemic mostly has three times a week practice, but during the pandemic, they increase their run-through per week. Perhaps they got increased 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. During a pandemic, students get an emerging form of practice; the way is recording the video. Every record one 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 up to ten times in a day. even though I have been playing for two 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 a secular song, worship songs, like that, Sir”. (P.4)

## Peer Interaction

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

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

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

“Oh, I prefer direct messages or in the WA batch group, but talk. However, in my batch, often 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)

However, on the other side, a student gets positive things from this circumstance. He gets networking with another student from another campus, and they make an appointment and discuss musical things.

“Networking, Sir. If I did not 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 priceless in their life; they never know if their friends will help in the future.

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

The pandemic made students more selective in bonding with 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 understand. “Oh, I see, that is 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 is all, Sir”. (P.4)

## DISCUSSION

This study describes any students who have experienced struggling during a pandemic; six students enrolled have been interviewed. They interviewed with a semi-structured method; the writer found 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 can support the major subject, (iii) how the student



got the priceless value of peer-interaction during the pandemic. Nevertheless, students experience many difficulties, but after a while, they find another way to fix their habits. Those outlines describe the circumstances during a pandemic. Also, fortunately during pandemics, the students can interpret what they are struggling with.

From the interview, the writer noted that any student could interpret the benefit of e-learning. On the other hand, they suggested how e-learning could be implemented. They suggest whether the lecturer or students have to have the proper hardware to support the learning. In addition, they interpret the critical value of peer interaction.

The writer's consciousness in this study has limitations; for example, the student condition does not represent another institution with a major subject. In addition, the writer just did interviews with male students. It is possible if the female student's perspective has different arguments. In the future, the study must involve a theoretical subject because this study involves a practical aspect. Then, involving female students is an excellent option to enrich future research perspectives.

## REFERENCES

- Mayer, R. E. (1989). Cognitive views of creativity: Creative teaching for creative learning. *Contemporary Educational Psychology*, 14(3), 203–211. [https://doi.org/10.1016/0361-476X\(89\)90010-6](https://doi.org/10.1016/0361-476X(89)90010-6)
- Rossmann, G., & Rallis, S.E. (2012). *Learning in the field: An introduction to qualitative research (3<sup>rd</sup> edition)*. Thousand Oaks, CA: Sage.
- Runco, M. A., & Jaeger, G. J. (2012). The Standard Definition of Creativity. *Creativity Research Journal*, 24(1), 92–96. <https://doi.org/10.1080/10400419.2012.650092>
- Schiavio, A., Biasutti, M., & Antonini Philippe, R. (2021). Creative pedagogies in the time of pandemic: a case study with conservatory students. *Music Education Research*, 23(2), 167–178. <https://doi.org/10.1080/14613808.2021.1881054>
- Siregar, E., Nara, H. 2011. *Teori Belajar dan Pembelajaran*. Bogor: Penerbit Ghalia Indonesia.
- Soekartawi, Haryono, Librero, F. (2002). Greater Learning Opportunities Through Distance Education: Experience in Indonesia and the Philipphines. *Southeast Journal of Education* (<https://indonesia.go.id/narasi/indonesia-dalam-angka/ekonomi/kasus-covid-19-pertama-masyarakat-jangan-panik>).
- (<https://en.unesco.org/news/13-billion-learners-are-still-affected-school-university-closures-educational-institutions>)