

# The Relation between Teenage Interests in Music with Music Learning Motivation in Students at East Jakarta Music School

Finidia, S.Psi<sup>1</sup>, Mia Merietha Resphaty, S.Psi<sup>2</sup>, VinayantiMarlian, S.Psi<sup>3</sup>

<sup>1,2,3</sup>Persada Indonesia Y.A.I of University, Master of Profession Program of Psychology, Pangeran Diponegoro Street Jakarta, Indonesia

**Abstract:** *This study aims to find out whether there is a relationship between teenage music interest and music learning motivation of students at East Jakarta Music School. The research method used a random sampling technique with a sample of 152 respondents. The method of collecting data used a questionnaire of a Likert Scale model with a musical interest scale of 40 items and a learning motivation scale of 40 items. After testing, it is found that the validity coefficient value of the musical interest scale with a rhythm ranges from 0.389 to 0.820 so that 27 items are valid and 13 items are dropped with a reliability of 0.942. Meanwhile on the learning motivation scale the validity coefficient values obtained with rites ranged from 0.380 to 0.846 so that 28 valid items were obtained and 12 items were knocked down with a reliability of 0.941. Based on the results of data analysis through Bivariate Correlation analysis, a value (r) of 0.982 was obtained. This shows that there is a relationship between teenage musical interests with motivation to learn at East Jakarta Music School, accepted. Based on the results of this study, it can be concluded that there is a significant positive relationship between teenage music interest and learning motivation at East Jakarta Music School, meaning that the better the teenage music interest, the higher East Jakarta Music School students learning motivation.*

**Keywords:** Musical Interest, Learning Motivation

## 1. Introduction

At this time, the art of music has developed quite rapidly. Not only in Indonesia, but also other countries experienced the same thing. This symptom can be observed from the continued emergence of new music events through both domestic and foreign audio media, which continues to be held and are never devoid of spectators. In addition, the numbers of music contests are increasingly being held and developed as a forerunner to the emergence of musicians from the regions.

In the world of non-formal education, music education institutions are one of the institutions that are very influential and have an important role in the development of music. This is evidenced by many private music tutoring places or music schools. The emergence of music schools or private music tutoring venues is also motivated by a fairly high musical interest in the community.

According to Hurlock (1996) interest is a source of motivation that encourages people to do what they want if they are free to choose. When they see that something will be beneficial, they feel interested. This then brings satisfaction, if satisfaction decreases then interest decreases. Furthermore, Hurlock said that interest in learning is the result of experience or learning process. Meanwhile, according to Mappiare (1994) interest is a mental device consisting of a mixture of feelings, hopes, convictions, prejudices, fears, or other tendencies that lead individuals to a choice.

Thus, the existence of an effective music learning forum is expected to be able to accommodate the interests of music community and increase the appreciation and appreciation of the art of community music, which later the potentials of the

young generation in the field of music are able to bring out the characteristics and quality characteristics.

In East Jakarta Music School, which is one of music education institutions in Jakarta. Participants at East Jakarta Music School consisted of teenagers, young children, and adults. But most students are teenagers. There are a lot of activities at East Jakarta Music School, that can hone or demonstrate the talents of teenagers who have learned them. At East Jakarta Music School, there are often concert or evaluation concert events to see the extent to which teenagers have studied so far. This concert is conducted in accordance with the agreement of each instructor, and this concert determines whether the participant is able to advance to the next level or not. After taking the exam and evaluation the participants will get a certificate according to their level along with what value they got.

Besides interest, a factor that also plays a role in the success of adolescents in their efforts to excel in music is learning motivation. Motivation is an impulse that moves, directs and sustains an activity carried out by someone to achieve a goal. Motivation is very necessary in learning process. Adolescents who do not have motivation in learning will not be able to carry out learning activities effectively. According to A.W. Bernard (2002) "Motivation refers to all those phenomena which are involved in the simulation of action towards particular objectives where previously there was little or no movement towards those goals". So, motivation is an effort to enlarge or hold a movement to achieve certain goals.

In this case East Jakarta Music School is a place to nurture the potential and talent in the field of music, not only training but all students are given the opportunity to create and practice the knowledge they have gained in a grand performance. Then the students were also given opportunity

to compose songs and make song demos to realize their musical creations. Some participants at East Jakarta Music School turned out to be teenagers who have a high interest to play music and learn it, but there are also many participants who have other backgrounds in attending this music course, in fact most of the teenagers are supported by their parents, but there are also who are not supported by their parents but they still try to show themselves if they can do it, there are also those who study there because of obeying parents' orders.

Based on the description above, the author is interested in conducting research at East Jakarta Music School.

### Definition of Interest

According to Hurlock (1996: 114) interest is a source of motivation that encourages individuals to do what they want. This interest can indirectly be influenced by parents, friends, or the community. Interest arises from the interaction between basic human needs and the way they are found to meet those needs. Interests exist in individuals differ - although some of them have the same tendency. According to Crow & Crow (in Djaali, 2005: 121) interest associated with the style of motion that encourages individuals to deal with or deal with people, objects, activities, experiences that are stimulated by the activity itself.

### Definition of Learning Motivation

According to Mc.Donald (in Djamarah, 2002: 114) motivation is a change of energy in the individual person that is characterized by the emergence of affection (feelings) and reactions to achieve goals. Learning motivation is one type of motivation that is important in the world of education. According to Winkel (2005: 169) learning motivation is the overall psychic driving force within an individual that gives rise to, guarantees continuity and gives direction to learning activities in order to achieve a goal.

### Definition of Music

In essence, music is a product of the mind. Thus, vibrational elements (physics and cosmos) in the form of frequency, amplitude and duration have not become music for humans until they are transformed neurologically and interpreted through the brain into: pitch (tone-harmony), timbre (color of sound), dynamics (loud-soft), and tempo (fast-slow). The transformation into musical greetings and human responses (behavior) are unique to recognition (cognition) because the human brain is developing very rapidly as a result of previous musical experiences. Music is a unique form of human behavior and has a strong influence. (inDjohan, 2009: 32).

### Definition of Teenagers

Adolescence is a time of transition in the sphere of human life, linking childhood and adulthood (Santrock, 2003).

### Relation between Youth Musical Interest and Music Learning Motivation

For an individual learning is an obligation. The success or failure of an individual in formal and informal education depends on the learning process experienced by the individual. Music for young people in this case is teenagers, is an endless activity. For adolescents, music is an art that

can be created as creatively as possible according to the soul and character of each. Teenagers consider music can make a special pleasure for young people now because they can freely express themselves and create a work that teens believe can be fun to do because in music, individual creativity does not need to be forced, but teenagers can freely create a work without limits that are considered very good and satisfying for some young people. With music, one's skills will also be honed.

## 2. Research Methods

### Population and Sampling Method

In this study, the population was 268 people taking courses at East Jakarta Music School, East Jakarta. The large number of samples to be taken, adjusted to the Krejcie-Morgan table (Sugiyono, 2007: 62), then based on the Krejcie-Morgan table the minimum number of samples that must be used is 152 teenage students. Random sampling technique was performed.

The scale used to reveal the data contains a number of lists of statements compiled as stimuli aimed at behavioral indicators in order to elicit answers that are reflections of the subject's self-state which is usually not realized by the subject concerned. The responses given to the psychological scale are scored, then processed to reveal the measured attributes, namely interest and learning motivation. The type of scale used in this study is the Learning Motivation and Interest scales. The data collection method is in the form of a questionnaire with a Likert scale method that contains the number of statements written and distributed to respondents by providing five alternative answers with a total of 152 student respondents. This test was carried out using the Pearson product moments formula and was done using the SPSS version 15 for windows program.

## 3. Research Result

Research data analysis was conducted to determine whether there was a correlation between the interests of teenage music interests and motivation to learn at East Jakarta Music School. Analysis was performed using Pearson product moment correlations in the SPSS 15.00 for Windows program. The results obtained are the correlation coefficient between teenage musical interest with learning motivation  $r$  of 0.982 with  $p = 0,000$  and  $p < 0,05$ , then the alternative hypothesis which reads "correlation of adolescent musical interest with learning motivation in East Jakarta Music School" is accepted.

From the analysis results obtained the reliability coefficient for musical interest scale is 0.942 and the learning motivation scale is 0.941. With this reliability fulfilled and by referring to Guilford and Fruchter's rules (Kuncono, 2004: 27), both measurement scales have met the basic quality of standard measuring instruments that have reliability values, which are very reliable for the scale of musical interest and learning motivation scale.

#### 4. Conclusion

There is a significant positive relationship between teenage music interests with music learning motivation in students at East Jakarta Music School. This means that the high teenage music interests, the motivation to learn music will be higher.

#### References

- [1] Afandi Aprihastanto, dkk. (2009). Jurnal "Motivasi dalam pembelajaran". Surakarta : Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret.
- [2] Chaplin, J.P. (1999). Kamus Lengkap Psikologi. Jakarta: PT. Raja Grafindo Persada
- [3] Chaplin, (2002). Kamus Lengkap Psikologi. Jakarta: PT. Raja Grafindo Persada.
- [4] Kuncono, Spi, MM. (2004). Analisis Butir. Jakarta: Yayasan Administrasi Indonesia (Y.A.I)
- [5] Ngalm Purwanto. (2010). Psikologi Pendidikan. Bandung : PT. Remaja Rosdakarya.
- [6] Saiful Bahri Djamarah. (2002). Psikologi Belajar. Jakarta : Rineka Cipta
- [7] Sugiyono. (2003). Statistika untuk Penelitian. Bandung : CV. Alfabeta
- [8] Sugiyono. (2007). Statistika untuk Penelitian. Bandung : CV. Alfabeta
- [9] Sutrisno Hadi. (2000). Metodologi Research (Jilid 1). Yogyakarta: Andi Offset
- [10] Syamsu Yusuf, H, Dr. (2004). Psikologi Perkembangan Anak dan Remaja. PT. Remaja Rosdakarya
- [11] Winkel, W.S. (2005). Psikologi Pengajaran. Yogyakarta: Media Abadi
- [12] Djaali, H, Dr. (2005). Psikologi Pendidikan. Jakarta: Bumi Aksara.
- [13] Djohan. (2005). Psikologi Musik. Yogyakarta: Buku Baik.
- [14] Djohan. (2009). Psikologi Musik. Yogyakarta: Buku Baik.
- [15] Hurlock, EB. B. (1996). Psikologi Perkembangan Anak. Jakarta : Erlangga.
- [16] Evita E. Singgih Salik dan Soetarlinah Sukadji. (2006). Sukses Belajar dipengantar tinggi. Yogyakarta: Panduan.
- [17] John W Santrock (2003). Adolescence. Perkembangan Remaja. Edisi Keenam. Jakarta: Erlangga.
- [18] Ki RBS. Fudyartanta. (2002). Psikologi Pendidik and engan Pendekatan Baru. Yogyakarta : Global Pustaka Utama