THE EFFECT OF MUSIC PREFERENCE ON LEARNING OUTCOMES IN SOLFEGIO COURSES

Clemy Ikasari Ichwan[1,*], Dani Nur Saputra[2], & Tjut Etty Retnowati[3]

[1,2,3] Universitas Negeri Jakarta
*Pos-el: daninursaputra6@gmail.com

ABSTRACT

Everyone, especially students of music education study programs, of course have different musical preferences. Preference is the tendency to choose and like certain types of music. Differences in music preferences are influenced by several factors such as the level of social class, family, environment, education, and so on. Musical preferences can have an impact on musical abilities, one of which is solfegio. This study aims to determine the effect of music preference on learning outcomes of solfegio courses in music education study programs. This study uses a quantitative method to investigate the relationship between the two variables where music preference is the independent variable (X) and the learning outcomes of solfegio courses are the dependent variable (Y). Data was collected by means of interviews and questionnaires to research subjects taken at random (random sampling). The collected data was then analyzed using the SPSS 26 application to determine the correlation coefficient (r) with the product moment formula, then hypothesis testing was carried out using the t-test to obtain a positive or negative relationship between the two variables studied.

Keywords: Influence, Musical Preference, Solfegio, Quantitative

ABSTRAK

Setiap orang khususnya mahasiswa prodi pendidikan musik tentu memiliki preferensi musik yang berbeda-beda. Preferensi merupakan kecenderungan untuk memilih dan menyukai jenis musik tertentu. Perbedaan preferensi musik dipengaruhi beberapa faktor seperti tingkat kelas sosial, keluarga, lingkungan, pendidikan, dan sebagainya. Preferensi musik bisa saja berdampak pada kemampuan musikalitas salah satunya solfegio. Penelitian ini bertujuan untuk mengetahui pengaruh preferensi musik terhadap hasil belajar mata kuliah solfegio di prodi pendidikan musik. Penelitian ini menggunakan meode kuantitaf untuk menyelidiki hubungan kedua variabel tersebut dimana preferensi musik sebagai variabel independen (X) dan hasil belajar mata kuliah solfegio sebagai variabel dependen (Y). Pengumpulan data dilakukan dengan wawancara dan kuesioner terhadap subjek penelitian yang diambil secara acak (random sampling). Data yang terkumpul selanjutnya dianalisis dengan menggunakan aplikasi SPSS 26 untuk menentukan koefisien korelasi (r) dengan rumus product moment, kemudian dilakukan pengujian hipotesis dengan menggunkan uji-t untuk memperoleh hubungan positif atau negatif antar kedua variabel yang diteliti.

Kata Kunci : *Pengaruh, Preferensi Musik, Solfegio, Kuantitatif*

A. INTRODUCTION

Music can have an influence on humans, both physiologically and psychologically (Aisya, 2014). Everyone, especially students of music education study programs, of course have musical tastes that are not necessarily the same from one another. Differences in music tastes can certainly affect how students think, feel and behave. Because basically music can affect a person in thinking, behaving, and feeling (Shaleha, 2019). Musical tastes are influenced by background, habitus and habits that occur repeatedly (Novenanto, 2018).

Music education study program students come from different backgrounds. There are students who come from families who are engaged in music, some are from families who don't know music at all. There are students whose educational background is music vocational school, and some are from high school. Differences in family background, environment, and school certainly affect the musical ability of students in music education study programs. One of the musical abilities that must be possessed by every student is the ability in solfegio.

Solfegio is an exercise to improve the ability to hear the sound of music.Lukina, 2018). There are two aspects that must be possessed in the ability of Solfegio, namely:the ability to read notation (sight reading) and the ability to sing notation (sight singing). Sight reading is usually done by reading the notation directly without any special training or preparation.Gilbert, 2018), While sight singing is the ability to sing notation directly without any preparation or practice beforehand.Zhukov, K. (2017). These two competencies are combined in one of the compulsory courses in the music education study program, namely the solfegio course. Solfegio courses are part of the courses in the music arts curriculum at universities not only in Indonesia, but also abroad. This strengthens the argument that solfegio is an important competency that must be possessed by music students in music education study programs.

Solfegio is a basic skill that must be possessed by students in building the foundation of musicality. Therefore, the Solfegio courses in music education study programs, FBS, UNJ are pre-requisite courses which are carried out for two semesters. This course must be taken by all students in the first semester with the name Solfegio one course, then continued in the second semester with the name Solfegio two course. The researcher who is also a solfegio lecturer in the music education study program sees that there are different solfegio abilities of students. These differences in abilities have been mentioned at the beginning of the background of this study.

Family and school backgrounds certainly affect students' musical preferences. Pierre Bourdieu in his book Distinction: A Social Critique of the Judgment of Taste (1984) which states that music preference is one of the identities of the class. In other words, certain types

of music are associated with certain social classes. The social class is categorized by researchers based on family and school backgrounds taken by students before they came to study in the music education study program. The Bourdie theory supports the background of this research, so that further researchers conduct cross-checks on the correctness of the theory on the students' solfegio abilities. Whether music preference has an influence on students' abilities or not.

Everyone has different preferences (tendency to choose) music which is formed from various factors (Hamzah, 2010). Students from different backgrounds certainly have diverse musical tastes such as rock, jazz, dangdut, keroncong, classical, pop, and so on. However, the curriculum in the music education study program, UNJ has a percentage of about 70 percent which includes western classical music curriculum, and the rest is traditional music. So, like it or not, students have to learn classical music with the demands of being fluent in reading block notation. Indirectly, all students who may have musical preferences other than classical music will be led to the must-have classical music competencies. This finding raises the problem in this study,

B. THEORETICAL FRAMEWORK

1. Music Preferences

Preference is defined as a person's choice of liking or disliking a product, goods, or service that is consumed (Kotler, 2005), so that music preference is defined as the type of song that is liked. Music preference has a level that is preferred music preference and disliked music preference (Aisya, 2014). Schafer (2009) states that music preference is a person's tendency to choose preferred music. The difference in these tendencies is influenced by various factors. Schwartz & Fouts (2003) said that someone who likes and enjoys music can be divided into two categories, namely based on the type of heavy quality music (heavy music) and light quality (light music). Heavy music has a type of music that has a fast tempo, loud sound, strong beats continuously. The types of music in this category include punk, metal, rock, hardcore, emo, rap, etc. Lighty music has a slow tempo, contains a rhythm that can be followed to dance, and contains a specific theme. This type of music includes pop, dance, jazz, keroncong, etc. (Schwartz & Fouts, 2003).

Utama (2017) in his research states that music preferences are used as identities because certain musical preferences are related to certain social groups and the influence of popular culture on music preferences. Music preferences can arise automatically from routine activities that are usually carried out by a person, such as habits in doing work at home, studying, driving a car and resting (Djohan, 2009). the closeness of music to human life causes the growth of interest and greater attention to certain music. Peirre Bourdieu (1984) states that music preference is a musical taste tendency that makes an identity of social classes.

Based on some of the definitions above, it can be concluded that music preference is a person's preference for certain types of music so that it creates a tendency for someone to like it. Musical preferences have an impact on a person's taste for certain music that can be used as an identity for a social class in society.

2. Solfegio Course

Solfeggio is one of the most important fundamentals of music theory and should be given to music students at the first level. This material aims to develop basic musical abilities. These abilities include the ability to hear, the ability to imitate and the ability to read music notation (Husna, 2016). Therefore, Solfegio is a basic competency course that must be possessed by every student in the music education study program. Based on the curriculum document of the music education study program, Solfegio courses cover knowledge and skills in singing, reading, listening, recording, developing melodies and rhythms through sight singing, sight reading, orally and in writing. Larson (1993) states that Solfeggio is a term that refers to singing scales, intervals, and melodic exercises with Sillaby solmization, which is singing musical notes using syllables.

Solfegio courses in music education study program are conducted using lecture, demonstration, practice and discussion methods. Assessment in this course includes direct assessment in the form of an oral test and performance. Solfegio two includes deepening of solfejio 1. Solfegio includes students' knowledge and ability to identify elements of music through reading, listening, recording, developing learning methods, and polyphony. Solfegio courses are held in semesters 1 and 2. This course is a mandatory course and a prerequisite for other practical courses and Music Theory. This is intended, if a student has not passed the solfegio course, then the student cannot take other tiered music science courses.

C. RESEARCH METHOD

This research was conducted using quantitative methods. Quantitative research designs are carried out using the dominance of numbers, statistical processing, structure and controlled experiments (Sukmadinata, 2013). Arikunto (2010) adds that quantitative research, as the name implies, is required to use quantitative research numbers, starting from data collection, interpretation of the data, and the appearance of the results. The independent variable in this study is Music Preference (X). The dependent variable is often referred to as the output variable, criteria, and consequent. In Indonesian it is often referred to as the dependent variable. The dependent variable is the variable that is influenced or that becomes the result, because of the independent variable (Sugiyono, 2013). The dependent variable in this study is Solfegio Course Learning Outcomes (Y). Thus, researchers can identify the variables that are affected (the dependent variable) and conduct an investigation of the variables that influence (the independent variables) through this study.

The subjects in this study were sampled from the existing population. The population is the entire research subject, while the sample is part of the population to be studied which

is intended to generalize the conclusions obtained in a study (Arikunto, 2010). The population in this study were all active students of the 2020 music education study program. Then the researchers took a sample of 45 students who were taken at random (cluster random sampling) to be used as research data samples.This research was conducted in Music Education Study Program, Faculty of Language and Arts (FBS) State University of Jakarta (UNJ) and at the researcher's residence.The research was conducted in March 2021 – October 2021

Researchers arrange research instrument to obtain data that supports the research project being carried out. Research instrument is a tool used to obtain, process and translate an information; obtained from respondents, using the same measuring pattern (Siregar, 2014). The research instrument used in this study is a questionnaire in the form of questions or questions arranged according to indicators of music preference. The instrument is made in the form of a scale. Scale is a data collection technique by compiling a list containing a series of statements about a matter in a field (Azwar, 2003). In this case, it is in the form of a Likert model scale using 4 alternative answers from the choices "Strongly Agree (score 4), Agree (score 3), Disagree (Score 2), and Strongly Disagree (Score 1)". The music preference scale is made based on the music categories that students like, often listen to and music that is often played by students.

The analysis of this research uses the technique ofcorrelational descriptive research. The magnitude or height of the relationship between variables is expressed in the form of a correlation coefficient. The correlation coefficient is a statistical tool, which can be used to compare the measurement results of two different variables in order to determine the level of relationship between other variables (Arikunto, 2010). Data processing in this study used statistical analysis and calculations were carried out using the SPSS version 26 . program.

The first step of analysis is the instrument test. The instrument used is a measuring tool that will be used in obtaining the main data source so that the instrument must be tested for validity and reliability. Validity is a measure that determines the validity or validity an instrument (Arikunto, 2010:211). The instrument in this study is a questionnaire that must be tested and validated before being applied. To validate the instrument, the researcher used data processing program that is SPSS 26 with correlation *Product Moment Pearson*. The result criteria can be said to be valid, namely by looking at the probability results; if the value of $p > 0.05$ is declared invalid, while $p < 0.05$ then it can be declared valid and significant.

Reliability related with the consistency and stability of a data (Sugiyono, 2012:364). In a quantitative view, a data said to be reliable if there are two or more the researcher who suggested same data result on the same research object, and or a group data which when separated into two shows data that is not different. Reliability is related to the degree of consistency, so if there is a repetition of the research with the same object and media as well the same method will definitely produce the same data. In testing its reliability, this study used the SPSS 26 program withthe Spearman-Brown criteria because the test instrument used is the type of subjective question that will be filled out by the respondent.

Reliability test criteria with *Spearman-Brown* is rcount > rtable, then the measuring instrument can be said to be reliable and vice versa, rcount < rtable, then the measuring instrument is not reliable.

The next stage is the researcher conducts a normality test on the data variables that have been collected. Normality test is a test to find out whether the data is already distributed normal or not. This test is carried out by calculating the results of the acquisition of both X and Y data. In This study used SPSS 26 with the Kolmogorov-Smirnov normality test. The basic criteria for decision making is if the significance value is > 0.05 then the data is normally distributed, but if the significance value is < 0.05 then the data is not normally distributed.

After the normality test then the next step is to test the hypothesis using the F test and T test data analysis techniques because it is considered appropriate to test the data statistically in this type of experimental research, which is then analyzed using the help of SPSS 26. Both are used to test the hypothesis in this study because F test is used to calculate/measure the magnitude of the difference in variance between two or several test groups. While the T test is more used to measure/calculate the difference of two or more means between groups. F test and T test are test techniques to analyze the data that has been obtained, both are based on the distribution table.

There is a correlation, expressed in numbers on the index. No matter how small the correlation index, if it is not 0.000, it can be interpreted that between the two correlated variables there is a correlation. Interpretation of high-low correlation can also be known from the size of the number in the correlation index. The greater the number in the correlation index, the higher the correlation of the two correlated variables (Sugiyono, 2013). The collected data is then processed using statistical methods using the product moment correlation formula as follows:

$$r_{xy} \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\}\{N(\sum y^2) - (\sum y)^2\}}}$$

Information:
rxy = price correlation coefficient
N = number of research samples
x = sum of x values (Influence of music)
y = total value of y (study result)

After obtaining the results using the product moment correlation formula, the next step is to determine how the influence of music preference on learning outcomes for the solfeggio course uses a linear regression formula with the help of SPSS 26. To support the closeness of the correlation between the two variables, the correlation coefficient is symbolized "r" with the following categories:

Table 1. Correlation between the two variables

Correlation coefficient	Interpretation
0.80 – 1.00	Very Strong Relationship
0.60 – 0.80	Strong Relationship
0.40 – 0.60	Medium Relationship
0.20 – 0.40	Low Relationship
0.00 – 0.20	Very Low / Uncorrelated

The next step is to determine whether the correlation coefficient obtained is significant or not (to see the effect) using a statistical t test (t-test) with the formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

where t = the result of calculating the distribution of the correlation coefficient. If tcount ttable, Ho is rejected and Ha is accepted, there is a positive and significant influence between the music preference variable (X) and the learning outcomes of the solfegio course (Y) in Music Education Study Program, FBS, UNJ. If tcount ttable then Ho is accepted and Ha is rejected, there is no positive and significant effect between the variable music preference (X) and the learning outcomes of the solfegio course (Y) in Music Education Study Program, FBS, UNJ.

D. RESULTS AND DISCUSSION

Solfegio is a basic competency that must be possessed by someone who is involved in music, especially students who take music studies programs. The curriculum of the music education program at the Jakarta State University requires that every student must take a solfegio course. Researchers conducted a survey on the results of the Solfegio course scores since the last three years that there are always students who repeat or fail to pass this course. Not a few students who get a minimum score. Researchers also observed that during the lecture process, it was seen that the ability of students to hear both rhythmic and melodic sounds was still low. Based on the background of the problems that arise in the Solfegio class, the researchers and a team consisting of solfegio lecturers tried to find out what impact it had on students' solfegio abilities. So the researchers formulated the main indicator as an independent variable, namely music preference as a variable that influences or causes changes or the emergence of the dependent variable. The dependent variable in this study is the learning outcomes of the Solfegio course.

Instrument Validity and Reliability Test

Researchers tested the validity of the instrument with Pearson's product moment correlation with the known that the r table is a total of 45 respondents. Furthermore, researchers analyzed the instrument obtained the following data.

Table 2. Instrument Validity Test Results

No Item	r count	rtable 5% (45)	description

1	0.479	0.294	Valid
2	0.555	0.294	Valid
3	0.435	0.294	Valid
4	0.365	0.294	Valid
5	0.554	0.294	Valid
6	0.548	0.294	Valid
7	0.515	0.294	Valid
8	0.442	0.294	Valid
9	0.296	0.294	Valid
10	0.569	0.294	Valid
11	0.380	0.294	Valid
12	0.444	0.294	Valid
13	0.578	0.294	Valid
14	0.412	0.294	Valid
15	0.329	0.294	Valid
16	0.414	0.294	Valid
17	0.594	0.294	Valid
18	0.532	0.294	Valid
19	0.609	0.294	Valid
20	0.494	0.294	Valid

Table 3. Instrument Reliability Test Results

No Item	r count	r table 5%(45)	description
1	0.715	0.294	Valid
2	0.695	0.294	Valid
3	0.717	0.294	Valid
4	0.706	0.294	Valid
5	0.693	0.294	Valid
6	0.698	0.294	Valid
7	0.701	0.294	Valid
8	0.701	0.294	Valid
9	0.712	0.294	Valid
10	0.700	0.294	Valid
11	0.709	0.294	Valid
12	0.703	0.294	Valid
13	0.700	0.294	Valid
14	0.703	0.294	Valid
15	0.706	0.294	Valid
16	0.701	0.294	Valid
17	0.697	0.294	Valid
18	0.698	0.294	Valid
19	0.695	0.294	Valid
20	0.701	0.294	Valid

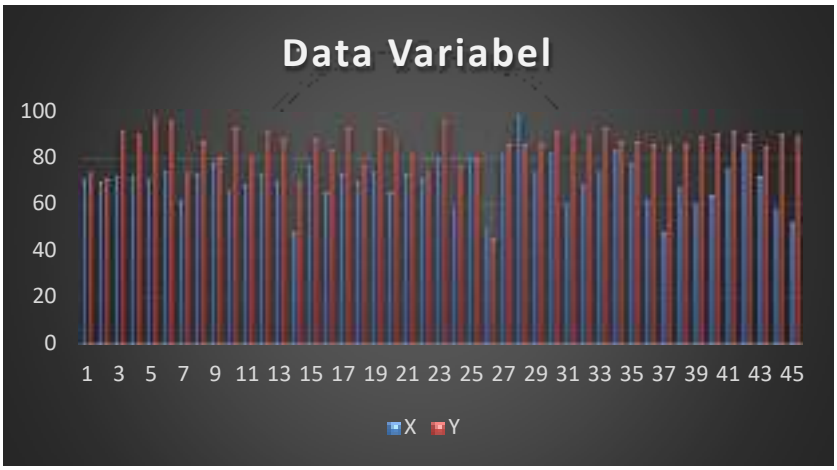
Based on the analysis of the instrument test using the product moment correlation, it shows that each item shows that rcount > rtable, it can be concluded through a decision test that the research instrument in the form of a questionnaire compiled by the researcher is declared valid and feasible to use for research. Furthermore, the researchers tested the

reliability of the instrument using Cronbach's Alpha with the help of SPSS 26 software, the results were 0.713 which showed a value greater than the r table, namely 0.294.

Reliability Statistics

Cronbach's Alpha	N of Items
.713	21

Based on the instrument reliability test, it can be stated that the questionnaire instrument is reliable and consistent. Based on the data obtained through the questionnaire as data x (independent) and learning outcomes as data y (dependent), the researcher visualized the data through the following histogram chart.



Normality test

The next stage, the researchers conducted a normality test on the two research variables. The following are the results of the analysis conducted by researchers using SPSS software.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		45
Normal Parameters, b	mean	.0000000
	Std. Deviation	8.47172823
Most Extreme Differences	Absolute	-124
	Positive	.096
	negative	-124
Test Statistics		-124
asymp. Sig. (2-tailed)		.079c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the results of the normality test, a significance value of 0.079 was obtained. so it can be concluded that the significance value is 0.079 > 0.05, it can be concluded that the

residual value is normally distributed. The results of the analysis of the normality test carried out are a requirement for testing at the next stage, namely regression analysis. Regression analysis is used in the classical assumption test provided that the residual value has been declared normally distributed.

Linear Regression Test

Researchers used a simple linear regression test to determine the relationship of the two variables studied. Linear regression test is used to test the effect of one variable on the dependent variable. The requirement to be able to do a simple linear regression test is that the primary data has been declared valid and reliable. In addition, the data must also pass the basic assumption test which includes normality and linearity tests. The basis for decision making in a simple linear regression test refers to two aspects. The first aspect is to compare the significance value with a probability value of 0.05 provided that if the significance value is <0.05, it means that the X variable affects the Y variable. However, if the significance value is > 0.05, it means that the X variable has no effect on the Y variable. The second aspect is to compare the value of t count with t table with the provision that if the value of t count > t table then it means that the variable X affects the variable Y, but if the value of t count < t table then it means that the variable X has no effect on the variable Y. Researchers use software SPSS 26 to perform a simple linear regression test. The following are the results of the analysis that has been carried out.

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Music Preferencesb	.	Enter

a. Dependent Variable: Solfegio . Learning Outcomes
b. All requested variables entered.

The results of the first part of the output (variables entered/removed) in the table above explains that the variables entered and the methods used in analyzing. The variables included are music preference variables which act as independent and solfegio learning outcomes as the dependent variable. The method used is the enter method.

The output of the second part of the analysis is a model summary. The data can be seen in the following table.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.366a	.134	.114	8,570

a. Predictors: (Constant), Music Preference

The table above explains that the value of the correlation or relationship (R) is 0.366. Based on the output, the coefficient of determination (R Square) is 0.134, which means that the effect of the independent variable (music preference) on the dependent variable (solfegio learning outcomes) is 13.4%.

The output of the third part is anova. ANOVA is generally used in multiple linear regression analysis, but researchers interpret the third output as reinforcing data in the analysis carried out. The following are the results of the ANOVA output analysis.

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	488,912	1	488,912	6.657	.013b
	Residual	3157.888	43	73.439		
	Total	3646,800	44			

a. Dependent Variable: Solfegio . Learning Outcomes
b. Predictors: (Constant), Music Preference

Based on the output shown in the table above, it is known that the calculated F value is6657 with a significance level of 0.013 <0.05. Then the regression model can be used to predict the Solfegio learning outcome variable. Based on this statement, it can be said that there is an influence of the musical preference variable (X) on the solfegio learning outcome variable (Y).

Furthermore, the researchers obtained the fourth output from the analysis carried out. The fourth part of the output describes the coefficients. The following are the results obtained from the data analysis process.

Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	62,307	9.118		6,834	.000
	Music Preference	.332	.129	.366	2,580	.013

a. Dependent Variable: Solfegio . Learning Outcomes

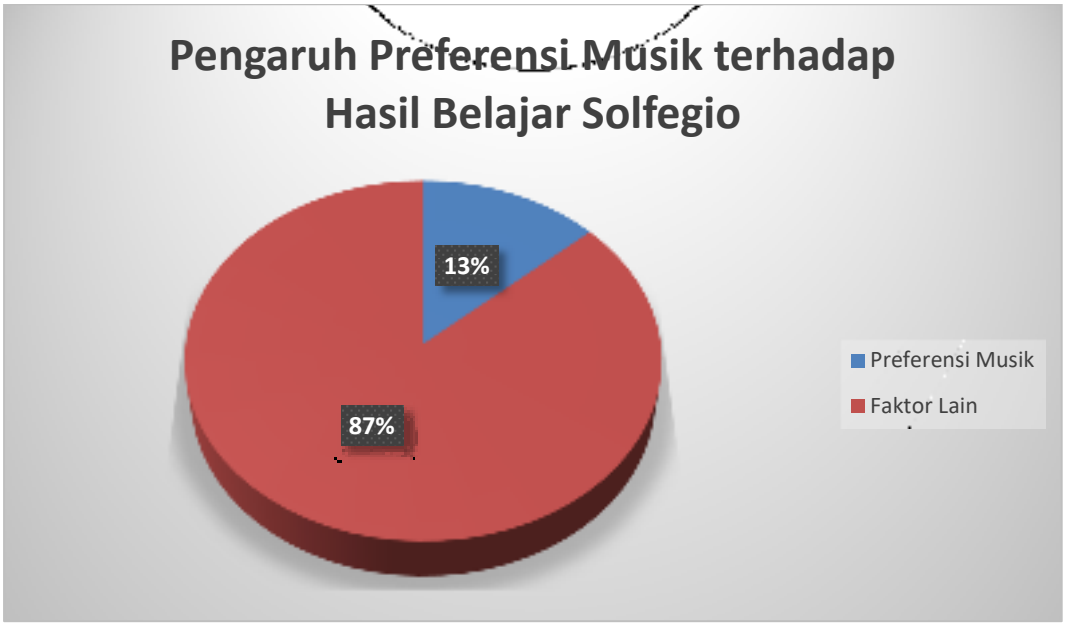
Based on the value obtained in the table above, it can be seen that the value of constant (a) is 62,307. while the value of music preference (b) or the so-called regression coefficient of 0.332. so that the regression equation is obtained as follows.

Y=a+bX. Y=62.307+0.332X.

The regression equation obtained can be interpreted that the constant of 62,307 means that the consistent value of the participation variable is 62,307. while the regression coefficient of X is 0.332states that for every 1% addition of the value of music preference, the value of learning outcomes increases by 0.332. The regression coefficient is positive, so it can be concluded that the direction of the influence of the variable X on Y is positive.

All the outputs obtained from the analysis process carried out then the researchers made decisions in this study. Based on the significance value that can be seen from the coefficient table, it is obtained a significance value of 0.013 <0.05 so it can be concluded that the music preference variable (X) has an effect on the solfegio learning outcome variable

(Y). the second conclusion is based on the t value, it is known that the t value is 2,580 > t table 2016 , so it can be concluded that the music preference variable (X) has an effect on the solfegio learning outcome variable (Y).



CONCLUSION

There is an influence of music preference on solfeggio learning outcomes for students of Music Education Study Program Semester 114. This can be seen from the correlation value between x and y of 0.366 which shows that there is a correlation between the two variables but the value given is in the low category. While the value of the coefficient of determination is 0.134, which means that the amount of variable x that can explain y is 13.4%, while the remaining 86.6% is influenced by other factors. The significance value is 0.013 which shows it is smaller than the alpha value (0.05) so that the music preference variable (X) affects the learning outcome variable (Y).

REFERENCES

Arikunto, Suharsimi. (2010). Research Procedure: A Practical Approach. Jakarta: RinekaiCipta.

Aysia, DAY, & Palit, HC (2014). Effect of Music Preference on *Mental Work Performance* (Doctoral dissertation, Petra Christian University).

Azwar, S. (2003). Preparation of the Psychological Scale, Yogyakarta: Student Library.

Bourdieu, P. 1984. Distinction: a social critique of the judgment of time. Cambridge: Harvard University Press (La Distinction, Paris: Minuit, 1979).

Djohan. (2009). Musical Emotion Response, Joglo Alit Publisher, Yogyakarta.

Gilbert, D. (2018). "It's Just the Way I Learn!": Inclusion from the Perspective of a Student with Visual Impairment. Music Educators Journal, 105(1),21-27.

Hamzah, A. 2010. The relationship between music preference and risk taking behavior teenager. Jakarta:UIN

Husna, MN (2016). Application of the Solfeggio Method for School Level Students Junior High School (Smp) Class Vii. Journal of Educational Research, 17(1).

Kotler, Philip (2005). Marketing Management, 11th edition, Volume 2, Jakarta : Prenhalindo

Larson, S. (1993). The Value of Cognitive Models in Evaluating Solfege Systems. *Indiana Theory Review,*14(2), 73-116. Retrieved February 18, 2021, from http://www.jstor.org/stable/24045329

Novenanto, A. (2018). Habitus: A Feeling of Place. Study Journal *Socio-Cultural Space*, 2(1), 153-159.

Schwartz, KD, & Fouts, GT (2003). Music preferences, personality style, and developmental issues of adolescents. Journal of Youth and Adolescence, 32(3), 205–213.https://doi.org/10.1023/A:1022547520656

Shaleha, RRA (2019). Do re mi: Psychology, music and culture. Bulletin *psychology*, 27(1), 43-51.

Sukmadinata, Nana Syaodih. (2013). Educational Research Methods (Approach *Quantitative, Qualitative and R&D).*Bandung: Alphabeta.

Sugiyono. 2013. Educational Research Methods Quantitative Approach, Qualitative, *and R&D*. Bandung: Alphabeta.

Utama, S. (2017). Preference for Hardcore Music in Teens in the Community *Yogyakarta Hardcore* (Doctoral dissertation, Indonesian Institute of the Arts Yogyakarta).

Zhukov, K. (2017). Experiential (informal/non-formal) practice does not improve sight-reading skills. Musicae Scientiae, 21(4), 418-429.