

SWOT ANALYSIS OF CLASSIC VOCAL LEARNING AT THE MEDAN FLOW MUSIC COURSE INSTITUTION

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ABSTRACT

Classical vocals still have a special place in the hearts of music fans despite the complexity of learning them. The presence of music course institutions has an important role in shaping students to become skilled in the field of classical vocals. Based on this, this research aims to determine classical vocal learning strategies at the Flow Music course institution. The theories used in this research are SWOT analysis theory, learning methods, and classical vocals. The data sources in this research consist of primary sources, namely classical vocal instructors and students, while secondary sources consist of information obtained by other people or other sources previously. The data collection techniques used in the research were observation, interviews, and documentation. The research results show that the classical vocal learning strategy at the Flow Music course institution was identified from internal strengths and weaknesses as well as external opportunities and threats with the strategy results being: 1) Increasing collaboration with schools, arts institutions, and local churches to increase visibility and attract more many students; 2) Applying distance learning technology to reach students from various locations; 3) Conduct active recruitment to address the shortage of instructor quantity; 4) Establish partnerships with related music institutions in more strategic locations; 5) Increase online marketing efforts; 6) Manage finances wisely to overcome the threat of unstable economic conditions; 7) Organizing local music events and competitions involving the participation of students and the general public; 8) Improving service quality through music workshops and collaboration with the local music industry.

Keywords: *SWOT analysis, learning methods, classical vocals.*

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INTRODUCTION

This modern era is full of evolution and variation in musical genres, apart from that there are also dynamic changes in musical tastes and listener preferences that have encouraged various modern genres to rise and gain great popularity, however, classical music genres are still in demand by society today. The classical music genre is a form of music that has a very long history (Muttaqin, 2008). Classical music has become an important cornerstone in the history of world music. Kustap (2008) explains that the term classical music is generally more widely known as serious music. The word "classic" means something of high 'class', not something of random quality. Classical music is not just about melodies and instruments, it also involves deep human vocals. Many classical music works involve vocal singers who can express deep emotions through their voices. Based on this, one integral part of the classical music genre is classical vocals (Mareta & Pratiwi, 2019).

In this modern era, classical vocals are a type of music that has still existed for hundreds of years. Classical vocals have succeeded in maintaining their existence in this modern era. Classical vocals still have a special place in the hearts of music fans in various parts of the world, especially in Indonesia. We can find this in music course institutions that provide classical vocal classes, there are still students who are interested in classical vocal classes (Likhamelia & Susetyo, 2019).

In the Indonesian context, classical vocal music is also known as "seriosa," which is a style of singing serious songs. Seriosa songs have their prestige, and uniquely, this is a type of classic song that is challenging in its execution. In the world of music, classical vocals are a type of music that is not easy to understand. Classical vocal singers not only learn to sing beautiful notes but also have to master several complex vocal techniques, expressing songs seriously and full of feeling. Classical vocals demand an extensive level of skill and training, and even experienced classical vocalists continually strive to master classical vocal techniques, because classical vocals teach that a deep understanding and strong dedication are necessary to experience this type of music. Herbert-Caesari (1958); and Riva'I (2019) emphasized that: "There can be singing without technique". This statement shows that singing technique is very important because to be able to sing well and produce a good voice requires knowledge and mastery of correct vocal techniques. This is the opinion of (Rundus et al., 2015) (Sinaga, 2018): "Singers can only be authentically emotional when they are secure in their technique and that security only comes with practice" meaning that a singer can express his emotions after mastering the technique and with extra practice.

Nowadays there is also a question that arises: why do classical vocals, with their complexity that is difficult to understand, still find steadfast fans in this modern era? When talking about classical vocals in the modern era, it cannot be ignored that interest in it persists despite several challenges. Apart from the complexity of classical vocals which has been explained previously, one of the challenges that stands out is the costs required to study classical vocals at a music course institution, but despite the high costs, many enthusiasts still choose to invest their time and money in learning and developing classical vocal skills. they. Mastery of vocal techniques is complex and requires intensive training, coupled with the often very expensive cost of learning, creating real obstacles for anyone interested in pursuing this field, but despite these many challenges, in this modern era, there are still individuals who choose to pursue the process of learning and understanding classical vocal techniques at music course institutions while ignoring the existing challenges (Kukuh et al., 2019).

The complexity of classical vocals has encouraged the emergence of many music course institutions offering classical vocal courses. Music course institutions help students develop vocal skills, musical understanding, and a better and more focused appreciation of the art of music. Medan city is a city that has many music course institutions. The diversity of music course institutions in the city of Medan shows a diverse interest in various forms of musical art, including classical vocals (Heriyanti, 2017).

The presence of these music course institutions plays an important role in forming students (interested people) who are skilled in the field of classical vocals. Analyzing the strategies used in classical vocal learning at music course institutions also needs to be considered, because this is one of the things that encourages students (enthusiasts) to be interested in and persist in classical vocal classes, so analysis of classical vocal learning strategies plays a key role in preserving the heritage classical music culture and keeping classical vocals alive and relevant in the ever-evolving modern era (Wicaksana & Rachman, 2018).

One of the music course institutions in the city of Medan, namely Flow Music Medan, is the focus of the author's attention in analyzing classical vocal learning strategies at this music course institution using SWOT analysis theory. Susilo (2020) explains that SWOT analysis is an effective planning strategy tool for analyzing the impact of internal and external factors on

an organization. SWOT analysis consists of an analysis of internal factors (related to strengths and weaknesses), and external factors (related to opportunities and threats) (Dwi Laksana & Hazmi, 2022).

Kurniasih & Rusfiana (2021) state that SWOT analysis is an analysis that includes efforts to identify strengths, weaknesses, opportunities, and threats that determine the performance of an organization/company. SWOT analysis provides a simple way to estimate the best way to implement a strategy. This instrument helps planners to achieve something by paying attention to what is needed (Meyer, 2014).

Furthermore, Gitosudarmo (2001) stated that the word SWOT is an approach of Strengths, Weaknesses, Opportunities, and Threats. In this approach method, one must think about what one has, and what weaknesses are inherent in oneself or the organization and one must also look at the open opportunities finally, we must be able to identify threats, disturbances, obstacles, and challenges that lie ahead.

After explaining the meaning of SWOT analysis, the conclusion is that SWOT is a method for describing conditions and evaluating a problem, project, or business concept based on internal factors (Strengths and Weaknesses) as well as external factors. (Opportunities and Threats). SWOT analysis helps to dig up very valuable information, which can guide in formulating strategies that are effective and responsive to the existing situation. The use of SWOT analysis will provide a strong basis for researchers to formulate recommendations based on a deep understanding of the state of classical vocal learning strategies at the Flow Music course institute in Medan.

It is hoped that this research can provide a deeper understanding that through analysis of classical vocal learning strategies at the Flow Music Medan course institution, classical vocals can still have a special place amidst the ever-changing development of musical trends. Based on this, the author was inspired to conduct research with the title "Analysis of Classical Vocal Learning Strategies at the Medan Flow Music Course Institute"

METHOD

This research adopts a qualitative research method with a descriptive approach to explore classical vocal learning strategies. In this process, researchers will involve vocal experts, namely teachers with special expertise in the field of classical vocals, as well as students who are interested in this learning. Through in-depth interview techniques, researchers aim to understand expert views on classical vocal learning, while observations will be carried out to directly observe the learning process in the classroom environment. Documentation will also be an integral part of data collection, with researchers recording learning materials and detailing important information that can provide a comprehensive picture of the learning strategies being researched. It is hoped that the combination of observation, interview, and documentation techniques will provide in-depth and varied data, allowing researchers to carefully analyze the dynamics of classical vocal learning and detail the key elements that influence its effectiveness.

RESULTS AND DISCUSSION

Fervent Lifestyle of Worship known as Flow Music Medan is an education and training institution for sound and music arts which was founded on October 6, 2011. This institution is

based on Jalan Letjend Jamin Ginting No. 65, Simpang Selayang, Kec. Medan Tuntungan, Medan City. This institution has had a license to hold courses under the name LKP Flow Music since 2018. The background to the founding of Flow Music Medan is that a guiding pastor, Mr. Reverend Bambang Jonan, founded music courses so that students could develop their gifts and talents to become music ministers or singers in church. The vision of the Flow Music Medan music course institution is to become the best forum and be a partner of the church in producing musicians & musicians who are reliable and have high character and dedication. The mission of the Flow Music Medan music course institution is to prepare music priests who are ready to become true worshipers who are role models and blessings. Based on this vision and mission, it can be concluded that Flow, which means Fervent Life of Worship, is the lifestyle of Christians as worshipers.

Flow Music Medan opened two branches of music courses outside Medan City, namely Flow Music Pematang Siantar and Flow Music Balige. Flow Music Medan provides various musical instrument courses including classical piano, pop piano, keyboard, violin, cello, electric guitar, pop guitar, classical guitar, bass, pop vocals, classical vocals, drums, wind instruments such as trumpet, trombone, flute, saxophone, and music theory and solfeggio lessons are available. The total number of classical vocals is four students. This is of interest to the author, because in this modern era, there are still students who are interested in studying classical vocals, so the author wants to research the strategies for learning classical vocals at Flow Music.

Each student's schedule of classical vocal learning activities has a time duration of 4 x 30 minutes in one month. Students not only learn to sing well and correctly but also train students to be spiritually close to God and form good character. This is what makes the Flow Music Medan music course institution different from others, because the vision and mission of this music course institution is for service, but does not rule out the possibility of accepting the general public to learn music. Flow Music Medan involves a team of qualified teachers and many of the instructors consist of church members, one of whom is Mrs. Derta Purba a classical vocal instructor at Flow Music Medan.

The classical vocal examination system at Flow Music Medan is an international standard examination system organized by ABRSM (Associated Board of The Royal School of Music) but this examination is not mandatory for students. Apart from that, students are required to take part in the local exam system by preparing two song materials, namely free songs prepared by students and songs provided by Flow Music Medan.

The classical vocal learning process at Flow Music Medan is not much different from the classical vocal learning process at Mart's Music, namely consisting of 10 minutes for Warm-up and 20 minutes for learning song material. The classical vocal learning process at Flow Music Medan is as follows:

1. Preliminary Activities

Based on the author's observations in classical vocal classes, learning begins with praying together. After that, the instructor greets the students with a smile and asks how the students are doing and whether the students are ready to start learning. The method used in this activity is an individual approach so that the instructor knows the mental and personal conditions of the students so that they can be directed appropriately.

2. Core Activities

Core activities are the most important activities in the learning process. The core activity consists of 10 minutes for warm-up and 20 minutes for studying song material.

- a. Warm-up: Warm-up is a vocal warm-up before singing. Based on the author's observations, the warning part consists of breathing exercises and vocalizing (voice formation). Breathing exercises in singing are diaphragmatic breathing. Next, vocalizing to practice sound formation begins with humming, namely using the letters M and NG. Based on the results of an interview with Mrs. Derta Purba, the vocalizing activities taught by the instructor vary at each meeting, this is done so that students do not feel bored when practicing vocalizing. Based on the author's observations, the method used by teachers in teaching vocalizing is the drill method by practicing repeatedly so that students can become proficient in vocalizing correctly.
- b. Studying Song Material: The song material given to students is songs that the instructor has previously prepared according to the student's abilities. The song material provided is directly played to the students by playing the DVD and the students listen to the song. Next, the instructor practices singing the song and guides the students to sing it again. In the process of learning songs, instructors direct and teach students to understand the technique and be able to practice it. The method used by instructors in the process of teaching song material is the demonstration method which is carried out by presenting song material by demonstrating accompanied by explanations

3. Closing Activities

Based on the author's observations, the closing activity was carried out by the teacher using the appreciation method by giving praise to students who had tried to learn the songs they had trained. Next, the instructor uses the lecture method by providing input in the form of evaluations during learning to students related to the material being studied as well as motivation for enthusiasm for learning. Next, the teacher ends the learning meeting by inviting students to pray together.

The SWOT matrix is obtained by pairing external factors and internal factors. The SWOT Matrix for classical vocal learning strategies at Flow Music Medan shows the correspondence between strengths, weaknesses, opportunities, and threats. The results of the SWOT matrix provide several alternative strategies for learning classical vocals at Flow Music Medan, namely:

- a. SO (Strength Opportunity)
 - 1) Increase collaboration with local churches to provide spiritual music services. This can create a unique program that appeals to prospective students and strengthens ties to the community.
 - 2) Implement distance learning technology to reach students from various locations. This can broaden the student base and provide flexibility in teaching methods.
- b. WO (Weakness Opportunities)
 - 1) Conduct active recruitment to address the shortage of instructor quantity. In this way, institutions can maintain the quality of teaching and pay more attention to each student.
 - 2) Consider opening new branches or establishing partnerships with related music institutions in more strategic locations. This can increase accessibility for prospective students.

- c. ST (Strength Threat)
 - 1) Increase online marketing efforts to overcome intense competition and changing public interests. Digital marketing can help reach a wider audience.
 - 2) Manage finances wisely to overcome the threat of unstable economic conditions and high operational costs. Careful financial planning can help institutions remain sustainable.
- d. WT (Weakness Threat)
 - 1) Organizing local music events and competitions that involve the participation of students and the general public. Revenue from this event can help overcome high operational costs and attract new students.
 - 2) Improving service quality through music workshops and collaboration with the local music industry. This can strengthen an institution's reputation and create valuable experiences for students.

CONCLUSION

Based on the research results outlined regarding the SWOT analysis of classical vocal learning at music course institutions in Medan City, it can be concluded that the form of classical vocal learning at the Flow Music Medan course institution has a duration of once a week with a duration of 30 minutes and the learning stage starts from warm-up (10 minutes) and learning song material (20 minutes). Analysis of classical vocal learning strategies at the Flow Music Medan course institution is: 1) Increasing collaboration with schools, arts institutions, and local churches to increase visibility and attract more students; 2) Applying distance learning technology to reach students from various locations; 3) Conduct active recruitment to address the shortage of instructor quantity; 4) Establish partnerships with related music institutions in more strategic locations; 5) Increase online marketing efforts; 6) Manage finances wisely to overcome the threat of unstable economic conditions; 7) Organizing local music events and competitions involving the participation of students and the general public; 8) Improving service quality through music workshops and collaboration with the local music industry.

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