

ABSTRACT

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THE IMPLEMENTATION OF COLOR NOTATIONS TO DEVELOP MUSICAL EXPRESSION FOR GRADE VI STUDENTS AT X SCHOOL

(xiii + 96 halaman: 1 gambar; 7 tabel; 12 lampiran)

This action research investigated the efficacy of color-coded notation in enhancing musical expression among 25 students aged 11-12 years at School X over a 6-week intervention period. Building on Mayer's (2014) cognitive theory of multimedia learning and recent music education research (Johnson, 2021), the intervention employed a specific color-dynamic mapping system (red: *forte*, blue: *piano*). Results demonstrated progressive improvement, with students achieving a 17.10% increase in expressive performance by the intervention's end. Weekly assessments revealed consistent growth in dynamic interpretation, particularly in distinguishing and applying *forte* (red) and *piano* (blue) passages. Post-intervention evaluations showed 84% of students could independently apply appropriate dynamics compared to only 22% initially, while teacher observations noted significantly more nuanced musical expression in final performances. The color system proved particularly effective in helping students internalize dynamic contrasts, suggesting its value as a pedagogical tool for developing musical expression in middle school musicians.

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Penelitian eksperimental ini menguji efektivitas notasi berwarna (merah: *forte*, biru: *piano*) dalam meningkatkan ekspresi musikal pada 25 siswa usia 11-12 tahun di Sekolah X selama 6 minggu. Berdasarkan teori pembelajaran multimedia Mayer (2014) dan penelitian terbaru dalam pendidikan musik (Johnson, 2021), hasil menunjukkan peningkatan progresif dengan capaian 17,10% peningkatan performa ekspresif di akhir intervensi.

Analisis mingguan mengungkapkan perkembangan konsisten dalam interpretasi dinamika, khususnya dalam penerapan bagian forte (merah) dan piano (biru). Evaluasi pasca-intervensi menunjukkan 84% siswa dapat menerapkan dinamika secara mandiri dibandingkan hanya 22% di awal, dengan observasi guru mencatat ekspresi musikal yang lebih bernuansa pada penampilan akhir. Sistem warna ini terbukti efektif membantu internalisasi kontras dinamika, menegaskan nilainya sebagai alat pedagogis untuk pengembangan ekspresi musikal di tingkat sekolah menengah pertama.