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Musical Ability and Social Sensibility: Analysis of Post Covid-19 Pandemic

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Abstract:

The purpose of this research is to discover whether or not there is a correlation between musical talent and social sensitivity in the early adulthood of school pupils st *Fermata Music Course, Antonio School of Music,* and *Allegreto School of Music* Yogyakarta, totaling 107 students. In this research, correlation is used along with a quantitative approach. The subjects in this research are all students at *Fermata Music Course, Antonio School of Music,* and *Allegreto School of Music* Yogyakarta, totaling 107 students. This study's sample was gathered using stratified *random sampling* with the age range of 20 to 25 years as the criterion, yielding a total of 30 participants. A questionnaire was used to measure social sensitivity, and a musical aptitude exam was administered to gauge musical talent. The instrument's construct and content validity were evaluated using the *product moment* technique and *expert judgment*, respectively. The data were analyzed using Pearson's product moment correlation with musical talent as the independent variable and social sensitivity as the dependent variable. Based on the r values of -0.423 and sig of 0.02, there is a statistically significant and very unfavorable correlation between musical talent and social sensitivity among young adults. This demonstrates that the better the musical talent, the lower the social sensitivity, and vice versa: the lower the musical ability, the greater the social sensitivity. On the course of online learning (in the network), musical skills can still be honed.

Keywords: Musical Ability, Social Sensitivity, Early Adulthood, Online Learning

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INTRODUCTION

The social sensitivity of Generation Z is being questioned due to the rapid development of the digital age in which we currently reside. Members of Generation Z are classified as *digital natives* due to their early exposure to electronic media and greater use of the Internet. Generation Z comprises those born between 1998 and 2009 (Nurhayati et al., 2020). Generation Z enters the early stages of adulthood in 2022.

Adulthood is a period of transition that can be marked by feelings of uncertainty and anxiety, as well as the testing of one's values, creativity, and sense of self-worth. The stage between adolescence and adulthood called early adulthood. Economic dependency to economic

independence, self-determination, and a more realistic outlook on the future are all components of the process of becoming economically independent. Under California law, a person turns 21 and is considered a "early adult." In recent years, the era between adolescence and adulthood has been referred to as early adulthood (John W. Santrock, 2011). During this time period, 18 to 25-year-olds primarily engaged in exploratory and experimental endeavors. During the formative years of adulthood, fear and anxiety are prevalent due to the high levels of emotional stress these years bring. Clearly, Generation Z's increasing reliance on technology is cause for concern, particularly if this generation is more device-dependent than prior generations and/or lacks social sensitivities.

Social sensitivity can be defined as the capacity of an individual to respond rapidly and appropriately to social objects and occurrences. Beginning at a young age, children should be instructed in a variety of social sensitivity designed to reduce their egocentrism and build empathy for others. Sharing with others and providing assistance to those in need are examples of this social sensitivity. Being socially sensitive also involves having the fortitude to recognize when you've done something wrong and treating others with dignity and respect regardless of their situation.

Even while direct engagement has begun to diminish during this pandemic, this does not mean that social awareness must be abandoned. In contrast, social sensitivity is required in order to support one another and recognize the arduous situations that must be endured. Numerous mediums, such as television and videogames, can give amusement, including music, during difficult times. It is essential to keep in mind that everyone's musical experience is unique, even if they are unaware of it. For example, since kindergarten, children have been exposed to children's songs. In addition, as education and age increase, musical topics, such as reading musical notation and performing instruments, become more specialized. In the field of music, a person's knowledge increases in proportion to the time and effort they devote, as well as their particular goals and preferences. Music as a tool for enhancing and facilitating the development of personal abilities, such as "aspects of cognitive competence, reasoning, intelligence, creativity, reading, language, social, conduct, and social interaction" (Djohan, 2013). According to the findings of the study, there is a positive correlation between musical talent and interpersonal intelligence; therefore, the more the musical ability, the greater the interpersonal intelligence (Heldisari, 2020). In addition to being able to sing and play an instrument, it is essential to be able to educate children an appreciation for the arts and boost their self-confidence via music.

In 2013, Hana Permata Heldisari examined the relationship between musical talent and interpersonal intelligence in late childhood. The association between musical talent and social intelligence in late childhood was determined to be large and significant by researchers. Interpersonal intelligence is exactly proportionate to musical talent, whereas intelligence is directly proportional to its deficiencies (Heldisari, 2020). This study varies from others in that it employs social sensitivity as its dependent variable.

In 2020, Nurhayati et al. conducted research in which the social sensitivity of Generation Z in addressing social concerns in local, regional, and global contexts was examined. Through qualitative case study research, this purpose is attained. Students' exposure to digital media has a negative effect on their social sensitivity development, particularly at SMA YP Unila, according to research findings. However, this level of worry has not permeated other facets of existence, particularly the way inanimate objects are treated. In this study, social sensitivity was evaluated in relation to musical ability for the first time.

According to research conducted by Gloria Yohana Putri in 2021, children's musical skills can be utilized to assess their numerous intelligences. The development of the brain's eight intelligences and the body's motor skills will be significantly influenced by music training. This study aims to examine the connection between musical talent and multiple intelligences. In this research strategy, event breakdown is approached qualitatively. This study analyzes the association between musical skill and Multiple Intelligences in early life in order to improve

children's intellect through non-formal schooling. Children's musical abilities were connected with eight types of multiple intelligences. Every musically gifted child demonstrates a dominant Multiple Intelligences profile.

Prof. Djohan conducted research in 2013 that encouraged social skills through the use of a novel instrument for measuring musical competency. The correlation between music sensitivity and social intelligence in elementary school children has been demonstrated to be considerable and advantageous (Djohan, 2013). The distinction in this study is that the instrument will be adapted from E. Gordon, which is designed for young adults and correlates with social sensitivity.

METHOD

All participants in this study were students at *Fermata Music Course, Antonio School of Music* and *Allegreto Music Course* Yogyakarta which is totaling 107 students. In 2022, an age range of 18 to 25 will be utilized for a purposeful random sampling. Based on the nature of the mentioned subjects, the correlational method was employed in this study. Minimum of 30 samples are required to determine the presence or absence of connection; hence, 30% of the 107 individuals were chosen as samples for correlational research (Kuncoro, 2003). Minimum of 30 respondents are required to meet correlation research requirements (Sugiyono, 2021).

The data collection approach has a substantial impact on the quality of the findings. Musical ability and interpersonal intelligence data were collected using a musicality test and a closed questionnaire, respectively. The questionnaire was constructed so that the respondent could only select one of the provided possibilities.

A. **Instruments of Musical Ability**

A skill test that was directed at the respondents was used to gauge musical aptitude. It was adapted from Edwin Gordon's *Advanced Measures of Music Audiation (AMMA).* Through the introduction of these components in response to the instructor's instructions, "tone, melody, harmony, pace, and rhythm" can be created. Utilizing offline administration and a health protocol, the Sibellius 7 and Capcut apps were used to process the development of the skill test instrument.

The musical ability grid comprises of *tonal imagery* indications with sub indicators for differentiating notes, distinguishing melodies, and distinguishing harmonies. There are three levels of assessment in musical ability instruments: "no answer, incorrect, and correct." The second indicator relates to *rhythm imagery*, with sub-indicators identifying tempo and rhythmic distinctions. Each sub-indicator contains six questions, for a total of 30 questions on the exam.

B. **Social Sensitivity Instrument**

Using a "Likert scale with gradations of highly agree, agree, disagree, and strongly disagree", a closed questionnaire was utilized to assess social sensitivity with respect to three dimensions: empathy, *organizational awareness*, and *service orientation.* The Likert scale is used to measure "a individual or group's attitudes, views, and perceptions of social phenomena" (Sugiyono, 2021). The Google form content test interview was utilized for data collection. On a Likert scale ranging from extremely positive to very negative, responses are scored. A grid of social sensitivity instruments is presented in Table 1.

Table 1. Grid of Social Sensitivity Instruments

No.	Aspect	Indicator

1.	*Emphaty*	"Capable of understanding the emotions of others and actively attending to their difficulties in order to assist in their resolution."
2.	*Organizational Awareness*	"Capable of reading the emotional state of the group and the strength of interpersonal relationships."
3.	*Service Orientation*	"Capable of anticipating, identifying, and satisfying the needs of others."

The social sensitivity instrument consists of three components and accompanying indicators, as shown in Table 1. Four or five statements, one positive and one negative, were made for each indicator, for a total of thirty statements in the questionnaire.

C. **Instrument Validity and Reliability**

1. Content Validity

The content validity of an instrument or measuring instrument is verified using "Expert Judgment," which determines whether the combined instrument components accurately reflect the relevant variables and have been evaluated by experts. This study's data collection procedures were evaluated by Dilla Octavianingrum and Nur Arif Anandita, both M.Pds. Both are professors in the fields of educational technology and music. The conclusion of the initial expert opinion is that the instrument can be used with modifications; however, after being adjusted according to expert advise and re-evaluated, the results indicate that the instrument can be used without changes. The evaluation of instruments is based on the precision with which they measure the variable of interest.

2. Construct Validity

Using SPSS and Pearson's product moment, the technique for validation in this study is described. "Once r has been determined, it is compared with the table to determine which entries are valid and which are invalid. In accordance with the recommendations, an item is regarded genuine if r count ≥ r table at a significance level of 5%, whereas an item is considered invalid if r arithmetic r table.

For a sample size of 30, r table equals 0.349%. (Suharsimi, 2010). SPSS 28.0 was used to produce a list of the results of the validity test done on musical ability instruments and questionnaire development. The findings of the musical ability instrument validity test are displayed in Table 2.

Table 2: Instrument Validity Test Musical Abilities Results

Item	r count	info	Item	r count	info
Item_1	0,697	Valid	**Item_16**	0,697	Valid
Item_2	0,655	Valid	**Item_17**	0,697	Valid
Item_3	0,611	Valid	**Item_18**	0,625	Valid
Item_4	0,682	Valid	**Item_19**	0,628	Valid
Item_5	0,679	Valid	**Item_20**	0,693	Valid
Item_6	0,652	Valid	**Item_21**	0,628	Valid
Item_7	0,719	Valid	**Item_22**	0,628	Valid
Item_8	0,693	Valid	**Item_23**	0,638	Valid
Item_9	0,641	Valid	**Item_24**	0,679	Valid
Item_10	0,611	Valid	**Item_25**	0,693	Valid
Item_11	0,611	Valid	**Item_26**	0,693	Valid

Item_12	0,693	Valid	**Item_27**	0,709	Valid
Item_13	0,709	Valid	**Item_28**	0,611	Valid
Item_14	0,655	Valid	**Item_29**	0,679	Valid
Item_15	0,682	Valid	**Item_30**	0,638	Valid

Source: primary data that has been processed

Table 2 demonstrates that all items are deemed valid based on the findings of the construct validity test for musical ability instruments.

Table 3. Questionnaire construct validity test results

Item number	r count	Info	Item number	r count	Info
1	,588	Valid	16	,793	Valid
2	,526	Valid	17	,744	Valid
3	,632	Valid	18	,047	Valid
4	,603	Valid	19	,355	Valid
5	,547	Valid	20	,379	Valid
6	,416	Valid	21	,712	Valid
7	,651	Valid	22	,526	Valid
8	,688	Valid	23	,571	Valid
9	,398	Valid	24	,635	Valid
10	,535	Valid	25	,557	Valid
11	,495	Valid	26	,495	Valid
12	,376	Valid	27	,717	Valid
13	,837	Valid	28	,213	Tidak valid
14	,526	Valid	29	,723	Valid
15	,224	Tidak valid	30	,745	Valid

Source: primary data that has been processed

No. 15 and No. 28 in the questionnaire's construct variable are deemed invalid. In addition, the two questions are eliminated or eliminated from the form. The musical ability instrument consists of thirty legitimate items, but the questionnaire contains only twenty-eight.

3. Reliability

Reliability as a data collection instrument refers to the device's capacity to give accurate results (Suharsimi, 2010). This study's reliability was determined with the use of SPSS 28.0 and Cronbach's alpha. The findings of the musical ability instrument reliability test are "alpha coefficient of 0.665" Regarding the instrument, the "questionnaire is 0.713" Based on the choice criterion "if the Cronbach's alpha value is > 0.6, then the instrument is considered reliable," both instruments utilized for data collection are reliable.

RESULTS AND DISCUSSION

1. Analysis Prerequisite Test

Analysis of test requirements is necessary to determine whether or not data analysis for hypothesis testing may continue (B. Nurgiyantoro, 2004). Before a correlation approach can be used to assess the link between two variables, there must be a linear relationship between the independent and dependent variables, and all data from both variables must be normally distributed (Hadi, 2014). Consequently, the "test for normality and test for linearity" must be performed prior to conducting the correlational analysis.

a. Normality test

The normality test is used to determine if the data for each variable are distributed regularly. The data normality test examines whether or not the data being analyzed are regularly distributed (Suharsimi, 2010). *Kolmogorov-Smirnov* is one of the methods for determining whether or not the data distribution is normal. The *Kolmogorov-Smirnov* method is employed to test for normalcy in this study using SPSS 28 software. If the value of sig> 0.05, the data is regarded normal; if < 0.05, the data is considered abnormal. The results of the data normality test for musical aptitude and social sensitivity are presented in Table 4.

Table 4. Musical Capability and Social Sensitivity Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MUSICAL	0,164	30	0,038	0,952	30	0,193
SOCIAL	0,136	30	0,162	0,954	30	0,216

a. Lilliefors Significance Correction

The results of the normality test for musical skill variables are 0.193 > 0.05 and social sensitivity is 0.216 > 0.05, as shown in table 4. The sample group's statistical significance exceeds the alpha value, which is 5% (0.05). According to our findings, each sample is drawn from a population whose distribution is regularly dispersed.

b. Linearity Test

Analyzing the data to determine whether "the independent variable (x) and the dependent variable (y)" may be employed in the linearity test based on their linear relationship. Utilizing SPSS 28 software, linearity may be evaluated in this study using the "ANOVA table linearity test by computing the Deviation from Linearity value from the linear F test. "The association between linear variables is determined if the "significance value of the coefficient of Deviation from Linearity is greater than 0.05." Moreover, decisions can be made by comparing the estimated F value to the F table. The findings of the linearity test are summarized in Table 5 based on calculations performed with "SPSS 28 for Windows."

Table 5. Linearity Test Results

			df	Mean Square	F	Sig.
MUSICAL * SOCIAL	Between Groups	(Combined)	17	60,380	2,229	0,081
		Linearity	1	241,362	8,912	0,011
		Deviation from Linearity	16	49,069	1,812	0,151

	Within Groups	12	27,083		
	Total	29			

According to the findings of the calculation in table 5, "the significance coefficient value of Deviation from Linearity for one independent variable is 0.151 > 0.05." (alpha value). Thus, it is possible to assert that the connection between the independent variable (musical talent) and the dependent variable (age) is linear (interpersonal intelligence). According to the aforementioned SPSS output, the value of df is 16:12, hence F table = 2.42 and F count is 1.81. Therefore, it may be argued that F count < F table, indicating a considerable linear link between musical talent and social sensitivity.

2. Hypothesis testing

Using "Product Moment correlation analysis," the hypothesis was examined in this study. Product Moment correlation is used to determine and verify the link between two variables when the data for both variables are in the form of intervals or ratios and the data sources for both variables are identical (Sugiyono, 2021).

The determined coefficient reveals the strength of X and Y's relationship. The value of this correlation coefficient is computed using the correlation coefficient interpretation rules presented in Table 6.

Table 6. Correlation assessment criteria

Interval Coefficient	Relationship Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

There is a one-way link (X increases, Y increases) and an inverse relationship (X decreases, Y decreases) (X goes up then Y goes down). In this correlation analysis, the total score on the musical ability exam was associated with the total score on the social sensitivity questionnaire. Table 7 displays the results of the correlation study done on a Windows computer using the SPSS 28.00 application.

Table 7. Correlation Test Analysis Results

Correlations

		MUSIKAL	SOSIAL
MUSIKAL	Pearson Correlation	1	-.423*
	Sig. (2-tailed)		0,020
	N	30	30
SOSIAL	Pearson Correlation	-.423*	1

	Sig. (2-tailed)	0,020	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the results of the correlation analysis in table 7, "an R value of -0.423 was obtained, thus based on the correlation coefficient interpretation criteria (table 6)", showing a moderate association between musical talent and social sensitivity in early adulthood. "The estimated r value of -0.423 (higher than the r table value of 0.349) suggests a negative and substantial association between the musical ability variable and the interpersonal intelligence variable." This is further confirmed by the fact that "the significance value is 0.020, which is less than the *og significance* (sig < 5%), indicating a meaningful association between the independent variable and the dependent variable."

Discussion

Musical aptitude and social sensitivity are inversely associated, therefore if musical skill is great, social sensitivity would be low. Similarly, if musical aptitude is low, social sensitivity will be elevated. His musical talent indicates that he is sensitive to tone, pace, and melody, among other things. However, it is impossible for a person to possess both a high musical aptitude and a high social sensibility.

Early adulthood is characterized by heightened emotional sensitivity. They are sensitive and sensitive to the fundamentals of music, including tone, melody, harmony, pace, and rhythm. Musical talent, which implies being sensitive to musicals, does not imply the ability to play an instrument. Social sensitivity can be characterized as a person's capacity to respond swiftly to social settings. What is the relationship between social and emotional sensitivity and musical ability? Most musically talented individuals will be oblivious to their surroundings. However, by the time they reach adolescence, they have excellent musical skills, therefore they will also have great interpersonal intelligence (Heldisari, 2020). This is because socialization with peers is the final developmental job of childhood. So that they do not consider themselves. Unlike someone who is entering early adulthood. The majority of them have a selfish attitude toward their surroundings, and some of them are even more concerned with themselves than with their surroundings. Scoot claims that social sensitivity can boost a person's capacity to complete tasks "*moral judgement, moral decision making,* and *moral action*" which is subsequently implemented in daily life (Sukardi, 2013).

According to the aforementioned notion, a person's emotional sensitivity is related to his or her musical talent and social sensitivity; nevertheless, the association found by studies is negative. Their social sensitivity is typically high, resulting in their lack of musical talent. Those with high social sensitivity are compassionate, trustworthy, and helpful, and they consider the rights of others in their social environment. Contrary to musically talented individuals. They have a tendency to be self-centered, uncaring, and some are even arrogant.

Early adulthood is characterized by heightened emotional sensitivity; therefore, it is crucial to cultivate a considerate attitude toward both social and musical skills. Because musical talent can influence a person's interpersonal intelligence, it should be cultivated further. In the investigated scenario, social awareness and musical talent are contradictory. Internal influences, mainly the impact of the family, can contribute to inadequate social sensitivity. However, there are subtle variations in the factors that can contribute to a lack of musical aptitude, including practice, environment, culture, genetic factors, and family musical tradition (Hidayatullah, 2015).

This societal awareness also influences character education. In their explanation of the fundamentals of a person's personality, Samani and Hariyanto also assert that a person's character can be shaped by external factors, which manifest themselves in the form of everyday

social sensitivity as attitudes and behavior (Amar, 2020). Similarly for musical ability. This musical talent has also been shown to influence interpersonal intelligence. Some individuals possess both excellent social sensitivity and musical talent. Some individuals are internally, culturally, and genetically qualified and supportive due to a number of variables.

Therefore, it may be argued that musical aptitude and social sensitivity are negatively connected during early adulthood due to the numerous self-related developmental activities and emotional tension that present during this time. So that at that time a person's self-reflection is more dominating. A person's inherent characteristics, psychological development, environment, culture, and genetics. There is a negative or inverse association between their habits and their social sensitivity and musical ability.

a. Musical Ability

The musical potential of a kid does not necessarily convert into instrumental proficiency. According to George and Hodges, musical skill is the sensitivity to "react to or perceive musical stimuli, including appreciation and knowledge of music without playing a musical instrument" (Djohan, 2013). Rhythm sensitivity is regarded a precondition for musical talent, the capacity to comprehend and interpret music, as well as the capacity to communicate with sound to express one's thoughts and feelings. cooperating effectively with others (Hallam & Prince, 2003). Lundin distinguished more clearly between musical skill and talent. In terms of musical abilities and talents, musical talent is related to the ability to perform in music, such as the ability to express oneself through playing a musical instrument, whereas musical ability focuses on the ability to feel musical stimuli (Sumaryanto, 2000). The capacity to sing effectively, hear well, and have a wide vocal range are all components of musical competence that contribute to an individual's mutual understanding, appreciation, and attitude toward music itself.

Musical skill develops in a number of different ways. Musical talent can be enhanced in the following ways: "*sense of pitch, sense of intensity, sense of time, sense of consonance,* dan t*onal memory*" (Seashore, 2011). Similarly, according to Gordon MAP "*Measure of Music Audiation*", Musical talent can be evaluated based on three factors: "*tonal imagery (melody and harmony), rhythm imagery (tempo and meter),* dan *musical sensitivity (phrasing, balance and style)*" (Hallam, 2010). There is also *"Advanced Measures of Music Audiation* (AMMA) for adults". "Intelligence, hearing acuity, gender, race, and cultural background" are the characteristics that impact musical ability (Djohan, 2013).

Diverse expert organizations concur that "tone imagery, rhythm imagery, and musical sensitivity" are all essential components of musical sensitivity.

b. Social sensitivity

Social sensitivity can be defined as a person's ability to respond promptly and accurately to diverse social objects and situations (Rohima, 2018). Socially sensitive individuals are those who are sensitive to events occurring around them, regardless of whether they are positive or negative.

When children are conscious of their own emotions, their social awareness grows. To comprehend the emotions of others, adolescents must be able to speak with others directly or indirectly, or read their body language. The social sensitivity dimension consists of three competencies: "*empathy, organizational awareness, service orientation*" (Winarno, 2008). "*Empathy* That is, noticing others' issues and supporting them in fixing them by empathizing with their concerns. *Organizational Awareness* is reading the group's emotional condition and the strength of its relationships. While *Service Orientation* namely anticipating, recognizing, and addressing others' needs". In addition to assisting others, social sensitivity can be demonstrated through cooperation, self-awareness, and regard for others. Empathy, organizational awareness, and service orientation are the three types of social sensitivity.s

c. Early Adult

Physical and psychological changes that accompany the loss in reproductive capacity begin between the ages of 18 and 40, during early adulthood (Hurlock, 2009). Early adulthood is dominated by work and relationships with the opposite sex, leaving little time for other pursuits (John W. Santrock, 2011). The transition to adulthood is tough for most people. The transition between adolescence and adulthood, which occurs between the ages of 18 and 25, is marked by a drive to experiment and explore. Many individuals are still determining whether they choose to pursue a career, what type of person they wish to be, and if they wish to be single, in a relationship, or married (John W. Santrock, 2011). Twenty to thirty years of age is considered early adulthood (Santrock, 2012). At this time, man begins to assume increasing responsibility. This is the beginning of the establishment and growth of intimate partnerships.

Due to the epidemic, all face-to-face interactions are restricted to prevent transmission. This impacts the learning process that is transmitted to the online environment (in the network), as applied by *Fermata Music Course, Antonio School of Music,* and *Allegreto School of Music* Yogyakarta. Beginning with welcome students, the learning procedure consists of warming up with unidirectional scales, opposing scales, chromatic scales, and arpeggios. Students were then required to perform the homework from the previous week, which was then reevaluated. Students were also given new material; they read and performed the song. The instructor then plays the same song as a comparative, which students will subsequently assess for differences. In the last phase, pupils are evaluated based on the previous comparative study of their performances.

It is anticipated that students will be able to continue music study successfully as a result of this procedure. In the middle of a pandemic that is increasingly constraining social processes, the pupils' social awareness will, of course, be affected. Especially the majority of young adults whose social sensitivity is negatively proportionate to their musical aptitude.

CONCLUSION

Based on the results of the research and analysis, it can be stated that there is a negative and statistically significant association between musical talent and the social sensitivity of pupils *Fermata Music Course, Antonio School of Music, and Allegreto School of Music* Yogyakarta which is indicated by r arithmetic r table (-0.423 > 0.349) at a significance level of 5%. The average musical skill and social sensitivity of pupils is shown by the results of the musical ability test and social sensitivity questionnaire *Fermata Music Course, Antonio School of Music,* and *Allegreto School of Music* Yogyakarta have a moderate relationship level.

Musical skill and social sensitivity are adversely connected in early adulthood due to the numerous developmental responsibilities associated with this age of self and the emotional stress present in early adulthood. So that a person's self-reflection is more dominating at that moment.

On the online learning process (in the network), it is possible to conclude that musical skills can still be honed. Due to the restricted intensity of face-to-face interactions, social sensitivity has a poor yield and must be developed further. By joining a community and participating in online group meetings, this issue can be avoided.

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