

DAFTAR PUSTAKA

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
<https://doi.org/10.1191/1478088706qp063oa>
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Houghton Mifflin Company.
- Canazza, S., Carnovalini, F., & Rodà, A. (2023). Research in Computational Expressive Music Performance and Popular Music Production : A Potential Field of Application ? *Multimodal Technologies and Interaction*, 7(2).
<https://doi.org/10.3390/mti7020015>
- Cohen, J. (1998). *Statistical Power Analysis for the Behavioral Sciences* (2nd editio). Lawrence Erlbaum Associates.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.).
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed methods Research* (3rd ed.). SAGE Publications.
- Dias, P., & Veríssimo, L. (2024). *Solo music performance assessment criteria : a systematic review*. *October*. <https://doi.org/10.17605/OSF.IO/CSM8Q>
- Eremenko, V., Morsi, A., Narang, J., & Serra, X. (2020). *Performance Assessment Technologies for the Support of Musical Instrument Learning*. *Csedu*, 978–989.
<https://doi.org/10.5220/0009817006290640>
- Ericsson, K. A., Krampe, R. T., Tesch-romer, C., Ashworth, C., Carey, G., Grassia, J., Hastie, R., Heizmann, S., Kellogg, R., Levin, R., Lewis, C., Oliver, W., Poison, P., Rehder, R., Schlesinger, K., & Schneider, V. (1993). *The Role of Deliberate Practice in the Acquisition of Expert Performance*. 100(3), 363–406.
- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in *mixed*

- methods designs—Principles and practices. Health Services Research, 48(6), 2134–2156. <https://doi.org/10.1111/1475-6773.12117>*
- Field, A. (2003). *Discovering Statistics Using IBM SPSS Statistics* (4th editio). SAGE Publications.
- Green, L. (2002). *How popular musicians learn: A way ahead for music education. Ashgate. <https://doi.org/10.4324/9781315253169>*
- Hallam, S. (2001). The development of metacognition in musicians: Implications for education. *British Journal of Music Education, 18(1), 27–39. <https://doi.org/10.1017/S0265051701000122>*
- Hew, A., Crooke, D., Thompson, W. F., & Fraser, T. (2024). *Music , social cohesion , and intercultural understanding : A conceptual framework for intercultural music engagement. <https://doi.org/10.1177/10298649231157099>*
- Hutasoit, F., & Warhat, Z. (2014). *Pengembangan Keterampilan Musik Ansambel pada Siswa SMP melalui Pembelajaran Lagu ' Sahabat Kecil ' di SMPN 1 Padangpanjang Pendahuluan. 2010.*
- Ieong, K., Ho, C., Weatherly, C. A., Chen, Y., & Lau, P. (2025). *A scoping review of empirical studies on informal music learning. 46–64. <https://doi.org/10.1017/S0265051724000202>*
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods, 18(1), 3–20. <https://doi.org/10.1177/1525822X05282260>*
- Jesika, C., Tiurmauli, K., Widagdo, A. F., & Budiman, N. (2025). *Pengukuran dan Evaluasi dalam Pembelajaran Musik : Kajian Teoritis dan Praktis dalam Lembaga Musik Non Formal. 7, 55–70. <https://doi.org/10.24036/musikolastika.v7i1.205>*
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). *Mixed methods research: A research*

paradigm whose time has come. *Educational Researcher*, 33(7), 14–26.

<https://doi.org/10.3102/0013189X033007014>

Juslin, P. N. (2003). Five facets of musical expression: A psychologist's perspective on music performance. *Psychology of Music*, 31(3), 273–302.

<https://doi.org/10.1177/03057356030313003>

Karal, Y. (2022). The development of student feedback literacy through peer feedback in the online learning environment. *European Journal of Open, Distance and E-Learning*, 24(1), 36–52. <https://doi.org/10.2478/eurodl-2022-0004>

Keller, P. E., Novembre, G., & Loehr, J. (2016). *Musical Ensemble Performance : Representing Self, Other and Joint Action Outcomes* (E. S. Cross & S. S. Obhi (eds.)). Cambridge University Press.

<https://doi.org/10.1017/CBO9781107279353.015>

Killion, M., & Duke, R. (2025). *Learning How to Practice Takes Practice*. December, 26–30. <https://doi.org/10.1177/00274321251377454>

Lehmann, A. C., Sloboda, J. A., & Woody, R. H. (2007). *Psychology for Musicians: Understanding and Acquiring the Skills*. Oxford University Press.

Lerch, A., Arthur, C., Pati, A., & Gururani, S. (2021). *An Interdisciplinary Review of Music Performance Analysis*. 3, 221–245.

<https://doi.org/10.48550/arXiv.2104.09018>

Machali, I. (2021). *Metode penelitian kuantitatif: Panduan praktis merencanakan, melaksanakan, dan analisis dalam penelitian kuantitatif*. Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta.

Mcphail, G. (2025). From practising to practice ; towards a practice model for self-regulated learning self-regulated learning. *Music Education Research*, 3808, 381–393. <https://doi.org/10.1080/14613808.2025.2540934>

- McPHERSON, G. E., & McCORMICK, J. (2006). Self-efficacy and music performance. *Psychology of Music*, 34(3), 322–336.
<https://doi.org/10.1177/0305735606064841>
- Mcpherson, G. E., Osborne, M. S., Evans, P., & Miksza, P. (2017). *Applying self-regulated learning microanalysis to study musicians ' practice*.
<https://doi.org/10.1177/0305735617731614>
- Merwe, L. Van Der. (2022). Explaining How Community Music Engagement Facilitates. *Religions*, 13(12), 1170. <https://doi.org/10.3390/rel13121170>
- Miksza, P. (2015). The Effect of Self-Regulation Instruction on the Performance Achievement, Musical Self-Efficacy, and Practicing of Advanced Wind Players. *Psychology of Music*, 43(2), 219–243.
<https://doi.org/10.1177/0305735613500832>
- Nugroho, A. B., Mariasa, I. N., & Sekti, R. P. (2025). Pengembangan e-book interaktif musik patrol untuk meningkatkan keterampilan bermain ansambel siswa SMP. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 5(3), 1270–1287.
<https://doi.org/10.47709/educendikia.v5i03.7798>
- Prichard, S. (2021). The Impact of Music Practice Instruction on Middle School *Band* Students' Independent Practice Behaviors. *Journal of Research in Music Education*, 68(4), 419–435. <https://doi.org/10.1177/0022429420947132>
- Repp, B. H., & Su, Y. (2013). *Sensorimotor synchronization : A review of recent research (2006 – 2012)*. 403–452. <https://doi.org/10.3758/s13423-012-0371-2>
- Ritchie, L., & Williamon, A. (2011). Measuring distinct types of musical self-efficacy. *Psychology of Music*, 39(3), 328–344.
<https://doi.org/10.1177/0305735610381126>
- Shapiro, S. S., & Wilk, M. B. (1965). An analysis of variance test for normality (complete samples). *Biometrika*, 52(3/4), 591–611.
<https://doi.org/10.1093/biomet/52.3-4.591>

- Sikes, P. L. (2013). The Effects of Specific Practice Strategy Use on University String Players' Performance. *Journal of Research in Music Education (JRME)*, 61(3), 318–333. <https://doi.org/10.1177/0022429413497225>
- Tashakkori, A., & Teddlie, C. (2010). *The SAGE Handbook of Mixed methods in Social & Behavioral Research* (2nd ed.). SAGE Publications.
- Utomo, U., & Ardiyarta, T. (2013). Pengembangan instrumen penilaian unjuk kerja (performance assessment) kompetensi ekspresi dan kreasi musik di Sekolah Menengah Pertama (SMP). *Harmonia: Journal of Arts Research and Education*, 13(1), 1–9. <https://doi.org/10.15294/harmonia.v13i1.2527>
- Varela, W., Abrami, P. C., & Upitis, R. (2016). Self-Regulation and Music Learning: A Systematic Review. *Psychology of Music*, 44(1), 55–74. <https://doi.org/10.1177/0305735614554639>
- Vilnita, F. M., & Marnauza, M. (2024). *Repetition and practice . Developing mental training with young violinists : a collaboration. February*, 1–14. <https://doi.org/10.3389/fpsyg.2024.1327763>
- Volpe, G., Ausilio, A. D., Badino, L., Camurri, A., & Fadiga, L. (2016). *Measuring social interaction in music ensembles. June*. <https://doi.org/10.1098/rstb.2015.0377/110399/rstb.2015.0377.pdf>
- Wood, E. A., Baraku, E., Chang, A., Dotov, D., Bosnyak, D., Trainor, L. J., & Klein, L. (2022). *Creating a shared musical interpretation : Changes in coordination dynamics while learning unfamiliar music together*. 106–113. <https://doi.org/10.1111/nyas.14858>
- Wurangian, S. M., & Nugroho, D. M. (2023). Efektivitas komunikasi verbal dan non-verbal antara pianis dan penyanyi klasik terhadap kualitas pertunjukkan. *Jurnal Seni Musik*, 13(2), 1–24.