



## **The Concept of Independence Learning: Increasing the Creativity of Elementary School Students in Learning Music Arts**

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### **Abstract**

The concept of Freedom of Learning is the latest innovation for music education in Indonesia. Freedom of learning liberates institutions, educators and students in creating learning activities. This study uses a qualitative method related to the concept of Freedom of Learning, limited to freedom of learning in music art learning in elementary schools. The purpose of this research is to find out the concept of independent learning in increasing the creativity of elementary school students. The result of this study is that the concept of independent learning is appropriate to be applied in learning music art in elementary school, because it gives students the freedom to think and learn to create a work. Learning music art in the concept of independent learning can increase students' creativity, efforts to increase creativity require a creative and innovative attitude of teachers, through the design of learning designs, methods, learning models, media, and learning designs.

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## INTRODUCTION

Education is a planned effort with the aim of implementing discipline and character formation so that human values can create mature and disciplined students in religious and social life (Triwiyanto, 2021). Through knowledge transfer, it is hoped that it will be able to change attitudes, thinking maturity and personality maturity into formal education and informal education (Moses, 2012).

Likewise, in learning the art of music plays a role in changing behavior based on artistic experience and the relationship of interaction between culture and individuals to obtain the goals to be achieved (Budiman, 2022). The purpose of music arts education is to provide students with the information they need to improve their creative intellectual abilities (Makri, Vlachopoulos., & Martina, 2021). This makes learning music art an effective tool to enrich students' character education (Maharani, et al., 2022). In line with the National Education System Law Number 20 of 2003 article 3 that the task of national education is to acquire skills to educate the nation's life and form a dignified character and culture of society (Rusilowati & Wahyudi, 2020; Astuti et al., 2023).

The implementation of music art learning in elementary schools has been carried out effectively in improving students' creative thinking skills freely (Gralewski, 2016). In addition, learning music art produces real works that are beneficial to students' lives, both individually and socially. (Mehl, 2003). Learning the art of music is related to creativity (Brem, 2016). This is in accordance with research conducted by Sawyer (2022) that creativity can be developed through learning the art of music. Creativity in students is created through interaction with art and technology around them (Ratto, 2011).

Learning music art in creating creativity in students must be supported by conventional learning components such as objectives, learning materials, learning and teaching

activities, methods, learning tools, and learning media (Puspitarini & Hanif, 2019). This is in accordance with the view of Ramayulis (2022) that the learning components include: (1) Learning objectives are manifested in the form of behavior that is manifested in the form of writing to describe the expected learning outcomes; (2) teachers are a profession that is in charge of training, teaching, directing, guiding, evaluating students and creating a conducive and fun learning environment to achieve learning goals optimally (Miranda et al., 2021)' (3) Students are members of society who want to develop through the educational process organized through educational institutions; (4) Educational content or materials can be in the form of facts, observations, data, cognition sourced from human thoughts and experiences, arranged and arranged in the form of facts, ideas, conceptions, generalizations, principles, or problem solving (Erbil, 2020; Hadromi et al., 2019); (5) The learning method is a way for teachers to interact with students during the learning process (Liang et al. 2021).

Through the framework of the Merdeka curriculum, the concept of Freedom of Learning in music arts learning must be carried out by educators who are competent, creative, innovative, and have a strong commitment to creating good relationships between teachers, students and the community according to the times (Mulyasa & Aksara, 2021).

Research related to music art learning in the Merdeka curriculum has previously been researched by Almanda (2020) and Siregar et al. (2023) which states that learning music art within the framework of the Independent curriculum makes students think and learn freely and is able to foster creativity in students. Reaffirmed by Iraqi et al., (2023) that learning music art according to the concept of Freedom of Learning can increase student creativity if a learning plan is made such as a module that can attract students' attention.

Research related to music art learning as conducted by Handayani (2014), Rosala (2016), Irawana (2019), Mahendra (2020), Komala (2022), Snir (2022), Desyandri (2023), Nensin, et al. (2023), Riyadi & Budiman (2023), Lisnawati (2023) Mamoto (2023), Kartini (2024), All of them state that the concept of independent learning in music learning can create freedom of thought and creativity so that it can increase students' creativity.

The results of observation at SDN Tegalwangi 01 that implementation learning of music in its elementary schools can be seen from the process of students practicing how to play musical instruments and in singing. Students can apply singing techniques by showing expressions according to the nuances of the song performed. The expressions displayed were in the form of facial mimic expressions, gestures, hands and feet. Students were invited to applaud according to the tempo of the song being sung.

The expressions displayed by the students are a form of new creation. Students can get stimuli through computational knowledge in interpreting a song. This happens when students sing songs with a nature theme, the interpretation of the song implies the beauty of the surrounding nature. Freedom in this case is in the form of appreciation, expression and creativity to create a fun and not boring classroom atmosphere, so that the process of Freedom of Learning can be implemented properly. Mintargo (2018) also stated that the community hopes that the learning process will prioritize the interests, needs and readiness of students to achieve social goals in this case, namely through learning the art of music.

Based on the observation results, the low interest in learning music art in elementary school, the low creativity of teachers in the music art learning process in the classroom, and the lack of understanding of elementary school teachers about the concept of independent learning in the

independent curriculum are problems that need to be addressed. This can be seen from the results of learning music art in elementary school, the absence of makeshift media and tools makes it a thing that is considered reasonable to answer the problems that occur in answering the low interest and creativity of students in learning music art.

Through observation at SDN Tegalwangi 01 and incomplete research related to art learning in the concept of independent learning to increase students' creativity in elementary schools is still rare. This is the novelty in this study.

Based on this background, the researcher wants to research related to the Concept of Freedom of Learning in music art learning to increase the creativity of elementary school students.

## METHODS

This research is a field research with qualitative descriptive nature and uses a phenomenological approach, meaning that the researcher will look at symptoms, phenomena, events, or social activities that appear based on the natural situation experienced by the research subject (Idrus, 2009).

Phenomenological qualitative research has descriptive, intuitive and analytical steps (Moleong, 2018). The results of the study are described in depth based on the facts of the phenomenon that occurred, but were not immediately concluded. Activities carried out by students in schools that implement the independent curriculum must be observed in depth for a certain time so that researchers can get valid data. The data is in the form of the implementation of the concept of independent learning in music art learning to increase creativity elementary school students.

The phenomenon that occurred was studied in depth qualitatively (Sugiyono, 2009). The reason for using the qualitative method is because the data produced is in the form of words and sentences that provide an

overview of the analysis of the implementation of the concept of independent learning in music art learning to increase students' creativity. The school in this case is SD Negeri Tegalwangi 01 Tegal Regency. The choice of location is because the elementary school is a grade A elementary school and as a pilot school in Tegal Regency.

The source of research data comes from the research subject. In this case, it is a student of SDN Tegalwangi 01 Tegal Regency. Primary data sources come from students, because they are people related to research. Those who carry out the implementation of the concept of independent learning in music art learning. This application can be seen from the behavior they show such as creating freedom which includes appreciating, expressing and creating. In addition to coming from students, primary data sources are also obtained from teacher and principal data.

Teachers facilitate students while learning in class. The principal in this case is to make policies related to the concept of independent learning through learning music and the implementation of the Independent Curriculum. Secondary data sources are written sources derived from books, articles in journals and references that are relevant to the dimensional theme of the concept of independent learning in music art learning to increase students' creativity. This comes from scientific research reports dan disertasi yang sesuai dengan this study. The journal articles used as references are those from national journals accredited by sinta and reputable international journals.

Data collection techniques include in-depth interviews, observation and documentation. The findings at SDN Tegalwangi 01 are looking for a cause-and-effect relationship, in this case, students show creativity in the classroom, then the reasons behind this attitude are sought. In this study, the researcher made direct observations at school and saw the activities of students in learning music art. *Confirmability* means testing conducted against research results that

are associated with the process carried out in the research. The data obtained is ensured to be objective, so there is no element of subjectivity. Objective data means that it was obtained from the main informant, in this case students of SDN Tegalwangi 01.

The credibility test used is a triangulation technique. This technique consists of source triangulation and method triangulation (Moleong, 2018). Source triangulation is used to check data that has been obtained through several sources. Researchers do not immediately believe in the information provided by certain sources. Researchers must re-check with different sources. The information provided by one student and another may be different. Differences in information can be caused by the health condition of students and the knowledge possessed by students. If researchers only use data from one source, it is feared that the data or information is invalid. The researcher also re-checked the data obtained from students and teachers. This is done so that the data obtained does not have discrepancies or misunderstandings.

The researcher then conducted interviews with teachers about how the learning process in the classroom is, whether they have used innovative strategies, the answers given by the teachers may be about good things and the answers are also good. This information needs to be checked again to the students, whether it is true that the learning carried out has used innovative strategies. Triangulation methods are used as an effort to re-check the data obtained from different methods.

The data collection technique or method used in this study is more than one. It is used to compare data obtained from the results of interviews, observations and documentation. The data obtained from several of these methods or techniques complement each other. The data from the interview results may be different from the data obtained from the observation results, so it is necessary to check again. The researcher

made observations to see the activities and activities of students in the classroom and in the school environment. This was done so that the researcher could get a holistic picture of the implementation of independent learning in music art learning to increase students' creativity. The data obtained from the results of the interviews may be different from the data obtained from the results of observations. Based on this, it is very important to check the data again in order to obtain valid data.

The third data analysis technique used is the result of the development of a spiral model popularized by (Creswell, 2017). The procedure of the spiral model data analysis technique consists of: (1) data collection; (2) data management; (3) reading memos (notes).

## RESULTS AND DISCUSSION

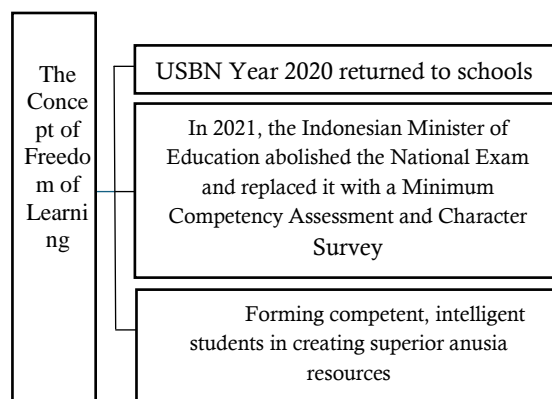
### The Concept of Freedom of Learning

The concept of Freedom of Learning is a new policy issued by the Ministry of Education and Culture of the Republic of Indonesia. Nadiem Makarim as the Minister of Education and Culture of the Republic of Indonesia believes that Freedom of Learning is one of the right methods for students in Indonesia. This is because the implementation of the concept of Freedom of Learning can increase independence and independence for students. Education with the concept of independent learning is a system and teaching that must be in accordance with educational trends in the era of the Industrial Revolution 4.0, where the main need to be achieved in the education system is students' mastery of new literacy (Yamin and Syahrir, 2020).

"The learning of all subjects in this case, especially art learning in elementary schools, has been carried out simultaneously in Tegal Regency, this is an important concern for all elementary school teachers in elementary schools to be more creative and innovative in creating independent learning" (Interview with Achmad Was'ari, S.Pd., M.Pd. as the Head of the Education and Culture Office of Tegal Regency, February 13, 2023).

"Music art learning in elementary schools in Tegal Regency has been adjusted to the rules of the Independent curriculum, this has resulted in the formation of a concept of Independent learning for students in music, students tend to be more interested and challenged during the learning process in the classroom, this happens because they are given a wide space to create and think (Interview with Dinda, S.Pd as a teacher of grade IV in SDN Tegalwangi 01, February 20, 2023).

The concept of Freedom of Learning increases students' desire to create a happy learning atmosphere and be free from score achievement. In the concept of independent learning, there is the same direction and goal as the concept of the progressivist educational philosophy school proposed by John Dewey, which is to provide independence and flexibility to educational institutions in exploring students to the maximum by adjusting their interests, talents and tendencies (Mustaghfiroh, 2020).



**Chart 1.** The concept of independent learning

The origination of the concept of Freedom of Learning in the Independent curriculum was inspired by the philosophy put forward by Ki Hajar Dewantoro which emphasized two aspects, namely the aspects of independence and independence. Ki Hajar Dewantara emphasizes independence in learning, according to him the aspect of independence consists of three types, namely standing alone, not depending on others, and

being able to govern oneself. Standing here means that the freedom of learning recognizes students as the owners of learning. Students have full rights to initiative in learning. Students in learning are not required to be in a class or study group. Not dependent on others means that students do not depend on the presence of an educator, with or without an educator, parents, guardians, students will continue to carry out the learning process. Able to manage themselves, namely students are able to manage themselves and their learning needs, they are free to choose the methods and media they want to apply according to themselves and their surroundings, and are free to set activity schedules in achieving the expected learning goals.

"The implementation of the concept of independence in elementary schools is the right step, this is because the concept is in accordance with humanistic values that can make students explore their minds more broadly in learning, so that they can grow new characters in students who are positive" (Interview with Marwadi, S.Pd., M.Pd as the Principal of SDN Tegalwangi 01, February 20, 2023).

Sunaryo (2011) emphasized that several important points can be drawn in the implementation of Freedom of Learning, First, the concept of "Freedom of Learning" is an answer that is expected to be able to overcome the problems faced by teachers in the teaching and learning process. Second, the burden on teachers is reduced in the implementation of the profession, through independence in assessing students' learning outcomes with various types and forms of assessment instruments, independence from various administrative processes that burden teachers, freedom from various pressures of intimidation, criminalization, or politicization of teachers. Third, increasing knowledge related to the obstacles faced by teachers in the implementation of learning tasks in schools, starting from the problem of accepting new student participants, teacher

administration (RPP, learning process, and USBN-UN evaluation). Fourth, it is one of the tools for teachers in creating a fun teaching and learning atmosphere.

Teachers and students are important subjects in the learning system according to the Concept of Freedom of Learning. In this case, it can be concluded that teachers are no longer a source that is considered always true for students, but teachers and students can seek the truth through a collaboration in a process or experiment that is carried out together. The internet and technology have a great opportunity to develop in independent learning, because both of these things are able to help teachers in completing tasks and also in increasing students' creativity and independence.

### **Art Education To Enhance Creativity**

Humans are considered dynamic in cultural life, because humans will continue to develop and change in achieving a life that they consider perfect. As a component of culture, both art and education, will always experience a pattern of change that is in line with the development of people's views on life, there are two concepts in art education, the first is the concept of art education related to the aspect of artistic expression and the second is the concept of art education which is associated with educational goals (Suhaya, 2016).

"During the art learning process at SDN Tegalwangi 01, especially in grade 4, the classroom atmosphere is more lively, students are more interested and challenged in making a work, this makes art education can achieve good learning goals" (interview with Ade Subakti as a 4th grade teacher, February 20, 2023).

The concept of art education always assesses that a person has different creativity and intelligence. Therefore, art is the answer to be able to facilitate a person in realizing creativity based on his own desires. In this case, art is a means, while students are something ideal. The point is, that art is a

means for students in the process of mental growth and development of their creative spirit. Education with a creative-innovative orientation is required to be able to provide space for the actualization of various other intelligences (Latif, 2020) or commonly referred to as *multiple intelligences*. *Multiple intelligences* include linguistic, logical, mathematical, spatial, musical, kinesthetic, interpersonal, intrapersonal, naturalist, and existential intelligence. These various intelligences certainly have consequences for education, especially for the variety of intelligence in students, so there is a need for a shift in the teaching system that emphasizes student-oriented schools as the main subject. Through this statement, it can be stated that the policy of independent learning is considered appropriate and very humanistic for students (Assegaf, 2011).

"Learning art according to the framework of the concept of independent learning can increase students' creativity in producing a work, besides that art can increase students' love for their regional culture" (interview with Dinda, S.Pd., as a grade IV teacher, February 20, 2023).

In fostering creativity skills for students, learning must be able to improve the creative mentality of students. According to Diamandis (in Latif, 2020) There are five mental characteristics that students must improve, including: the soul loves their talents, interests, choices, and dreams, curiosity through the process of experimentation and discovery, free imagination by letting nature be used as its educator, critical thinking, and the determination to dare to try a challenge.

### **Creativity in Music Art Learning in Elementary School**

In this era of all technology, it provides an opportunity for the creation of the need for creativity. Art learning in the classroom can be carried out using ICT-based learning media, which is considered to be able to

facilitate the art learning process, and students become more interested in learning.

Music art learning in elementary schools has been introduced but the goal is only limited to preparing students to face lessons at the next level. At this stage, students are not required to specialize, they are only introduced to various sciences to have multidisciplinary insights (Latif, 2020).

"All teachers at SDN Tegalwangi 01 without exception are required to always be creative, innovative, and strongly committed to improving the latest information in implementing learning models, media, and other learning support tools that can liven up the classroom atmosphere, especially in learning music arts in accordance with the concept of independent learning. so that students are always interested in the art of music" (Interview with Marwadi, S.Pd., M.Pd, Principal of SDN Tegalwangi 01, February 20, 2023).

Through music art learning, students are introduced to several concepts and techniques in music art in order to improve the cognitive, affective, and psychomotor of students. In this stage, students' creativity varies according to their level of maturity and brain development. Music education plays an important role in this stage as a means to facilitate students in expressing their thoughts and souls through the direction of educators. So that it can be stated that education according to the concept of Freedom of Learning is able to form a humanistic educational atmosphere, where education seeks to make humans aware of the essence of the extraordinary potential and abilities that each human being has, where with that potential humans can do and become whatever they want, this kind of understanding will try to be instilled in every student so that they can maximize their potential (Nasution, 2020).

"Learning music art according to the concept of independent learning can provide new knowledge for elementary school students in understanding and exploring their

regional culture with a wider learning curve in them to grow and develop creativity" (Interview with Ade Subakti S.Pd., as a grade IV teacher, February 20, 2023).

"We have introduced many things related to learning music art in elementary school classrooms, such as various regional songs and proper singing techniques, then we hope that students can practice it in class along with the accompaniment of the music they play, but this is done gradually because it provokes students to learn music art, so that their curiosity makes their creativity increase in learning music art both inside and outside class" (Interview with Dinda, S.Pd., grade IV teacher, February 20, 2023).

In this regard, teachers must be active in trying to find and understand ways to improve the learning outcomes of music in the early grades. Teachers with creativity should be able to actualize and express optimally all the abilities they have to fish and increase the creativity possessed by students. Sensitivity, initiative, new ways of teaching, leadership and responsibility in work must be possessed by every educator. In essence, good teaching and learning activities should be said to be creative learning, the key lies in teaching creatively and efficiently in conducive interactions, this is in accordance with the guidelines of Independent Learning Concept.

## CONCLUSION

The concept of Freedom of Learning is inspired by the philosophy of Ki Hajar Dewantara which is contained in independence. There are three points in common between the concept of Freedom of Learning and the philosophy of Ki Hajar Dewantoro, namely standing alone, not depending on others, and self-regulation. Teachers and students are subjects in learning music art in accordance with the concept of Freedom of Learning. Each student has their own creativity and intelligence in learning the art of music. In this case, the meaning is that the art of music is a means in the process of

increasing student creativity. Creative, innovative and strongly committed teachers are needed in creating an atmosphere of music learning according to the concept of independent learning in order to create an attractive classroom atmosphere through the creation of learning designs, learning models, methods, media, and effective and efficient learning designs according to the concept of independent learning.

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