

Learning to Play Music Based on Flashcards for Inculcating Character Values; Discipline, Independence and Curiosity

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Abstract

This study discusses learning music through flashcard media to instill character values in early childhood at the Indonesian Music School (SMI) Semarang, Program Foundation of Music (FOM). There are 3 (three) main character values that will be discussed in this study. They are the value of discipline, the value of independence and the value of curiosity. The research questions of this study are the 3 (three) main character values instilled in early childhood in the Program FOM, SMI Semarang. This study uses an Inculcation Approach. This research uses descriptive qualitative method. In addition, the data collection techniques used in this study were observation, interviews and documentation. From the results of the analysis, it can be concluded that by cultivating 3 (three) main character values; discipline, independence and curiosity, students can implement them and continue to the next stage of development. So that it is in line with the purpose of character education, which is to create superior and dignified student characters.

Keywords: music learning, character education, flashcard media, early childhood

INTRODUCTION

Children are the nation's investment, besides that children are the golden generation who are expected to be able to continue the leadership relay and to be able to develop the Indonesian nation into a nation with strong character, a sense of nationalism and high integrity through education that starts at an early age. Education is essentially an activity carried out by humans from birth to the end of their lives. The education that is obtained in every process of his journey comes from various things in his life that make humans continue to develop.

Education should be taught at an early age; from birth to the age of 6 (six) years in accordance with Law Number 20 of 2003 concerning the National Education System. At this age they have an important period in their next life until the end of the period, this period is called the golden age of children. This period is the most appropriate time to provide early education to children because it is during this period that the child's brain develops.

In this process, children learn more through their surroundings and some of the things they see and/or hear, ranging from good things to even bad things that they don't know the meaning of. Therefore, the education of children at this age needs to be careful when providing learning, it needs good stimulus and images so that they can imitate good things too.

In terms of early childhood education, informal education is the first education that early childhood students receive. Informal education plays a role in forming the character and personality of children where the family and environment have an important role in this process. To support the stimulation of the child's brain, it is necessary to have non-formal education or education outside the home as more stimulation of the child's psychomotor and cognitive abilities. When a child reaches the age of 3 (three) to 6 (six) months, educational stimulation outside the home can begin. At that age, the golden period of child brain development occurs, this results in a tremendous surge in the intellectual development, spiritual intelligence and emotional intelligence of children. This is emphasized again by Atmodiwirjo in Gunarsa (2008: 11) that the stages of child development occur in early pre-school children from the age of 2 to 6 years. This period is a period of motor development, language, thinking and social development of children. At this time children tend to carry out various kinds of activities related to the world of fantasy and creation in play.

As mentioned above, motor, language, emotional, social and intelligence development are characteristic markers of early childhood development (Depdikbud, 1996:129-132). This development needs attention because it is closely related to the child's learning process. The concept of learning while playing is one possible way that can be applied to reach the early childhood development phase. The main tool that can be used as a training ground for children's growth is playing. Playing is a medium for children to actively try to realize their fantasy world in the real world (Semawan, 2008: 20).

One effective way to achieve motor, language, emotional, social and intelligence development in early childhood is by learning music. Through learning the art of music, children are able to express their imagination, creativity and appreciation of music. The main concept of learning music for children includes language, physical, emotional, social and cognitive abilities. This is so that the child is able to convey what he feels and knows. Music is the main aspect that needs to be developed from a neurology point of view. Since in the womb, the fetus has been able to hear various sounds including music. Music has a big influence on developing and growing other intelligences. This is very important so that other intelligences in children can be developed optimally (Lwin, et al (2008: 137). Sousa (2012: 258) argues that by providing a stimulus through music, a child's brain can stimulate emotionally and intellectually. In addition, music also influences on the body, such as changing breathing rate, heart rate, blood pressure, muscle movement and pain threshold. These responses are the result of activation of several nerve networks that cause pleasure and motivation. Therefore, aspects of musical intelligence are very important and need to be trained in The important thing that parents and educators need to know is that by understanding the benefits of musical intelligence, children's skills can develop optimally.

In principle, musical development is psychomotor development that needs to be stimulated. In order to create a learning atmosphere that is fun and not boring, and so that students are enthusiastic and motivated in learning, it is necessary to implement a learning while playing process using picture media or flashcard media. Image media or flashcard media is media in the form of images that function to convince and give messages and can foster a sense of student will so that students are motivated in the learning process (Febrianti, 2019: 15). There are several advantages of flashcard media, including: 1) it is concrete, meaning that the pictures are realistic and more indicative of the subject matter compared to ordinary verbal media; 2) images are not limited to space and time, images can help students imagine student observations; 3) pictures can reduce misunderstandings because they can clarify a problem, in any field and at any age; 4) image media is relatively cheap and easy to obtain and easy to use without special requirements to play it (Aswat et al., 2019:9).

Instilling several character values in children is carried out during the teaching and learning process where students are taught music in a disciplined and responsible manner towards learning material. According to Dewantara (in Suharto, 2012: 92) states that music does not only train auditory sensitivity, but also stimulates the refinement of taste and mind so as to create a stronger and deeper sense of nationality. The inculcation of national character values can be realized through singing national songs, holding music competitions with the theme of nationalism and embracing poetry with nationalism nuances.

Informal Education Institutions in Indonesia, one of which is the Indonesian Music School (SMI) is an informal education that has the principle of playing music while learning music. The choice of play method takes into account the needs and/or development of the child. In addition, SMI also focuses on developing children's motoric aspects, this functions to train children's motor movements, optimize the ability to control and manage movement coordination in the body, and optimize skills in the body so as to create strong and skilled growth.

SMI is an informal educational institution, which focuses on music courses. SMI is located to the city of Semarang, there are 2 (two) SMI course locations, at Puri Anjasmoro and in Gang Pinggir. SMI prioritizes teaching music using technology, the synergy of music and technology has been carried out since the beginning of learning at SMI. There are several tiered classes based on age starting from the BeeBeegym Class for children aged 1-3 years, the Foundation of Music (FOM) Class for children aged above 3-5 years, and Harmony and Private Classes for children aged 5 and above. One of the classes that is dominated by early childhood is the FOM Class, for children aged over 3-5 years. At this time the child is entering the basic instrument learning stages; learning basic music according to age in the FOM class.

The FOM class is a program specifically for introducing music to children aged over 3-5 years with the learning method while playing which is expected that children will easily accept the material presented by the teacher. The use of this learning and playing method has a very big influence on children's development related to fine motor skills and raises curiosity in large children so that it provides positive benefits for children's development. As a support for teaching learning while playing in the FOM class using several media, such as puzzles, flashcards, picture books and musical instruments. Apart from being used as a

support for learning media, it is also used as an attraction for children to take part in learning. Each learning media in the FOM class is used based on the age stages of the children, for example flashcard media is used for children aged over 3-4 years. Flashcards for learning in the FOM class have interesting pictures and have musical symbols in them. In its application flashcards are usually combined with several musical instruments such as handbells, castanets, maracas and floordrums. Flashcard media is used only for music introduction materials such as sound and silence, feel the beat, steady beat and several other materials.

Based on the background above, researcher will examine the problems of flashcard-based learning and playing through research on "Flashcard-Based Music Playing Learning for Inculcating Character Values; The Value of Discipline, Independence and Curiosity in Early Childhood at the Indonesian Music School (SMI) Semarang Program Foundation of Music (FOM)".

METHODS

This study focuses on research that examines learning to play music based on flashcards to instill character values in early childhood at SMI Program FOM Semarang. Referring to the formulation of the problem, the researcher used a qualitative research approach. Research using qualitative data is research that is intangible in a series of numbers, but in the form of descriptions and words through data collection, for example through interviews, observation of document studies and recording which are then analyzed (Huberman in Rohidi, 2011: 12). The processed data is the data as it is. According to Creswell (2016: 28), qualitative research is useful for finding and knowing the true meaning which for some groups or individuals is a social problem.

This research on learning to play music at the SMI FOM Semarang Program uses interdisciplinary studies with the hope that the studies will be more complete. This study is used to explore and assess a problem that is outside the study of a scientific discipline (Rohidi, 2011:65). In this research study, the disciplines of education, psychology, and musicology were used.

The focus of research in a study is indeed important to note so that the research data does not expand. This research focuses on 2 (two) important components; 1) The learning system of playing music at the SMI FOM Semarang Program, 2) The cultivation of character values with flashcard media at the SMI FOM Semarang Program. There were 4 (four) subjects in this study: 1) Foundation Of Music (FOM) class teacher, 2) Owner of the Indonesian Music School (SMI), 3) Foundation Of Music (FOM) class students, 4) Parents of participants students in the Foundation Of Music (FOM) class.

The implementation of this research was at the Indonesian Music School (SMI) Foundation of Music (FOM) Program. The research was conducted at SMI with the hope that researcher would get data from FOM class teachers, SMI owners, FOM class students and parents of FOM class students.

Some of the data in this study is divided into 2 (two), they are primary data and secondary data. Primary data obtained by direct observation by researcher and interviews with research subjects. The form of primary data is in the form of oral information from the research subjects. The data obtained came from FOM class teachers, SMI Semarang owners, FOM class students and parents of FOM class students.

Secondary data are data that can be in the form of information obtained indirectly. These data are obtained from archives or documents, for example through video recordings documented and researcher when the show took place, and some other supporting data.

Data collection is none other than a process of providing primary data for research purposes. The purpose of data collection is to obtain relevant, accurate and reliable data related to research. Researcher use instruments or data collection tools such as observation, interviews and documentation. This is in accordance with the opinion of Sugiyono (2015: 308), without knowing the data collection techniques to be used, the researcher will not get data that meets the data standards set in a study. From the statement above, it further strengthens that how important it is to understand in determining data collection techniques by researcher, so that the data collection process will be able to run effectively, efficiently, and accurately. The data to be retrieved or to be collected usually uses several techniques. The technique used clearly determines the results obtained and the technique used must also be adapted to the conditions, nature and characteristics of the object to be studied. So data collection in a study aims to obtain correct and reliable materials, information and information to be used as data. The following data collection techniques used in this study are observation, interviews and documentation. Data validity technique is a technique or way of measuring the relevance of the data obtained. Testing the validity of data in research, often only emphasizes validity and reliability tests. In qualitative research, the main criteria for data from research are valid, reliable, and objective (Sugiyono, 2015: 363). Triangulation in credibility testing is defined as checking data from various sources in various ways, and at various times. According to Sugiyono (2015: 373) there are 3 triangulations;

data data collection technique triangulation, time triangulation, and source triangulation. Meanwhile, according to Maryono (2011: 117) it contains theoretical triangulation. This study used the Triangulation examination technique; the cross validity checking technique. According to William Wiersma (in Sugiyono, 2015: 273). Cross-checking of data is done by examining data taken from various sources, data collection techniques and time.

Data analysis technique is a way to analyze data to draw conclusions from research results. Data is taken from several sources by selecting various data collection techniques (triangulation) and carried out continuously until the data shows saturation (Sugiyono, 2015: 334).

According to Bogdan in Sugiyono (2015: 334) data analysis is a systematic grouping of data by means of direct recording activities in the field, interviews, and some other relevant material so that it can be understood easily, and the results will be informed to others. Nasution in Sugiyono (2015: 334) states that analysis is a difficult job, because creativity and intellectual abilities are quite high. This is because researcher can choose the right method according to the characteristics of their research. The same material is carried out by researcher with different methods will produce results that vary as well.

The last step is the determination of conclusions and verification. In determining conclusions, it is necessary to base on the reduction and presentation of data. After the data is collected, initial conclusions can be drawn on the data that has been obtained in the data collection process.

RESULTS AND DISCUSSION

Profile of Indonesian Music School (SMI) Semarang

The Indonesian Music School (SMI) Semarang has 2 locations which are located on Jalan Puri Anjasmoro Blok E1, No. 21 Semarang and Gang Pinggir No. 90 Semarang. The Indonesian Music School is the first music school in Indonesia that focuses on the field of Music Technology Education. The Indonesian Music School is also a music course institution that prioritizes creativity and innovation in music and technology with the concept of Basic Music Technology. The concept of Basic Music Technology Education is a learning with three spaces which include art, technology and science, where every student studying at the Indonesian Music School can choose the focus of learning they are interested in and be guided in the use of technology in music. This course institution also develops the concept of developing seven musical skills which are divided into three groups; creating (improvising, composing, arranging), performing (reading, playing, singing) and responding (listening). The Indonesian Music School also comes with a creative learning environment through Production Experience, Performance Experience, Music Examination and Collaboration Experience to become a means for students to hone life skills (4C) and career skills needed to prepare students to be able to adapt in the work environment and specifically in the industry music in the future, both as performers, musicpreneurs, educators, producers, managers, and others.

The design of the learning system for the Indonesian Music School does not only come down to curriculum development, but SMI designs a learning environment that makes it a pleasant place for students to receive learning. The curriculum at the Indonesian Music School is a means of transforming values & life principles for students, in accordance with SMI's vision, Raising a New Generation of Indonesians which is not only focused on hard skills but also soft skills which are expected to shape the character of students to have Compassion, Achievement, Responsibility, Integrity, Nationality, Good Manners.

Learning Activities of SMI Semarang

The Indonesian Music School is currently able to develop music course institutions that can reach all ages from toddlers to parents who can develop their musical talents. Hours of learning activities at the Indonesian Music School last for 6 days starting at 10.00 WIB until 18.30 WIB with learning in a room according to their specialization. Currently SMI provides a wide selection of class types provided where students can freely choose classes based on their interests, these classes include: 1) Foundation of Music (FOM) is a program devoted to developing children's musicality by providing stimulation in group games which include introducing musical elements such as rhythm, melody, harmony, timbre, structure, song form, and musical instruments (keyboards, drums, percussion, ukulele, guitar). Each play group will receive learning material for 60 minutes with a total of 4 meetings a month. There are two levels in Foundation Of Music learning; FOM Fun for ages 2.5 – 3 years and FOM Learn for ages 4 – 5 years, 2) Compusician is a program that aims to make students master 7 Musical Skills (based on the National Coalition for Core Arts Standards). Students will be able to create, play, and respond to music. There are 4 types of programs in Compusician; (a) Musicianship is a program in which each student will receive private classes (instruments), multimedia technology lab (MTL) and group classes (ensemble), (b) Performance is a program designed to

students are not only able to perform as solo players, but also as accompanists, as well as playing in group formats (ensembles). (c) Production is a program with the aim that students master performing and creating skills. This program is designed so that students are not only able to play musical instruments but can create their own music, (d) Focus Area Study is a program for students who only want to learn a particular instrument. From this program students can choose an instrument (private) or the Multimedia Technology Lab (MLT). (e) Hobby Class is a program aimed at students who want to learn to play music as a hobby. Students are free to determine the instrument they want to study and there is no level increase, so students do not need to take exams.

Values of Character Education in Early Childhood

There are 4 (four) forms of character education that are usually carried out in the teaching and learning process; 1) character education based on religious values, 2) character education based on cultural values, 3) character education based on values of love for the environment, 4) character education based on the potential possessed by students (Khan, 2010:2). Meanwhile, the Ministry of National Education (2010: 8) argues that the important things that will be implemented in character education refer to religious values, cultural values, and Pancasila values in accordance with national education goals. These four aspects are reinforcement in order to develop the main things that will be carried out in the learning process. The following are the four aspects described by the Ministry of National Education (2010:7-8):

- a) Religious Value. Indonesia is a country with various religions. Therefore, in carrying out social life based on religious norms and beliefs. Religious values teach about the norms of life which are very useful and can be implemented for good in everyday life.
- b) Pancasila values. Pancasila is mentioned in the Preamble to the 1945 Constitution, in more detail explained in the articles contained in the 1945 Constitution. Pancasila is the life principle of the nation and state. This can be interpreted that the values in Pancasila are the values that regulate the life of the nation and state including law, politics, social, economics, culture and art. This is important because it has the goal of creating good students with the values of Pancasila embedded in their souls; students who have the determination to implement the values contained in Pancasila in everyday life.
- c) Cultural Values. Cultural values are formed on the basis of the existence of meaning in an understanding and has meaning in every communication between members of society. National culture is a source of value and is important to be used as a reference in cultural education and creating good character.
- d) As a National Education Goal. Education is a quality formulation that must be owned by every citizen. Education can be carried out in various ways and levels. Human values are included in the National Education Goals that every Indonesian citizen must have.

Character education values (in Cahyaningrum, 2017:208) that must be taught to early childhood are:

- 1) Religious; 2) Honest; 3) Tolerance; 4) Discipline; 5) Hard work; 6) Creative; 7) Independent; 8) Democratic; 9) Curiosity; 10) National spirit; 11) love for the motherland; 12) appreciate achievements; 13) friendly/communicative; 14) peace-loving; 15) fond of reading; 16) care for the environment; 17) social care; 18) responsibility.

Inculcation of Character Values Approach

Discussion regarding the various models of approaches used in the implementation of character education is quoted from the book Bambang Samsul Arifin & Rusdiana (2019) which refers to an expert named Helen G. Douglas describes that there are 5 (five) types of character education approach model; 1) approach through instilling values; 2) approach through cognitive development; 3) approach through value analysis; 4) approach through value clarification; and 5) approach through action learning. All of these approaches will be discussed in detail:

Inculcation Approach

According to Helen G. Douglas as quoted by Bambang Samsul Arifin & Rusdiana (2019: 158) that the approach through instilling values is planting and emphasizing social values to students. This approach aims to implement certain expected values. In view of this approach, values are considered as a reference for behavior that comes from the culture of society. The method used during the teaching and learning process in this approach includes leadership values, simulation and role playing, and others.

Cognitive Development Approach

According to Helen G. Douglas as quoted by Bambang Samsul Arifin & Rusdiana (2019: 158) that this approach has characteristics in the cognitive field according to its development. Through this approach,

students are stimulated to grow a more specific moral mindset according to the stages and sequences. In addition, it is also to stimulate students to be able to discuss and express opinions.

Values Analysis Approach

According to Helen G. Douglas as quoted by Bambang Samsul Arifin & Rusdiana (2019: 161) that this approach emphasizes students to think logically and realistically. This can be done by analyzing problems related to social values. The group study method is a method that is often chosen to apply an analytical approach. With group study, the teacher can assess the actions, behavior, problems faced by students in class (in Bambang & Rusdiana, 2019: 162).

Values Clarification Approach

According to Helen G. Douglas as quoted by Bambang Samsul Arifin & Rusdiana (2019: 162) this method emphasizes efforts to help students understand their actions and feelings and optimize self-awareness to think rationally and emotionally proportionally. The value clarification approach provides objective knowledge for students to deal with their social life so that it is in accordance with the character values that are formed from the prevailing moral values (Bambang & Rusdiana, 2019: 163). The learning method used in this approach usually uses small groups, large groups, individual work, discussion and writing.

Action Learning Approach

According to Helen G. Douglas as quoted by Bambang Samsul Arifin & Rusdiana (2019: 163) that in this approach, students are trained to apply the moral values they get both individually and in groups. In addition, this approach model can help students to assess themselves as individual and social beings in society who cannot do what they are free to do, but are part of a social community that is obliged to have a role in the democratic process (Bambang & Rusdiana, 2019: 163).

Inculcating Character Values; Discipline in the Foundation of Music Program (FOM)

Discipline is one of the important behaviors and must be possessed by someone if they want a good life. Discipline will help a person to manage everything that will be done in his life. Everything has been planned and implemented on time, so that the results obtained are better and comply with the rules. Discipline attitude possessed by a person is not formed directly. Every individual needs a process to become a disciplined person. Discipline can be fostered in children from an early age. Discipline development cannot be done only once or temporarily. Discipline development must be carried out continuously from an early age. Discipline can be instilled in children through the implementation of simple rules, the behavior of the teacher who is always on time, or other actions that show that the teacher is not stalling for an activity.

In addition, discipline is an act that shows orderly behavior and also complies with various rules and regulations. Implementation can be done in various ways, for example: 1) teaching children to come on time, 2) following school rules, 3) keeping the environment clean, 4) dressing neatly, 5) collecting assignments on time.

From the results of research that has been done, the use of flashcard media makes it easier for students to apply character values in the form of discipline. This can be seen in the following figure:



Figure 1. Flashcard media used to instill disciplinary character values

Through flashcard media, children are trained to always pay attention to the teacher and focus on what the teacher conveys. In addition, in accordance with the characteristics of flashcards that are easy to understand because they are in the form of images that can attract children, the use of flashcard media is very appropriate to implement. Children learn while playing cards so that disciplinary values can be instilled from an early age.

Inculcating Character Values; Independence in the Foundation of Music Program (FOM)

Independence is an attitude that is needed by individuals. Independence can help someone to develop themselves on their own initiative. An independent attitude possessed by a person can reduce dependence on others. An independent attitude in individuals must be instilled from an early age through various children's activities, both at home and in early childhood education institutions. Character education must be instilled from a young age and through a process that is adapted to the stages of child development. This shows that the formation of children's character requires patience and perseverance from educators who must be supported by a balance between parental education at home and education at school.

In addition, independence is an attitude and behavior that is not easy to depend on others in completing tasks. Implementation can be done by: 1) teaching children to save, 2) teaching children to wear their own shoes, 3) teaching them to dress themselves, 4) teaching them to bathe themselves, 5) giving tasks to clean and store their toys, 6) training children to throw away urinating or defecating in the toilet 7) It's not easy to depend on other people in doing tasks.

From the results of the research that has been done, the use of flashcard media makes it easier for students to apply character values in the form of an independent attitude. This can be seen in the following figure:



Figure 2. Flashcard media used to instill independence character values

Through flashcard media, children are trained to be independent in doing something. For example, when the teacher shows flashcard pictures and gives examples of the use of piano keys, children are able to independently reflect on the teacher's orders without having to be reminded repeatedly. Children are also able to show their independence by practicing tones on flashcards by playing music.

Inculcating Character Values; Curiosity in the Foundation of Music Program (FOM)

Curiosity is an attitude and action that always seeks to know deeply and broadly something that is learned, seen, and heard. Its implementation can be done by: (1) encouraging forms of mental attention such as intelligence, (2) providing opportunities to explore new ideas in depth, (3) allowing children to experiment, (4) providing challenges so children are curious.

Efforts that can be made in instilling the character of student curiosity are by: a. Checking students' understanding b. Focusing students' attention on a subject or concept c. Generating more questions from students d. Develop active student learning methods e. Encourage students to express opinions in the field of discussion.

The character of curiosity is a way of thinking, attitude and behavior that reflects curiosity and curiosity about everything that is seen, heard and studied in more depth. In addition, the character of curiosity is also a desire to investigate and seek understanding of new things.

From the results of the research that has been done, the use of flashcard media makes it easier for students to apply character values in the form of curiosity about something new. This can be seen in the following figure:



Figure 3. Flashcard media used to instill curiosity character values

Through flashcard media, children are trained to be able to show curiosity about new things that are in front of them. For example, when the teacher shows flashcard pictures and gives examples of using melodies on the guitar, children have a high sense of curiosity to be able to practice on the piano as well. Children are also able to show their curiosity through practicing notes on flashcards by playing music.

Character Education Principles

Principles of Character Education According to the Character Education Quality Standard as quoted by Mulyasa (Mucsllich. 2011: 35) recommends 11 principles for realizing effective character education as follows: 1) Promoting basic ethical values as the basis of character. 2) Identify the character comprehensively so that it includes thoughts, feelings, and behavior. 3) Using a sharp, proactive, and effective approach to building character. 4) Creating a caring school community. 5) Give opportunities to students to show good behavior. 6) Having coverage of a meaningful and challenging curriculum, which respects all students, builds their character, and helps them to succeed. 7) Ensuring the growth of self-motivation from students 8) Functioning all school staff as a moral community that shares responsibility for character education and is loyal to basic values 9) There is a division of moral leadership and broad support in building character education initiatives. 10) Enable family and community members as partners in efforts to build character education. 11) Evaluating school character, the function of school staff as character teachers, and positive

manifestations in students' lives.

CONCLUSION

Implementing character education values in early childhood can be carried out in various ways, one of which is using flashcard media during the learning process of playing music. Thus it is hoped that through the applied character education it can equip students early so that students have good character and can be an example for the next generation. Character education can also equip students to become strong individuals and as citizens who can build the nation into a nation with a strong character. In developing character education, teachers should not only teach theoretically, but focus more on forming character values. There are several character values that can be applied to early childhood: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the motherland, respect for achievement, communicative, love peace, love to read, care for the environment.

In this study focused on 3 (three) character values; discipline, independence and curiosity. By instilling these 3 (three) values, students are expected to be able to apply them and continue to the next stage of development. So that it is in line with the purpose of character education, which is to create superior and dignified student characters.

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