

Music Instructional to Develop Character Values for Early Childhood at Fishery Community Tambak Lorok Semarang City

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Abstract

Every child has the music potency without exception, although they have different potential / talent of musical that is owned and viewed from the aspect of education. Early childhood music potential looks at everyday activities and it's natural. The research was conducted at Paud Nanda Sifana, located in the fishery village of Tambak Lorok, Semarang City. The music instructional in early childhood includes; singing, clapping, and playing simple musical instruments in accordance to develop their character values. Character values that can be developed through music instructional such as; religious, honest, tolerance, the spirit of nationalism, the love of homeland, the love of peace, environmental care and others. From the results of observations that the authors carried out, found that the development of the characters values through music instructional formed in Paud Nada Sifana Tambak Lorok, seem less optimal and has not seen as the development of character values that should be happening to them. It is because the instructional in general is oriented to academic development in the form of learning calistung (reading, writing, arithmetic), so that the music instructional that can develop their character values get minimum portion.

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INTRODUCTION

Children born brought their potentials that need to be developed to face the future. These potentials are: physical, cognitive, linguistic, social, emotional, religious, and art (includes music). It will develop optimally if the environment in which the child grew quite conducive and carried out early on.

According to Ryan and Kimberley's journal of Elementary Education, it is said that Webster (2003) provided a comprehensive conceptual model of creative thinking in music. Early versions of the creative thinking model were influenced by Wallas (1926), Guilford (1967), and Gordon (1979).

Composition, performance/improvisation and listening analysis were considered the Product Intentions and the final Creative Products at the top and bottom of the model. In the center of the model is the Thinking Process, which included divergent and convergent thinking (Guilford). The Wallas stages reused connected Divergent and Convergent thinking. Enabling skills and conditions facilitated the Thinking Process. Enabling Skills consist of aptitudes, conceptual understanding, craftsmanship, and aesthetic sensitivity. Enabling Conditions included motivation, subconscious imagery, environment, and personality.

Basically, every child has the music potency without exception, although they have different potency / talent of musical that is owned and viewed from the aspect of education. The music potential can be developed and improved; it has to be nurtured early on. Unless it will not grow, even remains as unrealized potential.

As stated at Freeman's journal, Winner (1996) is precise "The core ability of the musically gifted child involves a sensitivity to the structure of music – tonality, harmony, and rhythm." (p.92). the sensitivity of infants to linguistic and musical phrases appears to be of a similar nature. It is likely that even before birth, familiarization with specific sounds or

classes of sound contribute to the development of particular sensitivities and preferences, those for music forming alongside those for human voices.

The environment that first develops potentials and provides help to children is family. In the family, parents will meet all children needs in the form of physical needs include: food, clothing, shelter, and other needs. While non-physical needs include: affection, attention, caress, praise, reproof, and habits that can develop the potential of the child from birth. As a newborn independent person, the child is heavily dependent on the surrounding environment and his behavior is determined by the interaction between innate genetic factors with various environmental factors (Semiawan, 2003).

Based on the results of previous research (Budiartati, 2016) stated that the urban fishery families on Semarang pay little attention to their children education, especially on the development of character values. According to the parents' view of the fisherman, the education of the child has been sufficiently submitted to school or teacher only and more academically oriented that is prioritizing the learning of calistung. As a result, early childhood surround the fishery community become abandoned in the formation of character, in which it supposed to be obtained from their family.

In general, the problems facing by fishing communities revolve around such matters relating to issues of: 1. poverty and social inequality, 2. limited access to capital, technology, and markets; 3. low quality of human resources; 4. degradation of environmental resources; and 5. development policies that are not optimal in the fishermen's community (Kusnadi, 2009).

Many parents craves their children can sing and play musical instruments, but in general they do not know how to develop the child music potency. The music potency is very important for human life which is needed to be developed early on. Seeing the above, the role of parents in developing the potential

of children becomes very important and fundamental. So at least the parents know how to develop it.

The natural potential of early childhood is seen from children's activities such as singing and clapping, as well as playing simple musical instruments (percussion, maracas, etc). Early childhood music potency can be seen through everyday activities and is natural.

Some of the goals of early childhood special education programs are as follows: to promote development in all learning domains (cognitive, affective, psychomotor), to build and support social competence, to prepare and assist children in acquiring normalized life experiences with their families, and to promote personal independence (Heward, 2008). Music educators can do much to assist young children in meeting these goals (Darrow, 2011).

So, the educator's (parents and teachers) roles are be able to understand and position themselves as guides, mentors or motivators who are in charge of helping develop their potentials. But what often happens is; educators (parents and teachers) treat children like empty glasses that do not contain anything. So the task of educators is to fill the empty glass according to the taste of educators till it full. In fact, like a glass, the child who was born is not an empty glass, it contains something; the task of educators is to add the contents of the glass in accordance with something already in it. Consequently, the potential of the child has not developed properly, including the music potency.

Music can be used as a carrier of information, or as reinforcement, for learning academic material. Music activities or songs can be used to teach and reinforce preschool academic concepts such as shapes, colors, and numbers, spatial relationships (up/down, in/out, front/back), or temporal relationships (first, second, last; Gfeller, 1990). Songs and chants can also be used as mnemonics for remembering facts or organizing information (Darrow, 2011).

The music instructional in early childhood includes; singing, clapping and playing simple musical instruments. One of the benefits of music instructional among others, it can refine the character and develop the values of character. As we know that, fisherman faced hard life and full of challenges. Usually, the child also has a strong personal character, rude and emotional. Hopefully, by learning the music children will learn affection indirectly as the development of the child's right brain. In addition, through music it is expected various aspects of development that children have since birth, namely physical-motor, language, social, emotional, cognitive, and character values expand to the maximum level. Values of character that can be developed through the music instructional also includes religious, honest, tolerance, the spirit of nationality, love the homeland, love peace, care for the environment, and others.

METHODS

The research was conducted at Paud Nanda Sifana, located in the fishery village of Tambak Lorok, Semarang City. Focus of the research is music instructional, which is an activity of education that is practical, relates to problem solving of everyday life that dotted the process. This research is an attempt to find the music instructional that depart from the data field that excavated, namely Paud Nanda Sifana. So this study does not mean to test the truth of the theory but find other models that can be develop in the future. This research is inductive, it means trying to find music instructional based on data and open for further research.

This study aim to understand the meaning of an event and observe teachers/educators in instructed music to early childhood; researchers interact with them and try to understand it. Research is conducted in a reasonable situation prioritizing data that is qualitative. This study does not seek absolute truth, because the researcher recognizes the existence of an outside world that cannot be

known absolutely, but depends on the world of empirical reality according to the views of the local community and the consensus of the scientific community.

In the data collection activities researchers use several techniques as follows; observation, interview, documentation.

Observation, to obtain nonverbal behavior data relevant to the research focus is used direct observation technique. Data that can be revealed through observation in this research is about the symptoms that appear as a manifestation of efforts to develop the art of early childhood music, mainly done by teachers/ educators. Observation is done naturally so that the data obtained is also natural. In order for observation to run properly but systematic this research using observation guidance as observation signs to be focused.

Interview, to obtain data that can be captured/ revealed through observation, the researcher interview. Through interviews researchers seek to obtain information with a face to face physically and ask questions with the subject or informant. Researchers can see the subjects or informants and hear their voices directly, thus obtaining data that is deep, clear, and steady. Researchers can observe directly the reactions that appear on the subject at the time to answer questions posed by researchers. Also the researcher can directly hear the answers, opinions, responses, and the establishment of the subject.

Documentation, As a human being the researcher hearing, observing and memorizing is limited. So, the documentation used in the form of stationery, photographers, audio tapes, and video cameras.

This research is important in order to deal with several things, including the general parental background, so that parents have guidance to be able to understand and apply the proper character for their children.

RESULTS AND DISCUSSION

Early childhood learning is necessary. A music learning program takes time and space to express thoughts, ideas, feelings of action, and varying abilities. The purpose of learning music is not how the end of the product but more emphasis on the process, meaning the process of a child to express his experience (Semiawan, 2003).

The reason of the process emphasized because, the child is not a skill and material user. Another reason is children like the process of work more than the work or product. Therefore the learning of music for children should provide a variety of opportunities to express themselves in order to create something unique for them.

It is stated at Regulation of the Minister of Education and Culture Republic of Indonesia number 137/2014 about National Standard Education of Early Childhood at Chapter IV of Standard Contents Article 9 Point 4, mentioned that the themes and sub themes as referred to in paragraph (2) are developed with elements of religious and moral values, thinking ability, language skills, socio-emotional skills, physical-motor skills, and appreciation of art.

Further at Article 10 Point 7 also explained that art as referred to in paragraph (1) includes the ability to explore and express themselves, imagine with movement, music, drama, and various other arts fields (painting, fine arts, crafts), and able to appreciate artwork, movements and dance.

It can be concluded that this research is refer to above regulation as the guidance in order to find how the music instructional as part of art contents conducted at Paud Nanda Sifana.

The research was conducted at Paud Nanda Sifana involved 20 students. Most of their parent's job is fishermen, as mentioned before that the setting of the research is fishery community. Below are student's data:

Tabel 1. Conducted at Paud Nanda Sifana involved 20 students

No	Name	Address	Parent Name	Parents' work
1	Bagus Aditya	Tambak Mulyo Rt.6/Rw.5	Yunaidi	Fisherman
2	Tahta Winata	Tambak Mulyo Rt.7/Rw.4	Jayuri	Fisherman
3	Rindiani	Tambak Mulyo Rt.2/Rw.16	Parman	Fisherman
4	M. Faqih Mubarak	Tambak Mulyo Rt.2/Rw.15	Kasanudin	Entrepreneur
5	Andromeda	Tambak Mulyo Rt.2/Rw.15	Tiok	Fisherman
6	Elsa Rahma Aulia	Tambak Mulyo Rt.5/Rw.14	Joharudin	Entrepreneur
7	M. Ardani	Tawang Sari Rt.3/Rw.1	Isfartoni	Entrepreneur
8	Afriyansyah	Tambak Mulyo Rt.2/Rw.2	Muhammad	Fisherman
9	Dewi Najwa Aulia	Tambak Mulyo Rt.1/Rw.13	Mashadi	Fisherman
10	Sania Nayla Farikha	Tambak Mulyo Rt.2/Rw.12	Karsono	Fisherman
11	Ilham Peambulan	Tambak Mulyo Rt.3/Rw.14	Sugiarto	Fisherman
12	Adinda Vidyanita	Tambak Mulyo Rt.7/Rw.12	Bambang	Entrepreneur
13	Yusuf Saputra	Tambak Mulyo Rt.3/Rw.13	Parno	Fisherman
14	Sefta Ambaryono	Tambak Mulyo Rt.5/Rw.14	Firman	Fisherman
15	Olivia Cahyani	Tambak Mulyo Rt.5/Rw.15	Wanto	Fisherman
16	Rusdiana	Tambak Mulyo Rt.5/Rw.15	Sutino	Fisherman
17	Renggomukti	Tambak Mulyo Rt.5/Rw.13	Agus Riyanto	Entrepreneur
18	Safwah	Tambak Mulyo Rt.2/Rw.13	Kamto	Fisherman
19	Riri Putri Y	Tambak Mulyo Rt.7/Rw.12	Triyunairdi	Entrepreneur
20	Nur Roichah	Tambak Mulyo Rt.3/Rw.13	Sunardi	Fisherman

*Source : Paud Nanda Sifana

Parents typically define readiness in relation to academic skills such as knowing the alphabet and counting to 20 or more (U.S. Department of Education, 1993b), while teachers have generally defined readiness in relation to conduct and ability to follow directions (Hains, Fowler, Schwartz, Kottwitz & Rosenkoetter, 1989; Rimm-Kaufman, Pianta & Cox, 2000) as well as being physically healthy, rested and well nourished

(Heaviside & farris, 1993) (La Paro & Pianta, 2015).

While Mellou (1996) suggests that young children's creativity can be nurtured through educational settings in three respects: the creative environment; creative programs; and creative teachers and ways of teaching. (Sharp, 2001). When talking about the art of music for children, it should be understood that what is being discussed is about

something that is perceptual and cognitive, therefore as a teacher must be able to understand about how perceptions and cognitions found in children as early childhood. It also need to understand the instructional function of music in early childhood such: 1. Self explanation; 2. Aesthetic expression; 3. Expression of motor skills; 4. Expression of coordination ability; 5. Perception expression; 6. The expression of art music, intellectual and creativity.

Music functions as a medium to express children's mind. Through music, children can express their feelings through singing, clapping, playing simple musical instruments such as percussion, maracas, and so on. Children can express joy, sadness and disappointment through these activities. Many early childhood education experts claim that the aesthetic foundations derived from early childhood. Aesthetic values and beauty are very well implanted for early childhood. The art of music also develops the motoric abilities of children.

The aforementioned findings show that children from different social backgrounds have unequal skill levels when they enter school. The vast majority of early education and care programs strive to counteract such inequalities. By fostering the development in the early years, they aim to ensure that all children – regardless of their social background – have the prerequisites for a successful start at school (e.g., Siraj-Blatchford, 2004). (Burger, 2010)

Various artistic activities, such as playing musical instruments will train motor skills. The child uses his muscles to develop motor skills to be creative person.

Music instructional learning is needed not only to develop the creativity of early childhood, but also to develop character values that are useful for the future of the child. With the development of character values, the child will develop into a personal figure that easily adjusts and puts itself wherever they are. The child will be a religious person, polite, has a prevailing in society, bring noble character, love, tolerance,

and various good characters needed in community life.

The music instructional in PAUD Nanda Sifana is still in a limited understanding. Whereas while the children's play the musical instrument, they also play functionally, means able to develop the game and also create new way in the game. The fact is that the music instructional seems less explorative and dynamic and fixated on pattern of routine or one pattern. The child should be playing music and singing with pleasure with rhythmic applause.

Heggen at Granrusten's journal explained, for early children teachers, collective professional identity is not only a product of the perception of the profession within their own occupational group but also influenced by the expectations and perceptions among national and municipal authorities, owners and parents. Using the definition of a profession a defined qualification to practice the occupation through formal education is required. In addition to expertise and training in a profession, education provides socialization into future professional practice. Education often occurs early in a person's life, and when youth and education coincide in time, the entire profession qualification could be considered an important dimension of the individual practitioner's identity formation (Granrusten, 2016).

Music instructional plays an important role to stimulate the development of the right hemisphere of the child. Music art activities proved to improve the intelligence of expression, understanding the sides of humanity, sensitivity, and high concentration, and brilliant creativity. Thus, it is expected that children who are given the freedom to develop their artistic talents such as singing and playing a musical instrument will be easy to achieve optimal development on all aspects of child development.

Brilliant creativity belongs to definitions in terms of the level of accomplishment recognized as creative: difficulty of the problem seen or solved, e.g., or elegance or

beauty of the product or the nature of the impact. A third kind of distinction is between creativity as achievement, creativity as ability, and creativity as disposition or attitude (Barron, 1981). Development of music art in children can also be a means of expressing emotions in a healthy way without hurting or disturbing others. Children can sing with joy, banging the equipment around him and even dancing to the rhythm of the song. These emotions can be explored by art. The function of music may vary also; it can increase the sense of confidence. When a child performs onstage or in front of his friends to show off his talent, the child feels his strength can make him proud. Singing and dancing can also hone the motoric movement rough because the child is stimulated to always move, but the activity gets fewer shares.

This fact indicates a minimum understanding of the teachers of music instructional. A real field that suppose to be taught by PAUD Nanda Sifana's teachers in order to encourage the children who are in the golden age to express themselves more creative. Level of character development in this period is very high, because they do these activities naturally and spontaneously. So the process has significance for the development of characters that appear in the early life of the child and appear in the form of a game. Among other things: singing, clapping, and playing simple musical instruments, such as percussion, marakas, and simple musical instruments that can make exhilarate environment. As it is known that the early age is the age of play, the child's life is devoted to play. Play activities that are in children's interest can be realized in music instructional. These activities are directed towards the development of character values.

In learning music, children are freed to express what is in his soul either through singing activities or through dance movements and play simple musical instruments. Free expression enables children to develop what is in them. The child's character values are also growing and internalized. The purpose of

education is to develop all the basic potentials possessed by the learners. To develop the potentials of learners, the professionalism of educators should be improved. Therefore, improvement of professional skills of educators should be directed to the standard of competency. (Ardipal: 2012)

The results of the study show that music related to the development of character values. In this study, it was found that parent's role to the education of children in Tambak Lorok is still inadequate. Parents still think school or teachers are the only ones who responsible for the education of their children. It is really understandable; since we already know that mostly their parent's job is as a fisherman. It influencing the lack of attention and their understanding of the importance of education that can be lead to the economic crushed. According to parents, going to school means studying how to read, write, and count; the activities that have to master to enter elementary school. Music is considered as less useful activity and less important for the children readiness to entrance the next level of education.

These practices may be directly related to schoolwork, including assisting homework, responding to children's academic choices, and talking about academic issues (Eccles and Harold, 1993). Herrold and O'Donnell, at 2008 also stated that School-based involvement occurs when parents actually make contact with the school and includes participating in general school meetings, communicating with teachers and administrators, attending school events, and volunteering at the school (Kurtulmus, 2016).

The truth is music instructional support affective development for early childhood. It gives the widest opportunity for children to play an active role in singing, musical instruments, creating simple musical instruments. So that children can find the appropriate media to express their feelings and potentials. Music is a beautiful inner activity can move the human soul. Music instructional is a place to recognize and explore goals, also

as a basis for children to better prepare for further education.

Educational values can be obtained by children through the art of music, among others; the value of excitement, imagination, experience, insight, and social taste. This value can broaden the horizons of children by equipping the skills of music at an early age. Early or golden age is a time when parents have an important role to present experience, insight, and fantasy. It realized through the activities of music, dance or playing simple musical instruments. Art preparation is the beginning before the child is required to be skilled in the field of reading and writing. In addition to the various benefits that can be obtained, through the art of children's music can develop various values of character, such as religion, affection to others, the universe sense of nationality and love of the homeland and the sense of beauty.

Nanda Sifana still constrained various problems, such as limited funds, facilities, and infrastructure, as well as the ability of teacher's limitedness in developing music instructional.

Parents are less appreciative of their child's musical art activities, but rather prioritize achievement of academic achievement. According to parents, art learning is not so important or not prioritized even though the child shows the potential and interest in the field. The value of the developing character, limited to religious values, because the songs taught are limited to religious nuanced songs.

Early education and care programs typically aim to enhance those intellectual (calistung) and social abilities of children which are the basis for their subsequent development through formal activities. The

result at Paud Nanda Sifana shown that, music consider as minor activities that only 30% used as the media of character values development.

This research shows that supporting factor in music instructional is that the children seem enthusiastic at the time of music activity. Remember that support from the environment (external motivation), in the form of appreciation, reward, support, praise and others are strong impulse for themselves (internal motivation) to produce something is needed. PAUD Nanda Sifana held marching band activity outside the learning hours every Thursday by inviting an outside trainer. They usually perform at Kartini Day and another celebration occasions. It shows that Nanda Sifana supporting the music instructional activities. Children may develop maximum in a supportive environment in the field of music, but also be inhibited in an environment that does not support the development of their talent. Within the family, school, work environment and within the community there must be an appreciation and support for the attitudes and behaviors of individuals or groups of individuals.

CONCLUSION

Early age is a golden period to perform the process of active stimulation as provision of development later in adulthood. To make the child intelligent, creative and posses' valuable character, it should be stimulated from an early age. One of the efforts to achieve this is by providing learning art of music. As it is known that, music that is introduced to children from an early age can sharpen children's humanity sides.

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