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The Use of Musical Elements in Music Learning as an Effort to Foster Creativity of Children

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Abstrack

The purpose of this study is to explain and reveal how the process of using musical elements is applied as an effort to foster creativity of the students in Foundation of Music class at Sekolah Musik Indonesia Semarang. This research used an interdisciplinary approach with qualitative analytical methods. The research design used a case study and the focus of the research was the Foundation of Music class at Sekolah Musik Indonesia Semarang. The data collection techniques used were observation, interviews and documentation studies. Validation of data in this study used triangulation techniques and data analysis techniques used interactive models. The results of this study show that the first process of using musical elements in classroom learning of Foundation of Music is able to introduce elements of music (rhythm and melody) using the sequence/order of learning set at the Foundation of Music class and also by using play-based learning method and learning media in the form of musical instruments, puzzles music books, and paper notation used during the process learning takes place. Second, the activities carried out during the learning process lead to a creative process through the teacher's openness and its positive impact on the students (creative personality), integration of methods and diversity of learning activities (creative process), and verbal motivation (creativity press).

Keywords: Musical Elements, Music Learning, Early Childhood, Creativity

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INTRODUCTION

Jamalus (2011) stated that music can affect the development of a person's IQ (Intelligent Quotion) and EQ (Emotional Quotion). Children who have been accustomed to listening to music since childhood, their emotional intelligence and intellectual intelligence will be more developed than the other who rarely listen to music. The children who often listen to music have a better level of discipline than they who rarely listen to music. Thus, learning music serves to train children's memory and concentration. Introducing music to children from an early age will make them grow and develop into creative and confident individuals. Therefore, providing music learning to children can be used as a tool to achieve goals in building their emotional and intellectual intelligence.

The essence of music education according to Elliot in (Gunara, 2008: 4) is that it should be a guide for an educator and it should be understood essentially as follows. (1) Education in music, which relates to the educational values contained in music learning; (2) Education about music, which relates to music knowledge related to music learning, such as music theory, harmony and the history music; (3) Education for music, which relates to the purpose of studying music; (4) Education by means of music, which is a combination of the three components above.

Early childhood, according to Sinaga (2010: 81), has a tendency to all things that are fun for them, and that is what the children pay attention to. Their grasping and memory power of words are still very weak, the peak of their emotions is marked by the emergence of fear, and other feelings that are excessive, as well as emotional outbursts for no reason. Music learning for children can be effective if it is applied with the right strategies and methods. Considering that a child in the age of 0-5 years old has not been able to think rationally, at this age they are only able to hear,

see, and imitate what is happening in the surrounding environment. The right strategies and methods of music learning for children can develop a child's creativity. One of them is by using educational media as a tool to introduce music directly to children, either in the form of songs or musical instruments.

Jazuli (2008) stated that a child who is listened to by music is able to write twice better or longer than if they are not. Inviting children to make simple music or sounds can also develop their intelligence. This is because their internal processes work in processing the rhythm or tone. In addition, writing simple songs can also help children to express what is on their mind.

The role of learning creativity is expected to stimulate a child's brain performance in thinking and acting. However, it is unfortunate that the phenomena that have occurred so far in the field of education only refer to science. In fact, the intelligence of a child cannot be judged by just one point or certain subjects. If these phenomena are let to be continued, it can make children grow up with limited mindsets and do not have confidence in thinking and acting. Kusumastuti (2010: 2) suggested that creative abilities can be nurtured and developed using educational media. Educational media is a tool used to stimulate students during the learning process. Its function is to create new things for both educators and students during the learning process.

Foundation of Music is one of the music learning programs for children at Sekolah Musik Indonesia Semarang. This class aims to train and stimulate children's musical abilities from an early age. The program in this class is designed to develop children's musicality by providing stimulation in playing music in groups. The activities include: introducing musical elements: rhythm, melody, timbre, structure, song forms and musical instruments: keyboard, drums, percussion, whistle, ukelele, etc. The learning of the Foundation of Music class at Sekolah Musik Indonesia Semarang no longer uses books as a module in learning because it is considered less effective,

but the teacher uses LCD and projector media by displaying a learning in the form of audio and visual in a software. The creativity of the audio-visual-based learning model can make students feel more interested in participating in learning. By looking at moving pictures and listening to a song, it certainly can stimulate children's motor skills to be active in recognizing rhythms and melodies.

One of the results of relevant researches is the research of Udi Utomo (2004) about music learning in Hj. Isriati Kindergarten and Pembina Public Kindergarten Semarang. This study discussed the process and creative outcomes of music learning applied by the teachers of Hj. Isriati Kindergarten and Pembina Public Kindergarten Semarang. There are similarities in the learning process by utilizing the learning media used in the form of musical instruments and electronic media such as tapes, CDs, and a set of sound systems. Then the results of creative music learning lie in the development of music media carried out by teachers, including modifying song lyrics, creating simple songs, utilizing rhythmic musical instruments in rhythmic activities and singing.

Based on the background that has been described above, research on the use of musical elements in music learning not only can teach basic musical elements to children but also foster children's creativity. The researcher intends to analyze how the use of musical elements in music learning as an effort to foster children's creativity. This certainly is important to do in addition to be able to achieve the learning objectives of the Foundation of Music class, it can also play a role in helping teachers and students to create personality and creative processes during learning activities.

METHODS

This study used a qualitative method with a case study design. Qualitative research methods are often referred to as naturalistic methods because the researches are carried out in natural conditions (Sugiyono, 2010: 8). A

case study is a series of scientific activities carried out intensively, in detail and in depth regarding a program, event, or activity at the individual, group, institutional or organizational level to gain in-depth knowledge of the event (Rahardjo, 2017: 3). The case study research is included in qualitative research which does not only describe, but also finds the meaning contained behind it (Ratna, 2010: 94), so this research was conducted and aims to describe and analyze the use of musical elements in music learning as an effort to foster children's creativity.

The focus of the research was on the use of musical elements in music learning as an effort to foster children's creativity. The data and data sources used primary data obtained through interviews and direct observations regarding the learning activities of the Foundation of Music class and secondary data sources obtained from archives, theses, journals and books as a reference in the study.

The data analysis method was carried out with three activity lines according to Miles and Huberman translated by Rohidi (2007: 16), namely the stages of activities: data reduction, data presentation, and drawing conclusions. The data reduction stage aims to sort out the data to be used and discard unnecessary data. The data presentation stage refers to the presentation of a group of information that has been arranged so that it can then provide the possibility of drawing conclusions and taking action (Rohidi, 2011: 236). The last stage was drawing conclusions, namely the stage to formulate the final results of a series of research activities and qualitative data processing that has been carried out by researchers.

RESULTS AND DISCUSSION

The Use of Musical Elements in Foundation of Music Classroom Learning

The Foundation of Music class is one of the classes at SMI Semarang which was created based on a phenomenon that often occurs in the previous private class/instrument

class learning. In contrast to private classes, FOM classes are intended for children aged 3-4 years. In learning in the private classes, almost every teacher had the same problem, namely the lack of knowledge of music theory for children aged 5 years old during the class learning. Therefore, the Foundation of Music class was created by SMI Semarang to teach basic music theory and train children's musical abilities from an early age, as well as facilitate the private class/instrument class teachers in teaching according to the chosen instrument regardless of the insight of music theory that has been taught in the FOM class.

Based on the research results, the Foundation of Music class had a learning plan in the form of a learning sequence using musical elements. Sequence is an order of learning activities in each meeting and the use of musical elements includes the elements in it. In this case, learning in the FOM class consists of 6 (six) parts, namely 1) Greeting, 2) Opening, 3) Lesson, 4) Demonstration, 5) Music Quiz and 6) Closing.

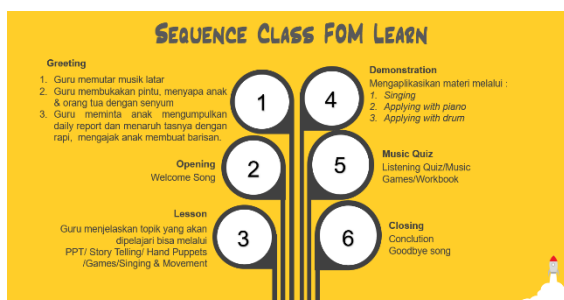


Figure 1. Sequence of FOM Class Learning

Sequence/stages of learning is a lesson plan applied in every learning activities occur. Oemar Hamalik (1985:141) stated that in the preparatory step in the context of education, students must be prepared to accept the program that will be presented so that they are in a state of readiness to know what will be given, how it will be presented and what experiences they will gain. The use of musical elements was included in the lesson stage in the learning sequence. In this activity, the

FOM class was able to package learning media and materials in an interesting way. This is besides to achieve good learning outcomes, it can also create new experiences for students to recognize music from an early age.

According to Jamalul (1988: 2), understanding the musical elements will be obtained through teaching called basic music theory, that teaching music theory will provide a meaningful understanding for someone. If they have experienced and internalized the function of the musical elements in the songs they have studied. In the formation of music as a whole, the musical elements and structure have an important role and a strong relationship between one another. Basically, musical elements can be grouped into main elements and elements of expression. a) The main elements include: rhythm, melody, harmony and the form or structure of the song. b) Elements of expression include: tempo, dynamics and tone color.

The Process of Recognizing Rhythmic Elements

Rhythm is a sequence of movements that becomes elements in a piece of music. Rhythm in music is formed by sound and silence, with various lengths of time or short lengths, forming rhythmic patterns, moving according to pulses in rhythmic swings (Jamalul, 1988: 7). Rhythm relates to the length of the note and the severity of the stress or accent on the note. However, with the regular movement, the rhythm still can be felt even though the melody is silent. And this regularity of motion makes the song more beautiful to hear and feel (Jamalul, 1988: 56).

Rhythm in FOM class music learning was applied using a demonstration method by the teacher and it utilized a learning media in the classroom in the form of non-pitched musical instruments, namely floor drums, pad drum, and electric drums. The demonstration method according to Asrori (2013: 185) is a teaching method carried out by the teacher in order to show all students in the class about the process of doing something which could be

done by the teacher herself or with the help of others. In addition, there were also other supportive learning media for musical elements such as hand puppets, sound puzzle musical instruments, paper containing notation price symbols, and others.

Before entering the content of learning materials about rhythm, the teacher introduced musical instruments and how to play them first. After that she demonstrated how to hold the drum stick properly and correctly. In its application, she provided direction through the motion of hitting the stick on the floor drum which indicates a strong beat and lifting the drum stick which indicates a silent sound.



Figure 2. Lifting the Stick in Recognizing Silent Sound

In the next stage, the teacher used children's song material with the title "*Itsy Bitsy Spider Song*" which was played through *youtube* media. In this activity, she invited the students to listen to it first, after 2-3 minutes the song was finished, she demonstrated the rhythm with a strong beat of 2 beats long and a rhythm of 2 beats silent/rest to the students.

Itsy Bitsy Spider Song

FOM SMI Semarang

♩ = 100 Sound Silent Sound Silent Sound Silent Sound Silent

Floor Drum

Voice

6 Sound Silent Sound Silent Sound Silent Sound Silent

Floor Drum

Voice

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Figure 3. Itsy Bitsy Spider Song material

Based on the research results, the song material can introduce basic rhythmic elements to FOM class students. In teaching this material, certainly not all students in the FOM class were able to apply it correctly, but there were also some students who were less responsive to the material taught by the teacher.

The Recognition Process of Melody Element

According to Jamalul (1988: 16), melody is an arrangement of a series of tones (sounds with regular vibrations) that sounds sequential and rhythmic and expresses a thought and feeling. On the other hand, according to Suardi (2018: 3), he explained that melody has an appeal so it has a very big influence on a musical work. Based on those understandings, it can be said that melody is a series of regular notes which are arranged using an ordered rhythm so that they can express a thought and feeling. The melody element in FOM class music learning aims to introduce students to tone. Therefore, in the process it is hoped that it can stimulate students' musicality to be able to string notes into a melody. The melody element taught in FOM class learning activities used infrastructure in the form of play based learning/games and used musical instruments such as keyboards, ukelele and hand bells.

The play based learning is a teaching and learning activity in which there are a game within it. The play based learning of FOM class was applied by coloring a paper with piano tut one by one using colored pencils in accordance with the tone that will be taught. Then there were also media that support the learning of other musical elements such as stave line carpets, melody books, story telling, and others. Supporting this, Bayles (1986: 34) said that musical activities are an important part of the kindergarten education program. In his book *Mother Play and Nursery Songs*, Froebel, a kindergarten father, believed in the value of musical experiences for children. This indicated that the methods and learning media applied to the FOM class must

be in accordance with the characteristics of the child.



Figure 4. Play Based Learning

The next stage, after introducing the melody element in play based learning, the teacher invited the students to directly practice what has been taught using a keyboard instrument. In this stage, the teacher first taught fingering techniques on keyboard instrument. After that, she would provide material in the form of a song titled "Do Re Mi" if the students feel they were ready. Supporting to this statement, Mulyasa (2006: 121) said that teacher is the person who directs the learning process gradually from beginning to end (culmination). Through their design, the teacher develops goals to be achieved and will be raised in the accumulation stage.



Figure 5. Introduction to Melody Elements with A Keyboard Instrument

The Components of Creativity in Music Learning of Foundation of Music Class

In accordance with the theoretical basis presented, the researcher used the 4P strategy theory of creativity approach "*four P's of Creativity*" by Rhodes to analyze the creativity that occurs in the use of musical elements in

music learning in the FOM class SMI. Rhodes in Munandar (2002: 26) mentioned the four definitions of creativity as follows. Four P's of Creativity, which consists of: Person, Process, Press (internal motivation) & (external motivation), Product. These four Ps are interrelated, where the creative person (Person) involves himself in the creative process (Process), then with encouragement or support from the environment (Press), will produce a creative product (Product).

The Teacher Openness and Its Positive Impacts on Students (Creative Personality)

Person in creativity means referring to the subject of the creative actor. Creativity is an expression of the uniqueness of the individual in interaction with the environment (Munandar, 2002:68). The individuals who became the subject of creativity in this study were students of the FOM class SMI Semarang. Creative personal characteristics that appear in teaching and learning activities that are commonly encountered by teachers include the students who are full of energy, have initiative, are confident, polite, diligent, carry out work on time, are healthy, have courage in opinions and beliefs, have good memories, and tenacious (Munandar, 2002: 56).

Creative person has a lot of space to do something. A creative child can spend his time doing something that makes him feel happy. The use of musical elements in the FOM class was applied using the *Play based learning* method. In this case, the method is considered successful in stimulating students' creativity in learning rhythm and melody. *Play based learning/games* is a method of playing while learning. In its application, *Play based learning/games* aims to invite students to be braver in answering questions, to be skilled in singing and playing music, and having a curiosity about something that is not yet known.



Figure 6. Student's Creative Personal

The picture above shows the personality of one of the students named Nara who is skilled and confident when she was asked to sing in front of her classmates. By seeing Nara's performance, her classmates were also motivated so they dared to appear in public like Nara. This can happen because it is based on the child's high curiosity and optimism in creating a sense of self-confidence in interacting with the environment, as one of the characteristics of a creative person.

The Integration of Methods and Diversity of Learning Activities (Creativity Process)

Process activities according to (Munandar, 2002: 69) are activities to develop the children's creativity. Children need to be given time to be creative and complete their work. The process includes anything that happens in the activities carried out to achieve results or products. The creative process that occurred in the FOM class occurred during the learning stage by using games in the form of story telling. In this process, there was an intense interaction between teachers and students. The interaction can be in the form of student activity in asking questions, and teacher creativity in providing explanations during activities to students so that they sound more interesting and easy to accept. The attitude of confidence and courage to express these opinions indicates a creative personality owned by the students.



Figure 7. Creative Process of FOM Class

In *games* activities in the form of *story telling*, there were books containing pictures in the form and notation. Then there were also shapes, names of musical instruments and how to play them. It aims to convey the material of musical elements with the *play based learning* method to students. Early childhood is more interested in the method of playing while learning. The teacher's creativity in conveying the material plays an important role, because creating a pleasant learning atmosphere for students is part of their task.

Verbal Motivation in Learning (Creativity Press)

According to Utomo (2004), the scope of the learning activity program in kindergarten includes; the formation of behavior through habituation in discipline, feelings/emotions, and social skills, as well as the development of basic abilities through activities prepared by the teacher including the development of language skills, thinking power, creativity, skills, and physical abilities. The role of the press in shaping children's creativity during the process of learning activities is a necessity that must be given. The encouragement or cause that forms the basis of a person's enthusiasm in doing something and achieving certain goals can also be called as motivation. Motivation in the creative process of FOM class students was divided into 2, namely internal motivation and external motivation. In this study, it can be seen that there are internal and external motivations for FOM class SMI Semarang students.

Internal motivation is a form of spirit that comes from within a person. This motivation arises as a result of a great will to achieve something. In this activity, the student activity can be seen through their participations in learning about musical elements. This is indicated by the enthusiasm, willingness to ask questions, and the seriousness of working on questions that have musical elements in them.

External motivation is a form of encouragement that comes from outside oneself. This motivation arises from the environment around them. External motivation of the students in the FOM class was obtained through teachers, parents, and friends from the same class. Since the beginning, before learning began, the teacher built the spirit of the students by playing a song called “welcome song” and inviting students to sing and dance. Thus all students in the class, were involved in creating external motivation to encourage each other in building self-confidence.



Figure 8. External Motivation

The picture above shows the teacher encouraging students to be brave in making decisions. In providing external motivation, teachers do it all the time when it is needed. Thus, the external motivation carried out by the teacher and the learning environment plays a role in forming a creative personality and fostering a student's self-confidence.

According to Donald in (Udi, 2004), children are the most original music creators. They create more music, explore more carefully, use music more consistently and spontaneously, and have a stronger motivation

for music than children in further ages (teenagers). In FOM class learning, the use of musical elements was packaged through the play based learning method and used interesting materials. In its application, the play-based learning/games method carried out by the teacher aims to build a class atmosphere and students' enthusiasm in learning musical elements, then through fun learning we could also assess the extent to which students' progress in responding to the material taught during learning activities took place. The assessment of student learning outcomes was in the form of a joint concert event held at the time of graduation.



Figure 9. Graduation of FOM Class

The picture above shows the students involvement in the Graduation event/concert. The FOM class graduation is a form of separation that indicates that the students have graduated and have been through the learning for 1 year in the FOM class. The graduation is also the result of personal learning and the creative process of students in the FOM class which are presented by showing their courage and confidence in playing music in groups in public. Rhodes 4P of creativity which includes Personal, Process, Press and Product plays an important role in the efforts to foster creativity of the students in FOM class. Individuals can

be said to be creative if they already have high self-confidence and enthusiasm in involving themselves during the learning process. Then, there is also encouragement or from within students as well as verbal motivation by the teachers to the students in building a pleasant learning atmosphere so that it can fulfill the goal of teaching the basics musicality to early childhood.

CONCLUSION

The first conclusion, the Foundation of Music class has sequences/stages that are applied in music learning, namely 1) Greeting, 2) Opening, 3) Lesson, 4) Demonstration, 5) Music Quiz and 6) Closing. In its application, the use of musical elements is taught through the skills of the teacher during the learning activities, namely by using various media, materials, and learning methods. Second, there is a creativity component in the music learning of the Foundation of Music class. This is in the form of teacher openness and its positive impacts on students in the form of students' enthusiasm on doing the learning process and increasing students' motor skills in playing musical instruments (Creative Personality), combining methods and diversity of learning activities (Creativity Process), and verbal motivation in learning (Creativity Press).

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