



Rhythmic Learning Method on Drumband Music for Children a Kindergarten in Early Childhood Islam Tunas Harapan Salatiga

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Abstract

Learning music in kindergarten now experiencing rapid development, seen from the many music competitions in various categories. Learning music in a group that is often used for children's competition in which music Drumband because it has some benefits. By joining the race to make every kindergarten has its own methods to train their students. It also occurs in early childhood music education in the city of Salatiga. This study aims to explain the learning method Drumband rhythmic music for kindergarten children A, factor inhibitors and rhythmic in early childhood learning support Islam Tunas Harapan Salatiga. This study uses descriptive qualitative method. Research subjects in this study was the coach Drumband Islam Tunas Harapan early childhood and early childhood Principal Islam Tunas Harapan Salatiga. The validity of the data using triangulation techniques. The data analysis was done of data collection techniques, data reduction, data presentation and conclusion. Results obtained from this study is the learning method Drumband rhythmic music to children in early childhood kindergarten A Islam Tunas Harapan Salatiga is the method of demonstration, imitation method and method drill. The method used coach interrelated and complementary. Coaches use strategies that prevent children tired and bored and alternated every meeting. Factors supporting the rhythmic music Drumband learning for kindergarten children in early childhood A Islam Tunas Harapan Salatiga is coaches, principals and teachers. Factors inhibiting learning Drumband rhythmic music for kindergarten children A, namely infrastructure and creativity.

INTRODUCTION

Children a mandate from Allah SWT that must be maintained and cared for as well as possible. Since birth the child has been given a variety of potential that can be developed to support life in the future. If this potential is not stimulated properly then it will be an obstacle for future growth next child. Each child has different potential then it is not permissible to compare between one child with another child. According to the National Education System Law 2003 Article 28, early childhood is for children aged 0-6 years. At this time the child has development and tremendous growth, so bring uniqueness to him.

Early childhood education is the development effort aimed at children from birth to age six with national standards and ages zero to eight years old using international standards is done by providing stimulation and education stimulus physically and spiritually so that children have the readiness in education more (Saputri, E. D & Tasuah, N, 2017: 2). According Hasjiandito (2015: 2) Early childhood education is one form and organizational skills education that focuses on laying the growth and development of physical, intellectual, social, emotional, language and communication according to the uniqueness and characteristics of each child.

At the age of 4-5 years, children have a strong curiosity and enthusiasm in many ways. Children are also pleased with the things that are imaginative and rich in fantasy. In addition, the child has a short attention except to the things that are interesting fun, children are still difficult to sit up and pay attention to something in the long term. Kindergarten as formal education room must be able to instill the nature of cooperation with orangain by creativity in the learning process, but not biased release just the principle of "learning through play", "Playing while learning" (Umaroh, 2012: 2). Playing is one of the main tools into practice for growing children. Play is the medium in which the boy tried, not only in fantasy but real (Na'im, 2015: 47).

Learning is done such that the fun, joy and democratic so attractive to children directly involved in each learning activity. Learning by Hamruni (2011: 11) in Husnita (2014: 74) is a system in the process of learning by interacting components with each other and systematic learning phase which systematically to achieve the learning objectives. When children are involved in the learning process and to discover new knowledge then began to develop children's intelligence, because every child has intelligences

which brought children from birth. As pointed out by Gardner in Rachmi (2014: 6) that the child has a intelligence that six is Rhythmic musical Intelligence, Intelligence visual-spatial, bodily-kinesthetic Intelligence, Intelligence interpersonal, intra-personal Intelligence. and naturalist Intelligence Intelligences that will evolve with the provision of proper stimulation.theory Multiple Intelligences developed by Gardner in the 1980s also believes that music has the function of art in particular and influential in developing the child's intelligence.

Music can make children very clever because the art of instrumental music for real life and instrumental music education for a child's brain development (Herath, 2016: 87). Additionally, Nugroho (2010: 1) also states that music is essentially important to encourage children's sense of aesthetics. Play and music are closely interrelated activities, play an important role for mental and intellectual development of children.

How that is done by teachers in teaching music to children in kindergarten and a control group that is by playing music Drumband. Drumband term is only found in Indonesia, is a group of row Drumband the person or group that plays two kinds of instrument (percussion and melody) played simultaneously so as to produce a beautiful tone or sound. Percussion instruments eg snare drum, tenor drum, bass drum, cymbals, while the melody instruments that bellyra, pianika (Kinardi, 2004: 1).

When playing music Drumband children can get various benefits. These benefits include 1) the child can know the names of various instruments used in the music of the marching band, 2) children are also trained to play the instrument, and 3) the benefits of the other is children can learn about the cohesiveness, cooperation and socializing with other children (Kinardi, 2004: 2).

In the play Drumband child can not only just playing, so children need someone teacher or coach to develop their playing, but not all coaches can be optimized in providing education to the children marching band music especially for young children. In addition to requiring patience, learning methods must be different from the children who have not been in early childhood. A coach must have the right method and easily understood by children so as to obtain maximum results. A trainer music Drumband preferably one who has experience and knowledge in the field, in addition to a coach thing to be a factor of success in learning the marching band is in practice children need a place that is comfortable and conducive, facilities and infrastructure, support

from parents and teachers to give motivation to the child.

ECD Islam Tunas Harapan is an institution under the auspices of the foundation Tunas Harapan and addressed at the Soekarno Hatta No.104, Cebongan, Argomulyo, Salatiga. ECD has a strategic place because it is located alongside the highway Solo-Semarang, is also a pilot and ECD Achievement Salatiga. Extracurricular activities in early childhood Drumband Islam Tunas Harapan trained by father Suwarno and held every Saturday. Learning for grades A marching band consisting of 56 children held at 08.00 pm until 09.00 pm.

The reason the researchers chose ECD Islam Tunas Harapan Salatiga as a test site because kindergarten was coached by Mr Suwarno are not educational background of Music Education or Educator Early Childhood but can teach Drumband age-appropriate child development and also can make Drumband in ECD Islam Tunas Harapan won various competitions. In addition, ECD Islam Tunas Harapan also an institution that is active in musical activities Drumband evident from making music as an extracurricular followed Drumband children every Saturday. Although this activity is only done once a week and only one hour, but the coach can teach rhythmic music for kindergarten children A only in four meetings.

Based on the above explanation, the researchers will conduct research on "Rhythmic Learning Method on Music Drumband for Children A Kindergarten in early childhood Islam Tunas Harapan Salatiga".

RESEARCH METHODS

The research approach used in this study is a qualitative approach. Research type used is qualitative descriptive. According Sukardi (2003: 163) states that descriptive qualitative research is a research method that describes the object and the subject in accordance with reality or what it is. This research was conducted approximately one month in early childhood Islam Tunas Harapan Salatiga.

Determination of informants is *purposive sampling* is a technique for determining sample with some specific considerations that aim that the data obtained is more representative (Sugiyono, 2014). Research subjects in this study was the coach Drumband and early childhood Principal Islam Tunas Harapan. Selection of research subjects is to get as much data from various sources that the data obtained can be accounted for righ-

teousness.

Data analysis techniques used in this study analysis techniques interactive data by Miles and Huberman in Sugiyono (2008: 93) is the activity in the analysis of qualitative data are performed continuously until complete so that data are fed through the four components in the data analysis, namely data collection techniques, data reduction, data presentation and conclusion.

RESULTS AND DISCUSSION

Based on observation, interview and documentation conducted by researchers, it could be said the results of research and discussion on rhythmic learning methods music Drumband for children A kindergarten in early childhood Islam Tunas Harapan Salatiga and inhibiting factors and learning support rhythmic music Drumband is as follows:

Rhythmic learning method on drumband music for children A kindergarten in early childhood Islam Tunas Harapan Salatiga

Learning music in kindergarten now experiencing rapid development, seen from the many music competitions in various categories. The number of music competitions was also a positive impact in the development of music education in the gardens of Childhood, by following the music competition makes each kindergarten has its own methods to train their students. The method is expected to effectively and obtain maximum results. This is in accordance with the statement of the learning method according to Sudjana (2005) in the Shah (2007: 133) is the way the teacher to connect with learners during the learning that takes place.

Rhythmic according Pakerti (2012: 19) in everyday terms is called rhythm is a basic element in life that is certainly not always connected to music, but when the rhythm mmenjadi then the automatic rhythmic musical role therein. Rhythm is derived from the Greek "Rhytmos" or a measure of a symmetrical movement. The rhythmic is one element of sound, while the sound is part of musical elements.

So the rhythmic learning method is a way applied by teachers in studying rhythmic or rhythmic music in order to create something that is tunable to be heard. Rhythmic learning methods applied must be appropriate to the circumstances of learners. If the music learning is done in kindergarten should be more emphasis on learning approach "to play while learning" because the child's world is a world of play.

Learning music in kindergarten a control

group that Drumband music. Marching band is a group of rows of the person or group that plays two kinds of instrument (percussion and melody) played simultaneously so as to produce a beautiful tone or sound. Percussion instrument that produces rhythmic eg snare drum, tenor drum, bass drum, cymbals, while the melody instruments that bellyra, pianika (Kinardi, 2004: 1).

Drumband has many benefits for children are able to develop a sense of aesthetic, intellectual power and the power of appreciation. This is supported by research conducted by Winar Pratiwi Women in 2013 stated that the music activities Drumband in kindergarten strived to stimulate children musically, can help children to develop the power of aesthetics, power intellectual and simultaneously provide opportunities for children to be able to appreciate the wide musical cheerful. In addition, according Djohan (2009) Drumband activity can develop elements of development in children. These elements, namely discipline, leadership, courage and self-confidence, responsibility, and creativity.

Implementation of learning in early childhood Drumband Islam Tunas Harapan conducted every Saturday at 8:00 to 09:00 pm for children kindergarten Drumband A. Learning begins with an introduction, core activities and cover. Introduction classically done that coach say hello, to pray before the start of learning, greet the children by asking the news, asked about the matter Drumband last meeting and asking students if today they are strong and happy. In addition, the coach also made things comfortable and happy with doing some movements and songs before exercise and some ice breaking is done on the sidelines of the learning coach.

Continued with its core activities, namely the learning process Drumband rhythmic music. The learning process begins by introducing the name of each instrument, the introduction of a symbol of punches and punch followed by a practice patterns. Instrument the introduction of a symbol and the exercise pattern was played by demonstrating punch first punch pattern by using a symbol, such as a coach pronounce Nan symbol for punch with the right hand, Ri to punch with his left hand and a stick that is slammed stick right with stick. the left.

From these explanations it can be concluded that the trainer uses methods of demonstration for the introduction of a symbol and the train blows pattern. This is reinforced by the statement Sanjaya (2008: 152) that the method of demonstration is to demonstrate the method of presentation and presenting lessons to students

about a process, situation or particular objects, either real or just an imitation. As a method of presentation, the demonstration can not be separated from the oral explanation by the teacher. Although the role of the student demonstration process just pay attention, but demonstrations can present more concrete lesson material.

After demonstrating the coach blows the pattern followed by children to imitate what the coach. In the coach learning materials teach rhythm patterns on each instrument and then immediately followed by the children. The activity is called the method of imitation is the method by imitating what they see, hear and observe skills and artistic techniques, used by the coach for a child can follow what the coaches taught until then (Kamsinah, 2008: 106). Imitation method used coaches to play rhythm Drumband gave the example of the children then the children followed.

Based on these descriptions, it can be said that imitation is very precise method used for learning rhythmic music Drumband because the 4-5 years age children is still difficult to sit in for long periods of time when only asked to look at and listen to it. This is reinforced by the statement Mulyasa (2012: 23) that children aged 4-5 years have the characteristics that the child has a short attention except to the fun stuff. Moreover, it also reinforced with Padmanaba statement in his thesis in 2014 which stated that the exact imitation method used in the learning process Drumband Kindergarten level, for children aged 4-5 years sooner memorize than seeing or hearing.

The learning process continued with children given the opportunity to perform repetitive exercises guided by a coach. In addition to the school, children are also expected to do the exercises at home. Especially for children who play musical instruments bellyra should do exercises constantly both at school and at home. This process uses a method drill method. Drill according Kamsinah (2008: 106) is a method to give exercise to measure the absorption of the material that was submitted. activity drill is very important to do because it is used to deepen the musical skills to children in playing a instrument musica.l

Activities *drill* this carried out after the trainer uses methods of demonstration and imitation method. The children were given the opportunity to perform repetitive exercises guided by a coach. With the use of method drill this is expected to be more maximal child in playing instruments the musicalso that learning objectives can be achieved effectively and efficiently. If the method to be applied in Kindergarten must conform to the cha-

characteristics and demands of the world's children. The accuracy and appropriateness of the use of learning methods will affect future learning process.

Furthermore, after the child mastered the symbol punch and punch pattern, doing exercise sectional coach. Sectional rehearsal is practice punch pattern for each instrument Drumband. Sectional rehearsal process is done in the same way when the coach blows the symbol teaches that demonstrate coach first punch pattern, then the child to imitate the style of the hit and continued to exercise children constantly beating pattern. After a sectional rehearsal followed by a joint exercise that combines exercise with punch patterns in each instrument in order to become a melodious rhythm to be heard.

From the above explanation it can be said that these three methods are related to each other. When using imitation without a demonstration beforehand so that learning will not work effectively. Likewise, when using the drill without imitation method then the child will have difficulty following the coach ordered. The third method has been applied in learning rhythmic music in early childhood Drumband Islam Tunas Harapan Salatiga and methods are interrelated and complementary to each other.

Supporting factors Pembelajaran rhythmically on Music Drumband for Kindergarten A in early childhood Salatiga Islam Tunas Harapan

Supporting factors that will be presented based on the results of interviews conducted by researchers with the speaker and the results of field research notes. Factors supporting the rhythmic music learning for children kindergarten Drumband A ie coaches, principals and teachers. Coach is a supporting factor activity in early childhood Drumband Islam Tunas Harapan because with the coach children can learn to play musical instruments together with punch patterns. The principal as leader has given the facilities needed by the child. Guru is also a factor because the learning support teacher helps the coach during the learning process.

Obstacle factor Pembelajaran rhythmically on Music Drumband for Kindergarten A in early childhood Salatiga Islam Tunas Harapan

Inhibiting factors in learning rhythmic music Drumband namely infrastructure and creativity. Infrastructure in question is when the existing infrastructure should be a number of children so that children can play all because there are some instruments Drumband damaged but not yet addressed. Creativity of the coach is also influential in the development Drumband, because Is-

lam Tunas Harapan ECCE trainers instead of the field of music that have difficulty in developing their creativity, although it is quite good but the coach should try to give a new creativity to train Drumband.

CONCLUSION

Based on the results of the "Rhythmic Learning Method on Music Drumband for children A Kindergarten in early childhood Islam Tunas Harapan Salatiga" it can be concluded that the method of learning rhythmic music Drumband for kindergarten children A in early childhood Islam Tunas Harapan Salatiga is the method of demonstration, method of imitation and method drill. Demonstration methods used by trainers when demonstrating the punch patterns instrument using symbols, imitation method used when children are told to imitate what was exhibited trainer and method drill used when children are told to exercise continuously blow pattern. The method used coach interrelated and complementary.

Factors supporting the rhythmic music Drumband learning for children A Kindergarten in early childhood Islam Tunas Harapan Salatiga is coaches, principals and teachers. Factors inhibiting learning Drumband rhythmic music for children A kindergarten children, namely infrastructure and creativity.

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