

Sogug Musical Instrument to Build Musical Intelligence (Rhythm Element) in Early Childhood

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Abstrac

Sogug musical instrument is a type of traditional musical instrument, including rhythmic musical instruments from the Kalipare village community, Malang Regency. The research aims to describe how Sogug musical instruments can be used to stimulate rhythm sensitivity and how to apply Sogug musical instruments to children. The method used in this study is a qualitative method with descriptive data exposure. The research subjects of the group are Muslimat NU TK A Kalipare Malang, with observation, interview, and document study data collection techniques. Data validation techniques used in this research is source triangulation and data analysis techniques with data reduction, presentation of data and conclusions. The results showed that the Sogug musical instrument was appropriately used and appropriately applied as an alternative to stimulate early childhood musical intelligence (rhythm). It is because of the instruments and ways to play Sogug musical instruments is in accordance with the early childhood stages of growth, needs, abilities and physical motor development.

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INTRODUCTION

Sogug musical instrument is a traditional musical instrument from Kalipare village, Malang regency, East Java. Sogug music is the only Kalipare regional art form that is still trying to maintain its existence, so that later young people can still have and enjoy Sogug as a traditional Kalipare culture. Sogug requires rejuvenation and need support from all parties, both from the Kalipare villagers, the local government and the local education office. It is aiming that later the young generation has a great appreciation for regional art. Currently, Sogug artists are dominated by the elderly and only one group remains. One of the most prominent features of Sogug's music is the material and the shape of the instrument. The shape of Sogug instrument is similar to kendang Ciblon, without skin membrane with a hole in the middle. The raw material of Sogug comes from wood. The way to play the instrument is by being hit using a small paddle made from wood. The type of wood used to make Sogug musical instruments is a type of hardwood such as mahogany.

Besides singing in the classroom, to develop musical intelligence of their students, especially for kindergarten A, the Muslim kindergarten NU Kaliapre Malang Regency, East Java is providing training with the learning of drum band music. Drum band is the choice of teachers because of the consideration for the development of schools to have better grades in the community. The development of musical ability for children with drum band musical instruments is only attended by some children because it requires additional costs to participate in these activities. Therefore, children who do not participate in this activity will get a portion of music learning during the learning process in the classroom. That is the reason why music experience gained by children is very lacking because the music activities provided by the teacher are only singing.

Many factors influence students, especially early childhood children who are less interested in participating in musical intelligence

development activities especially if the musical instruments used are traditional musical instruments. One of the factors is the number of modern musical instruments competitions such as drum band, which are held both locally and nationally. It is then creating the perception of parents and students that modern musical instruments can make children appear and become champions in the competition. The school also competes with other schools to use the moment as an effort to attract the number of students to be willing to send their children to schools that have drum band activities. It cannot be neglected that the activities of interest and talent development become one of school quality indication.

It feels that there is a lack of encouragement from parents in motivating their children to be involved in art activities, especially traditional arts and educational institutions as a place to transfer traditional culture. There is also a lack of parents' effort in order to cultivate the love of their children for local wisdom. Love for regional culture should be instilled from an early age. Recognition and refraction in early childhood, both at home and at school, is an absolute tradition of art. Aside from being a process of cultural inheritance and cultural sustainability itself, habituation to studying traditional arts also has a large positive impact on early childhood psychology. Based on the explanation above, it can be concluded that several problems can be identified, namely:

1. Development of musical intelligence in the form of giving musical experience in learning is felt to be very lacking. Music activities are only filled with singing.
2. The activity for the development of children's talents is filled with Drum band, which cannot be attended by all students, because of the additional funds needed to participate in this activity.
3. The need to provide appropriate musical experiences for early childhood development.
4. The importance of local cultural inheritance in children to foster the love for traditional arts.

Studying traditional art, especially at school, is the most effective way for children to stimulate neuron responses in the child's brain. In the learning process, the child will receive many stimuli that are able to activate the nerve node in the child's brain. One activity that is able to stimulate a child's brain is the provision of experience in playing musical instruments. The experience of hearing, the practice of musical instruments both individually and in groups is able to increase early childhood sensitivity and musicality. The results of the study (Euis Nani Mulyati, 2016) show that traditional musical instrument can be used as a media to improve the ability to coordinate the eyes and hands of Spastic Cerebral Palsy children. The increased ability of coordination between hands and eyes in children with Spastic Cerebral Palsy proves that the more often children interact with musical instruments, the more often the brain forms neuron circuits and patterns. Thus, children with the Spastic Cerebral Palsy disorder are expected to develop well and carry out social activities better. The relevance of research conducted by Euis Mulyati with the chapter in this study is the similarity to the use of musical instruments used, namely traditional musical instruments.

At present, early childhood education is an educational program that is directed at learning efforts that are appropriate to the age of the children and able to explore the potential of children. Therefore, they can become provisions in their future lives. In this case (Hariwijaya 2007: 14), suggests that Early Childhood Education can be interpreted as a form of an educational pathway from the age of 0-6 years, which is held in an integrated manner in one learning program so that children can develop all their uses and creativity in accordance with the characteristics its development. The objectives of early childhood education are:

a. Stimulates and help physical and spiritual growth and development to help children prepare their readiness to enter further education.

b. Developing all the potential and creativity of children in accordance with the characteristics of their development in order to be able to adapt to their environment.

According to (Djohan, 2005: 1903) in his book entitled Music Psychology, the rhythm exercise that is carried out regularly can improve early childhood intelligence. Increased intelligence is characterized by easier early childhood in beam skills and making simple frames. In high-grade children, improvement is indicated by correlated verbal analysis skills. In children who have gained musical experience, in this case, is practicing rhythm, children enjoy more in the learning process, improve the ability to arrange sequences, classify, understanding space and other cognitive skills that may be different between children. In children with mental retardation, rhythm training can improve their intelligence. Children's activities in participating in music training will help children to develop creative experiences. These activities encourage creative creation.

In neurobiology, it has been widely proven that music activity can strengthen organized neural spark patterns. Music training for children provides significant benefits, namely strengthening neural networks. This is proven by modern frequency measurements using EEG. From the results of EEG measurements, it appears that both activities are able to increase the wave of high beta frequency (18.5-31.5 Hz), especially in the skull and cortex. There is an explanation about all music is altitude, as the example is playing rhythmic music like Sogug music is able to increase beta waves in the child's brain. Therefore, playing the instrument can accelerate brain development and gross motor in children.

The development of early childhood at the age of 0-6 years is the golden age of the golden age in the development of the whole person. The golden age in question is the existence of research facts that this period of not less than 100 billion brain cells are ready to be stimulated, so one's intelligence can develop optimally. According to (Gordon, 1990: 10-11)

since humans were born, humans have the musical abilities of at least 68%, that ability can be further developed and optimal if the provision of musical experience is given at the age of 6 months compared to the provision of musical experience if it is given at age 16 months. When music experience is given at the age of 9 years or more, the experience of music coming from the environment will not describe the effect on musical ability. Children's musicality will remain at the age. Therefore, it is very important to provide musical experiences to children from an early age. It is also will affect children's musicality when children grow up.

As expressed by (Hariwijaya, 2009: 13) that the first six years are the most important and decisive period in building children's intelligence compared to the aftermath. This means that if children get maximum stimulation, the potential for child growth and development will be maximized.

The results of research conducted by (In Priyanti, 2015) show that through the game children can optimize various expressions as expressions in their emotions. This is very closely related to the feelings of the child both individually and in groups. It can be seen from the game band feeling through the musical instruments and the results generated from the musical instruments that have been played. Moreover, in early childhood, when children are playing feeling band game, emotional level in each child will appear. In addition, emotional intelligence in children can also be optimized. EQ skill to make children who are high-spirited in learning, or to be liked by their friends in the playground, will also help him twenty years later when he has entered the workforce or when it has developed.

Giving musical experience to children will increase children's musical sensitivity. This musical ability helps children to learn better in other fields. This was proven through research conducted by Universitas Negeri Semarang Lecturer (Totok Sumaryanto, 2005). The results of this study indicate that children's musical abilities are directly proportional to children's learning achievement. "The better their musical

ability, the better their learning achievement." This is because music trains children to focus more.

Early Childhood Education is very important to be followed by every child for their future life. One of the early childhood educations that can support development towards a better result is music education. Music education is one of the fields of study that has the aim of equipping students to develop personal abilities. Personal skills contain self-development and memorization material so that knowledge and information received by students is limited to memorize. The music lessons can be in the form of singing while dancing; reading simple beats rhythmically, and playing a simple musical instrument.

Learning music can train the child's motor nerves in motion, can expand and strengthen children's memory, so it helps the development of children's language skills, and can increase the level of concentration (focus) so that it helps children to interact with others easily. Research (Adiarisma, 2017) explains rhythm exercises for eight sessions using snare drum instruments can increase the sensitivity of children in following the rhythm.

In his book *Psychology of Music*, Johan explained that since babies, a human has had musical abilities. This is shown by the positive response when the baby listens to music.

Sogug musical instrument is a typical art of Kalipare, Malang Regency, East Java, which has never been used as a training tool for children's musical activities in Early Childhood Education in Kalipare. This type of instrument in Sogug music is a rhythmic musical instrument. Rhythmic musical instruments are very suitable to be used as a tool to develop skills and musicals in children. The provision of music experience for early childhood (AUD), especially in Kalipare, which has been trained by teachers to children is singing and moving following the song. For the activity of playing musical instruments, the superior kindergarten trains their students to play drum bands. Therefore, the child and the guardian finally make the drum band as an activity that must be

followed by the children as a media to perform. By the time, regional arts as local wisdom should be part of learning in every level of education, especially in early childhood education. Therefore, children sense of love of their regional culture is inherent from an early age.

Appropriate music activities for children are given in a balanced manner both in terms of the material being taught, the portion and type of activities. These activities provide experience for children in term of expression. Music appreciation activities can be carried out with various activities. An example of appreciation activities in music besides being introduced to modern musical instruments is the introduction of traditional musical instruments in early on, so the children grow with the feeling of love and respect for their local wisdom.

In general, rhythm is usually called beat. Rhythm is the length of a sound. According to (Nickol, 2007: 32) rhythm is a regular, repeated pattern of a beat. The use of the term rhythm can be different in usage, depending on the context. If the drummer calls the rhythm with beat, whereas in the classic Irma music is usually called rhythm. However, in general, rhythm is a regular beat or regular value of a notation.

In his book (Campbell, 2002: 216) states that rhythm is closely related to the beat of a musical composition. For example, cha-cha rhythm and the rhythm of the waltz. This rhythm is composed of various sets of notations that have different beats. Rhythm gives life to a musical composition. In other words, the rhythm element is an important element in music. Before introducing melodies, especially in music learning for children, the initial stage of the child must be introduced first with beats. A good understanding for beats makes it easier for the child to learn about the melody. The most basic element (rhythm) must be given in the early stages of music learning. This stage should be given to children before starting on melodies and chords. This is intended for the child's motor development to proceed according to its growth path.

According to Djohan (2005: 96), the rhythm is a beat that is repetitive and regular. Stimulating the child's brain by using a variety of beats, is able to help the child in the stimulation of the brain. Children's music lessons with a cheerful beat can expand the child's brain. The function of the auditory cortex is to be a place to process neutron beams to distinguish the frequency of beats and sounds becomes more sensitive. From some opinions of experts, it can be concluded that rhythm is a beat that is in accordance with the short and length of a notation.

The purpose of this study is to describe how Sogug musical instruments can stimulate rhythm sensitivity and how to apply Sogug musical instruments to early childhood in Muslimat NU Kindergarten Kalipare, Malang, East Java. The results of this study are expected to be a reference for researchers related to traditional art that began to decline its existence, providing insight and discourse to the educational institution, especially preschool education to use traditional musical instruments as a medium of learning and planting the love of regional culture to early childhood.

METHODS

This study uses qualitative research with descriptive data exposure adjusted to the problems studied. This type of descriptive research aims to analyze and to the extent of describing the data system so that the data presented can be easier to understand and to be concluded. The data presented in this study is related to how the Sogug musical instrument can be used as a tool to stimulate rhythm sensitivity in children and how it is applied.

This research was conducted in Kalipare, Malang, East Java, with research subjects of group A students in Muslimat NU Kindergarten Kalipare Malang, East Java. In the early stages, researchers applied for research permits and conducted observations in research sites to get an initial picture and identify research problems related to child motor development activities, especially in the field of music. In order to

obtain accurate data, interviews are conducted with the school principal. After the researcher gets the data that is considered sufficient, the researcher together with the principal and the teacher determine the next activity, which is to determine the class group that will be treated using Sogug musical instruments. The next step is to arrange a schedule to carry out activities and coordinating the class. To make it easier to implement, the usual students' learning schedule is used. Data collection is obtained through observation during the implementation of activities, documentation of the response results shown by the child in receiving the material provided. Validity is done by triangulation of sources. Data analysis is done by re-checking data, reducing data and presenting narrative data and then makes a conclusion.

RESULT AND DISCUSSION

Based on research conducted by (Patricia, 2002: 629- 639) that playing simple percussion instruments is able to give full strength to the soul. By playing a simple rhythm, psychologically it allows dialogue between the underworld and human consciousness to be better, have a comfortable effect and calm on the soul. If percussion or rhythmic musical instruments are played by children as well as Sogug musical instruments, most likely the same benefits can also be felt by early childhood. The benefit of playing musical instruments according to (Sumaryanto, 2018: 130-138) is able to provide a calm and confident effect in socializing.

This study was conducted on children in group A in Kalipare Muslimat NU Kindergarten with a total of 12 children. In the early stages, the children are introduced first to the Sogug musical instrument, how to characterize the instrument and how to play it. After the child adapts to the Sogug musical instrument, the children are taught to play with a constant beat together, proceed with full notes, half notes, and quarter notes. After the child understands and is able to sound the notation correctly, then a series of simple rhythmic patterns are created to

be played in groups. The activity is attended by children as much as 1 time a week during 12 meetings. To anticipate the children from the boring situation, the frequency is adjusted like usual learning hours. At the fifth meeting, the children were able to repeat the material correctly beforehand. At the 8th meeting, each student was able to play a simple rhythm pattern that had been made by the teacher and researcher in a compact manner and the resulting sound was softer. At the 12th meeting, the children were able to play more difficult rhythm pattern with quarter notation, a combination of full notation, half-notes, and quarter notes.

The introduction of rhythms in early childhood must be thoroughly thought out. Giving a form of exercise to children should be in accordance with the rhythm learning procedure and in accordance with the psychological development of the child. This is so that the introduction of the rhythm has a positive impact on the child's motor development. Therefore, it will not be difficult when the children begin to learn the next complex elements of music. For example when the child moves to follow the song, if the child has not understood correctly about the rhythm, the child will have difficulty in placing the suitability of the movement with the rhythm of the song. The rhythm is an important consideration for teachers in AL-Azhar Islamic Kindergarten Semarang in creating songs for children, (Retno Widowati, 2015).

The results of this study prove that Sogug musical instruments are very suitable to be used by children to foster early childhood musical intelligence. Traditional musical instruments are relatively safer to use as a tool to provide a positive response to children's rhythms (Ulya, 2018: 158-165). Other studies show similar results, namely research conducted by Kinanti Kartika Sari. This research is using the subject of PGRI kindergarten children group B, using percussion instruments as a research medium to stimulate children's fine motor. From the two stages of the cycle, it shows that the child's motor skills increase up to 84%. Various

measures are carried out to make it easier for children to understand and practice rhythmic forms so that they are easy to do and fun for children. One of them is the Development of Rhythmic Cooperative Music-Based Innovative Learning Based on Multi-Media, by Ahmadi (2012: 34).

The importance of children in understanding correctly and being able to follow the rhythm according to beats influences their social behavior (Purwadi, 2013: 23). From all researches conducted by previous researchers, it can be concluded that percussion instruments were able to foster musical ability (rhythm) in early childhood.

CONCLUSION

Sogug musical instrument is a type of traditional musical instrument, including rhythmic musical instruments from Kalipare Malang, East Java. Sogug musical instruments are very appropriate and can be used as an alternative to stimulate rhythm sensitivity in early childhood. It is because Sogug musical instruments are in accordance with the character and needs of children motor development. Sogug musical instruments are safe to use for children, in terms of material. It is safe and can support the rough motor sense of children. Sogug music tools are flexible and free for children, wider to train children's rhythm intelligence. Based on activities that have been followed by children, it can be concluded that children can play rhythms with Sogug musical instruments. Starting from the shape of a simple rhythm pattern, and then followed by different variations of beats. From the total number of children, all 12 children can take part in the activity well, orderly, enthusiastic and disciplined. Sogug music instrument also is able to foster children's love for their regional culture and reuse their traditional musical instruments.

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