

## Cooperative and Creativity Building in Unison Singing

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### Article Info

Article History:  
Received January 2018  
Accepted May 2018  
Published August 2018

#### Keywords:

Cooperative, Creativity  
Building, Unison Singing.

### Abstrac

This research analyses the building of cooperative and creative character in the teaching of singing unison. This research employed the qualitative method. The data of this research were obtained from observation, interview, and documentation. The analysis of the data was in the sequence of data reduction, data presentation, and data verification or conclusion. The finding showed that the teaching of singing in unison instil the character of cooperativeness when the students play different musical instruments together. Besides, cooperativeness is also realised when the students sang that in the group. In teaching arts, the song also contained the value of creativity of which the students can solve specific task given by the teacher and when the students developed the rhythmic pattern of the song with a traditional instrument. The findings implied education, particularly musical education.

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## INTRODUCTION

The teaching of arts at school is powerfully relevant to character building. Sumindar & Lestari (2012) explains that teaching is an activity which is done by the teacher to change students behaviour in a better way. As in the formal education of music, Utomo (2017:22) mentions that the primary objective of teaching music at school is not mainly making students skilful in it, but also the media to instil noble characters.

Herbert Read (in Soehardjo, 2012:15) says that on the term of Education Through Art or arts through education is similar to character building. Rohidi (2014); Triyanto (2017) affirms that the foundation of education is the formation of personality, character, innovation, creativity, as well as the appreciativeness and expressivity. The foundation is enough to become a tool of teaching. The norms of honesty, disciplines, politeness, appreciation, and cooperation in learning are instilled to avoid evil characters like dishonesty, selfish, vengeful, and impoliteness.

Lickona (1991:51) asserts that character education has positive values actualised in the characters and actions of certain individuals. From the statement, it can be concluded that people's environment causes the formation of evil characters of individuals in interacting with each other. Wibowo (2012:36) explains that the character building is a process in education which implants and develops the nobleness of students. Thus, formal education is essential in shaping the students' behaviour.

Soyomukti (2015) clarifies that education is failed to instil characters for students. The cultivation of characters at school in the learning process at school should be done continuously. Tilaar (2012) proposes that education at the beginning of the 21st century tends to mechanistic learning that the habituation of character is neglected.

The execution of character education in formal school is integrated into arts education. Indonesian 2013 Curriculum informal education, especially in the Junior High School, has the vision to strengthen the character

building of students (Kemendikbud, 2017). Thus, it is interesting to do researches in analysing the character of creativity and cooperation at school which has applied the strengthening of character. In this research, the researcher analyses the instil of character in SMPN 5 Ambarawa under the question of how the teachers in the school apply the education of character of cooperation and creativity.

A way to implement the character is by integrating it into the lesson plan in the learning activities in class. In this case, the learning material is applied to the VII grade class of SMP Negeri 5 Ambarawa.

Maryanto (2013) says that singing unison is singing together with one sound whether in the same notes or rhythm. Singing in one sound of the choir is called as unison. Jamalus (1988:46) proposes that singing is an activity where people sound their voice in order and rhythm using music or without it.

Kusumadewi & Suharto (2011) brings up that the teaching of music is expected to influence students' behaviour to their soul because the significant element of culture, politeness, and moral ethics are included in the learning process. Character education in music is unusual to be processed to students that they might be aware of the values and reflects it to their daily life.

Prior research conducted by Martiarini (2016) showed that character education would be useful if there is a consistency between values inserted to students since they were toddlers, elementary school, middle school, to higher education. In this research, the researcher aimed to explore the character values understood by the teacher and the attempts to enter it to students' mind.

Previous research on character education through song was also conducted by Rosmiati (2014). Based on her finding, music can help the building of children's character by stimulating their emotion since the beginning. Bahatmaka & Lestari (2012) explains that the song entitled Kuntulan Kuda Kembar in Sabarwangi village has a value of embracing the independence of the nation as well as the media of entertainment,

traditional ritual, and nationalism building for youths.

From the phenomena above, it is assumed that character education in school contains the character education for students. Based on the empirical facts and prior researches, this research will cover the character in the learning materials of unison. This research analysed the character of cooperativeness and creativity in unison. The implication of this research is into education fields and arts education.

## METHODS

This research used the qualitative method. The data were collected using observation, interview, and documentation. The observation was done by observing the classroom activities between teacher and students. The cooperativeness of this context is the cooperation between teacher and students and between students. The creativity of students is focused on their activity in finding ideas or new things in music. The interview was done to the teacher of music related to the learning preparation and strategies. The interview was also done to the student during the learning process. Documentation was also done by collecting data of the document as well as the planning of teacher which includes Terms of Procedures, Lesson Plan, and syllabus which objects students' achievement. This research was conducted in SMP Negeri 5 Ambarawa, Semarang regency and focused on the classes of VII A and VII D. The object of the research is the value of cooperativeness and creativity in teaching how to do unison. The validity of the data was based on the criteria of credibility using triangulation. The analysis of the data used the analysis of Miles and Huberman (1992) which was the analysis of interactive data model, which was data collection, data reduction, data presentation, and data verification.

## RESULT AND DISCUSSION

### Cooperation in Singing in Unison

Purwadi (2013) mentions that learning to sing can make students' awareness raising as well as stimulate their behaviour and social life. Thus, every individual independently cooperates in singing. Afterwards, they can cooperate and sing in unison. The cooperation shows that they are achieving the learning objectives of singing a traditional song in a group. Cooperation means freely act, help each other, and cooperate to do things (Ratna, 2014; Hoed, 2011).

In the learning process of art, especially unison, for VII graders of SMP Negeri 5 Ambarawa, the cooperation between students are reflected when they play different musical instruments. Besides, the cooperation is also shown when they choose the song and express it in a group.

The teacher used some references from national and traditional songs. One of the songs is from Central Java entitled Lir Ilir. When the students are singing Lir Ilir together, they build their solidarity and togetherness. It can be seen when the students sing together in unity of sound as well as when they add some movement to their performance. The students should be able to cooperate in group singing that they can build their cooperativeness. The performance of Lir Ilir was done by movement and singing. The communication between students during the performance was using code/signs like blinking eyes, whispering, and smiling.

The cooperation of singing in unison happened when the students sang and made a group. The teacher divided the students into a group of five to seven students. The song of Lir-Ilir consists of a lyric which sings together. The division of group also planted the character of confidence to students. They are also demanded to master the lyrics. Lir Ilir is singing together which started to stimulate creativity and happy feeling.



**Picture 1.** Singing unison in the group

### **Creativity in Unison**

The teaching of music is divided into two parts, imitation (example from the teacher) and art exploration. The specification of art education is appreciation, creation, and expression, as well as the emphasis on creativity. The core of creativity, in this case, is the exploration of the arts. The exploration of artistic activity, in this case, is the digging of conscious potentials of the students with an aesthetic touch. The exploration crossed the alternative steps which can be included in art, especially music. The teaching of music can teach students to have a positive character, including creativity.

Music or song can improve students' creativity because the rhythm and melody of the music can create a better learning environment. This statement is in line to Lestari (2012) that students will easily absorb information and specific skills represented through music or song which raises their creativity. The creativity of singing in unison is initiated since the children started to sing (Herawati, 2015).

From the finding of this research, the teaching of art conducted by the teacher is entertaining and less annoying. The teacher gave

the understanding to the students the importance of cooperation in unison singing of Lir Ilir. The process of character building started by giving cognitive knowledge to students about the importance of cooperation which aimed the change of students behaviour and habituate it.



**Picture 2.** Unison singing using musical instrument

The creativity in learning music of unison can be seen when the students solve tasks given by the teachers. Using only one available musical instrument, students can make songs and rhythm wanted by the teachers. The students can also develop their rhythmic pattern for their performances.

When the students comprehended the song, they started to observe how to sing the song and practice it. Sooner, the students would be able to know how to sing the song repeatedly. Singing this song also trained the students to be more creative in harmonising the lyrics with the melody of the song. The more the students sing the song, they will be more creative and lately able to practice it in unison singing. Singing the song this way will teach the students arts to the depth of their soul.

### **CONCLUSION**

Based on findings and discussion, the values of cooperation and creativity in unison started to be reflected when the teacher divided the students into group of performances. The division of students into a group indirectly instilled the value of confidence. In the learning

process, the teacher used the media to explain the materials and showed some videos of singing in unison. It makes the students become creativity on unison in the group. One of the ways to show that is through the use of the musical instrument and the combination of movement. Learning Lir Ilir trains the students to be more creative in harmonising the lyrics and melody. The more the students sing the song, the more chance they will be creative and can harmonise in unison.

The cooperation is realised when the students played a different instrument together and in singing the traditional song in the group. The creativity of the students was also shown when they could solve the problems given by the teacher of developing the notation with traditional instruments.

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