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## **Musical Creativity and Character Education Values in Performing Arts Activities at SMA Negeri 1 Kedungwuni**

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### **Abstrack**

This study aims to analyze the process of students' musical creativity and the value of character education through performing arts activities at SMA Negeri 1 Kedungwuni. This study uses a qualitative method. The data were collected by using observation, interview, and document study techniques. The data analysis procedures used data reduction, data presentation, and data verification. The validity of the data used is triangulation, data sources, and theory. The results showed that the process of musical creativity in performing arts activities at SMA Negeri 1 Kedungwuni was carried out in 4 stages. In the first stage, namely preparation, students chose songs and determined what musical arrangements that matched to the theme determined by the teacher. In the second stage, namely incubation, students determined the solution to the problem of music, drama, and dance collaboration arrangements to the teacher through discussion. In the third stage, students determined the musical instruments used, arranged arrangements, and practiced. The last stage was verification of the work of musical creativity which was carried out through the pre-general rehearsal and general rehearsal. Character education values that were formed during the preparation process and performing arts activities are: (1) the value of discipline, (2) the value of creative, (3) the value of cooperation, and (4) the value of responsibility.

**Keywords:** creativity, music, the value of character education

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## INTRODUCTION

Education is the guidance or assistance provided by adults for the development of children to reach maturity with the aim that children are competent enough to carry out their own life tasks without the help of others. Meanwhile, according to Ki Hajar Dewantara who explains that "Education generally means the effort to promote the growth of character (inner strength, character), mind (intellect), and the child's body; in the sense of Taman Siswa, the parts should not be separated, so that we can improve the perfection of life, namely the lives and livelihoods of the children educated are in harmony with their world (Ki Hajar Dewantara, 1962).

Character education can be integrated in the learning process in every subject. Koesoema argues that character education involves moral education and values education. Moral education is the main agenda for character education because a person with character is a person who is able to make decisions and act freely within the framework of personal and community life which further confirms his existence as a moral human being. Moral education is related to value education so that individuals in community can relate well so that it can help other individuals to live their freedom (Koesoema, 2007). Rahardjo defines character education as a holistic educational process that connects the moral dimension with the social realm in students' life as the basis for the formation of a quality generation who are capable to live independently and having principles or truths that can be accounted for (Zubaedi, 2011).

The learning materials related to norms or values in each subject needs to be developed, explicited, related to the context of everyday life. Thus, the learning of

character values is not only at the cognitive level, but also on internalization, and real practice in the daily lives of students in society.

Creativity is the power and effort of the mind to create something else, as well as useful from a variety of things. Creativity does not mean only creating, but also means the ability to accept something in such a way, so that something lives up to its whole nuance in a sparkly manner. Creativity is also the accuracy in selecting the nuances themselves accurately, so it can create something new, fresh, and civilizing (Wijawa, 2001). Sugiarto also explains that creativity is an action, idea, or product that contains elements of novelty that are completely new, it is different from others or modifying the existing ones so that they look newer (Sugiarto, 2019). In line with that creativity according to Munandar, creativity is a general ability to create something new as the ability to provide new ideas that can be applied in problem solving or as the ability to see new relationships between pre-existing elements. (Munandar, 2004).

In connection with the above explanation, it can be taken a decision that a person's creativity in every action creates new ideas in an unusual and different way that results in unique solutions that can be encouraged from personal conditions and the environment.

SMA Negeri 1 Kedungwuni or what is often called SMANDUNG is one of the favorite schools in Pekalongan Regency and its surroundings. In the learning process of cultural arts at SMA Negeri 1 Kedungwuni, namely the art of music for class XI in order to prepare for the performing arts exam at the end of the semester, students were required to be able to present an interesting and good work. Students must be able to think creatively in processing some of the material provided

by the cultural arts teacher in the form of themes for performances to be performed later. The music creative process of students in these activities were very important, because it was needed to process different and newer works of presenting a work from students at SMA Negeri 1 Kedungwuni.

Many previous research relevant to this study, namely; Wahyu Sigit Sasongko who discusses musical creativity in the adiyasa kentongan group in Banyumas district (Sasongko, 2017). This is relevant to this study and it was used as a reference for a factual description related to musical creativity at SMA Negeri 1 Kedungwuni. The next research was conducted by Yohannes Kristiawan which resulted in a discussion of the implementation and development of musical creativity in art learning (Kristiawan, 2016). The results of these studies were used to provide an overview of creativity in student learning. The next is the research results of Yuver Kusnoto which discuss character education values in educational units (Kusnoto, 2017). The results of this study are an illustration of the value of character education. In addition, the results of study by Kadek Dedy Herawan and I Ketut Sudarsana which discussed character education in *Suddhamala Geguritan* in improving the quality of education included religious, tolerance, honest, peace-loving, discipline, hard work, curiosity, respect for achievement, responsible, creative, independent, friendly/ communicative, social care, character cares about the environment and loves the country character (Sudarsana, 2017). It was used as a reference regarding the character education values.

Based on several explanations of the previous research results, the research studies related to musical creativity and

character education values that were applied through the process of performing arts activities at SMA Negeri 1 Kedungwuni had specifically never been carried out. This is the reason of researchers to study musical creativity and the value of character education applied through art performance activities at SMA Negeri 1 Kedungwuni.

This study aims to analyze musical creativity and character education values that were applied through art performance activities at SMA Negeri 1 Kedungwuni. The benefits of this study were expected to enrich and increase knowledge, concepts and theories, as well as insights related to musical creativity and character education values.

## **METHOD**

This study used qualitative research methods. This method was used to obtain data from various sources in depth and intact. In addition, in order to explain social phenomena in the field in detail according to the problems studied. The research design used is a case study. The use of this design was to obtain in-depth research data which could change at any time according to developments in the facts. The targets related to this study were musical creativity and character education values in art performance activities at SMA Negeri 1 Kedungwuni. This study was conducted at SMA Negeri 1 Kedungwuni, Jalan Paesan utara Kedungwuni District, Pekalongan Regency, Central Java. The data and some information were collected by observing, interviewing, and documenting. Observations were conducted to obtain accurate data on the environment of SMA Negeri 1 Kedungwuni with the main object, namely musical creativity and character education values in art performance activities.

Interviews were conducted with the principal of SMA Negeri 1 Kedungwuni, art teachers, and students to obtain information related to matters that the researcher could not observe. Furthermore, the documentation was also carried out to obtain data in the form of photos, audio, and visual recordings related to art performance activities at SMA Negeri 1 Kedungwuni.

This study used triangulation data validation techniques. This technique was used to test the credibility of the data. Trust testing was conducted by examining data obtained from various sources. Researchers conducted triangulation of sources through informants related to information about the Suma Budhaya group music performance. The concepts of ethics and emic were also used in this study. The process of analyzing data was carried out by reducing the data followed by the presentation and verification of data related to performing arts activities at SMA Negeri 1 Kedungwuni as stated by Miles and Huberman (Rohidi, 2011: 240).

## **RESULTS AND DISCUSSION**

Creativity is the general ability to create something new as the ability to provide new ideas that can be applied in problem solving or as the ability to see new relationships among pre-existing elements. Graham Wallas explained about the 4 stages of the creativity process, namely stage 1) Preparation, which is the stage of gathering information or data needed to solve problems. 2) Incubation, which is the stage of an individual incubating his mind in his conscious mind. 3) Illumination, which is the stage of the emergence of insight, inspiration, or new ideas. 4)

Verification, which is the evaluation stage that ideas or creations are tested against reality (Munandar, 2002).

According to Ratna Megawangi, character education is an effort to educate children so that they can make wise decisions and practice it in everyday life, then they can make a positive contribution to their environment (Megawangi, 2004). Meanwhile, according to Fakry Gaffar, character education is a process of transforming the values of life to be developed in a person's personality so that they become a unity in the person's life behavior (Gaffar, 2010). Based on the explanation from the experts above, character values will be formed through the character education process. So that it is expected that character values support the creation of student creativity.

Based on the explanation of creativity and character values, if it is related to art performance activities at SMA Negeri 1 Kedungwuni, the process of musical creativity is as follows.

### **Song Selection and Music Arrangement at the Preparation Stage**

The preparatorion stage is the initial stage of getting as much information as possible that is relevant to the problem. Preparation can also mean formulating a problem and making an initial effort to solve it. This is in line with what Graham Walls said (in Munandar) that the creativity process is formed from 4 stages and the first is the preparation stage (Munandar, 2002).

The preparation stage carried out by students of SMA Negeri 1 Kedungwuni in the process of students' musical creativity consisted of determining the song to be played and the musical arrangement used. Arrangement is composing a song without losing the characteristics of the original song. According to Percy A. Scholes, the arrangement is adapting one music medium from the original music which is

compiled into another form (Scholes, 1980).

The students chose the song to adjust the theme given by the music art teacher. The theme determined by the teacher was western music, students must be able to adjust the chosen song so that it fit the theme and could determine the musical arrangement to be used.

In the music arrangement, students also adjusted to the selected song so that the results of the arrangement did not change the original song.

#### **Determination of Music Arrangement at the Incubation Stage**

Incubation in the process of creativity is a period that there is no direct effort made to solve the problem which is diverted for a moment to something else and also gives some time to reconstruct a thought on the problem. Graham Walls (in Munandar) states that the process of creativity is formed from 4 stages and the second is the incubation stage (Munandar, 2002).

The students began to be confused with problems faced in the selection process and the songs to be arranged. The efforts of the students involved with the problems faced began to consult with the teacher, looking for references for music arrangements to be used, namely watching cover videos on social media namely Instagram, YouTube, and last year's presenters in order to get inspiration and an overview of the music arrangements to be used. In order to resolve the constraints associated with the problem.

Furthermore, after getting advice from the teacher and some references obtained from social media for the music arrangements used, the students began to focus on selecting and sorting out what musical arrangements to match the songs that had been selected for their work.

#### **Arrangement of the Arrangement Process at the Illumination Stage**

The Illumination stage occurs when students begin to find ways to solve existing problems with several efforts namely increased understanding. All ideas come up and these ideas complement each other to solve a problem Graham Walls (in Munandar) that in the process of creativity is formed from 4 stages. The third stage is the illumination stage (Munandar, 2002).

At this stage students have begun to be able to process new ideas and ideas that come up to solve existing problems namely making mixed music arrangements by combining western music with gamelan. The composition of music in the work of students consisted of ideas that delivered modern western music songs by using traditional Javanese musical instruments (gamelan), so that a form of music was created with works in the form of western music concepts but there was an Indonesian culture. The selection of musical instruments that would be used by students for the preparation of the arrangement by using musical instruments in the form of electric guitar, electric bass guitar, keyboard, electric drum, demung, saron, bonang, and peking

In the musical arrangements, the students also collaborated with dance and drama. Collaboration that occurred in the students' work, namely the arranged music was used to accompany the dances and dramas that were presented when the show was performed. This is in line with what was stated (Abdulsyani, 1994) that collaboration is a form of social process, in which there are activities that aim to achieve common goals by helping each other and understanding each other's activities. In accordance with the existing opinion, students collaborated between cemented music with dance and drama with the aim of getting good results in

performances at SMA Negeri 1 Kedungwuni.

The preparation of training schedules was arranged to help students could more easily develop the arrangements had been made, so that later they became works that were in accordance with what was expected by students. The training schedule also provided time to improve the quality and ability of students to support developments in performing arts activities. The training schedule in the process of students' musical creativity at SMA Negeri 1 Kedungwunidi was divided into two, namely independent training and group training. In independent training, students trained themselves according to their respective roles after school and during school holidays, namely Saturdays and Sundays. Meanwhile, for the group training schedule, students practiced together according to the schedule agreed upon by the coach.

#### **Evaluation of Music Creativity at the Verification Stage**

In the verification stage, students after found the musical arrangement, the musical instruments used, the selected songs and the existing works were then tested to be evaluated by the supervisor, namely the art subject teacher. At this stage, it is the stage for testing a product resulting from the student's creativity process to prove its feasibility to be performed later in art performance activities. The verification stage was basically shorter than the previous stages, because at this stage it only tested and reviewed the extent to which the students' work, musical arrangements, and harmonization. Graham Walls (in Munandar) states that the process of creativity is formed from 4 stages and the fourth is the evaluation stage (Munandar, 2002).

At this stage the students presented their work on the pre-general and general rehearsal examination. Pre-general rehearsal examination was held one month before the show was held, during the pre-general rehearsal, students displayed all their training results to the coach so that later they would receive in the form of criticism and suggestions in terms of harmonization among players, properties used, positioning of musical instruments on stage, performance time, player expressions and harmony among musicians and dancers and performers.

The general rehearsal examination was held one week before the show was held. In the general rehearsal the students displayed their work again after being given suggestion by the coach during the previous pre-general rehearsal so that the supervisor could see whether or not the suggestions had been carried out by the students. After the coach saw the students' final performance, the coach also checked and asked how the costumes would be used during the show.

#### **Character Education Values Applied to Performing Activities in Art**

The process of musical creativity that occurred in an art performance activity could not be separated from the character values experienced by students. Values have a very important role as a basis for behavior in the social life of society. The values owned in every human being will be able to strongly control attitudes and maintain the norms that apply in society. This is because of the nature of values that bind and encourage (Bertens, 2007).

The character values formed through the process of musical creativity in art performance activities at SMA Negeri 1 Kedungwuni are as follows.

### **Discipline Value**

Discipline value is a person's sense of obedience to a value that is believed and become the responsibility. In other words, discipline is obeying the rules or subject to supervision and control. According to Prijodarminto, discipline is a condition that is created and formed through a process of a series of behaviors that show obedience, regularity, and order. These values have become a part of behavior in the life. Behavior is created through the process of being built through family, education, and experience. Discipline will let someone know and distinguish what things must be done, what should be done, what can be done, and what should not be done (Prijodarminto, 1994).

The students of SMA Negeri 1 Kedungwuni also had arranged and mutually agreed schedules to take part in music rehearsals and committee meetings in preparation for performing arts activities. Every student who had joined and who had been formed during training was obliged to clean the practice site, prepare, check the sound of the musical instruments that would be used and for students who had a jobdesk on an orderly committee in conducting meetings according to the agreed schedule. In accordance with the existing agreement from the schedule that had been made, students could carry out well and orderly. Students were also required to arrive at least 30 minutes before the training process and meetings began. If it was not done according to the agreement made by the supervisor, then the student would be given a sanction in the form of running around the soccer field, this was aimed at training student discipline so as not to repeat the same thing and to be more orderly. During the performance, the supervisor, the subject teacher, applied discipline in performance, namely, the performers were only given 10

minutes of performance time. If students exceeded the time given, it would affect the assessment given by the examiner.

### **Creative Value**

Creative value is a way of thinking in doing something to produce and create new ways from something that is already exist. Creative is also an ability of a person or group that allows them to make a breakthrough in solving a problem in different ways. According to Utami Munandar, creative is the ability to make new combinations based on existing data, information, or elements (Munandar, 2004).

Creative in performing arts activities at SMA Negeri 1 Kedungwuni can be seen from the presenters who combined music, dance, and drama. In terms of work, the students made a musical arrangement that collaborated between modern western music and traditional Indonesian musical instruments, namely gamelan.

### **Cooperation Value**

The cooperation value is a form of joint effort between individuals or a group to be able to achieve goals and targets together. Cooperation can also be interpreted as an important interaction for humans to socialize with fellow humans. According to Pamudji, cooperation is work carried out by two or more people by interacting between individuals who collaborate so that dynamic goals are achieved, there are three elements contained in cooperation, namely people who collaborate, there is interaction, and there is a common goal (Pamudji, 2009).

There are students playing a gamelan instrument to harmonize one another between musical instruments and others in collaborating in the process of performing arts activities at SMA Negeri 1 Kedungwuni. The collaboration carried

out by students aimed to achieve a work that was in accordance with the musical arrangements that had been made to fit the agreed theme. Collaboration in the process of performing arts activities was also found in committees who collaborated and interacted with each other in coordination from section to section, between the committee and the reciter, and the committee and supervisor to be able to hold performance activities so that they run well and smoothly. Collaboration could also be seen from the collaboration between music players, dancers and drama players in the performances that were presented at the stage by the students during the activity.

### **Responsibility Value**

Responsibility value is the attitude of a person who carries out a job in accordance with the assigned duties and obligations. According to Mustari, responsibility is the attitude and behavior of a person to carry out the duties and obligations that should be done, towards oneself, society, the environment (natural, social and cultural), the State and God (Mustari, 2011).

In connection with art performance activities at SMA Negeri 1 Kedungwuni, there were responsibilities when the committee worked on various tasks that had been given starting from the program section to make training schedules, making event rundowns, scheduling meetings between committee members and committee meetings with presenters, the decoration section that prepared and worked on designs for the stage arrangement during implementation, the sponsorship section that tried to find and invited various brands to work together, the public relations section that made permits and invitations for guests, and from the presentation party was also responsible for the music arrangements that had been

made by training routine, preparing equipment for the stage, preparation for the pre-general rehearsal and general rehearsal examinations.

### **CONCLUSION**

The conclusion in this study is that the process of students' musical creativity in performing arts activities at SMA Negeri 1 Kedungwuni was carried out in several stages. In the first stage, namely preparation, students chose a song and determined what musical arrangement that was suitable with the theme determined by the teacher. In the second stage, namely incubation, students determined the solution to the problem of music, drama, and dance collaboration arrangements with the teacher through discussion. In the third stage, students determined the musical instruments used, arranged arrangements, and practiced. The last stage is verification of the work of musical creativity which was carried out through the pre-general rehearsal and general rehearsal activities.

The process of musical creativity that occurred in an art performance activity cannot be separated from the character education values experienced by students. The character values education include; discipline value, creative value, cooperation value, and responsibility value.

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