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Foreword

Issues on intolerance, rights oppression, demonstration on cultural problems, especially as political impact of governor election which is restlessly able to destroy national unity. National unity needs to be preserved since obviously Indonesia has plural societal structural conditions, like various ethnic groups, customs, cultures, vernacular languages, religions, and beliefs. Those varieties have to live harmonically for stronger Indonesia. The strong and free Indonesia can be reached by implementing respect to others in plurality. This attitude done by tolerance can be supported by nation view in term of acknowledging and understanding their environment by prioritizing unity of their areas in conducting live concerning on socializing, nationalizing, and citizenship.

Facing Indonesian contextual condition, art is expected to contribute actively as a solution of problems in relation to fading national cultural tolerant values. Art in educational perspective is a medium or device for cultivating cultural tolerant values. Through expression and appreciation activities, the values spreads. Also, artist as creator is expected to presence new art so that it can bear excellent civilization values to strengthen cultural tolerant values. This creative process cannot be separated from world of technology. Technology seems to give form, media, and challenge to create art. In another side, art creativity cannot be separated from inspiring values of religion and culture by bearing orientation to creative industry in order to give economic freedom for human and grow national path. Through those processes, art has to be able to give concrete contribution as medium of national strengthening actualization.

International Conference on Arts and Culture 2017 discuss about it issue. From those art characteristics, it seems interesting if art role discourse in constructing national culture tolerance is manifested in form of scientific discussion for meet and greet various experts, students, different art educators, practitioner, and policy maker. It hopes that various art and design aspects in religious, technological, creative industrial perspectives can fulfil, complement, and synthesize each other to give alternative creative solutions as well.

Semarang, 13 September 2017

Dean of Languages and Arts Faculty

Prof. Dr. Agus Nuryatin, M.Hum.

Table of Content

	Nama	Instansi	Judul Makalah	Halaman
1.	Ahamad Tarmizi Azizan	UMK, Klantan- Malaysia	The Role of Creative Technology in Recognizing the Arts and Culture in Malaysia	1-8
2.	Nanang Yulianto, dkk.	UNS	Batik Design Development Based on Participation of Artisans in Girilayu Batik Community Activities Unit in Matesih Karanganyar	9-18
3.	Abdul Halim Bin Husain, Wan Juria Emeih Binti Wahed	UPSI, Malaysia	ARTISTS In Schools Program - Malaysia (AiSp)	19-26
4.	Novysa Basri	Univ. Syahkuala	Tari Likok Pulo Aceh as a Media of Education of Religious Values in Community in Pulo Aceh	27-33
5.	Masnuna	UPN veteran Jatim	Superior Product Of University Of Pembangunan Nasional "Veteran" Jawa Timur as a Patriotic Campus	35-44
6.	Yanti Sariasih	STKIP Nurul Huda	Revitalization of Tembang Batanghari Sembilan (Creative Industry Based on Local Literature)	45-51
7.	Mylza Novaryandana	Graduate Student UNNES	Inheritance of Emprak Sidomukti Jepara Traditional Art as a Symbol of Gratitude of Indonesian as Agrarian Society	53-56
8.	Iwan Pranoto	Graduate Student UNNES	Dayak Kanayatn Society: Cultural Perceptions on <i>TempayanBanyanyi</i>	57-62
9.	Fitriani	Univ. Syahkuala Aceh	Learning Dance Tarek Pukat in Studio Cut NyakDhien: Culture Preservation Coastal Community of Aceh	63-71
10.	Meipur Yanti	Univ. Syahkuala Aceh	Traditional Dance "Seudati" in the Aceh Society	73-77
11.	Tria Ayu Dini	Graduate Student UNNES	Tawar Sedenge Song: A Construction Study of Gayo Cummunity's Cultural Identity in Central Acehnese District	75-81
12.	Yunia Murdi Lestari	Universitas Islam Riau	Reflection of the Nation in Riau Malay Customary Clothing	83-86
13.	Bernardus Andang Prasetya Adiwibawa	UDINUS	Kampung Pelangi: The Reflection of National Value	87-94

14.	Nisa Rahma Puspita	Graduate Student UNNES	Increasing Intermediate People's Groups at Geblog Village of Temanggung City through Cengklungan Art Exhibitions	95-97
15.	Margana	UNS	Painting Art Learning with <i>Wayang Beber</i> Theme A Case Study on SMA Negeri Punung, Pacitan	99-105
16.	Umul Aiman	Univ. Syahkuala	Urgency Education of Dance for Early Childhood	107-110
17.	Nurratri Widya Pangestika	Graduate Student UNNES	Composition of Music Calls and Art Functions in Shows Dance Lengger Calung Banyumasan	111-114
18.	Ekaningtyas Herminingrum	Graduate Student UNNES	Arts Education as a Basic of Education of Student Character	115-119
19.	Adi Kuntoro	Graduate Student UNNES	The Symbolic Meaningpuppet Lupit and Slentheng as Political Symbols of Tegal Regency	121-126
20.	Eko Sugiarto	UNNES	The Collaboration of School-Community in Implementing Craft Education	127-134
21.	Zulfia Ulfah	Graduate Student UNNES	Build Children Character through Art Education Which Contains Aesthetic	135-139
22.	Lukman Abdurrahman	Graduate Student UNNES	Investment of Moral Value in Art Education Through Local Tradition	141- 145
23.	Iva Ratna Sari	Graduate Student UNNES	Variety of Motion Kuntulan Silakupang Dance for The District Pemasang (Semiotic Study)	145-152
24.	Joko Wiyoso	UNNES	The Metamorphosis of Traditional Art on the Global Era	153-159
25.	Kamsidjo Budi Utomo	UNNES	Creative Industry Management in The Studio of Edhi Sunarso in Yogyakarta	161-165
26.	Violinna Wynsa Natalia	Graduate Student UNNES	Existence of <i>Ungel-Ungelan</i> Music in Garebeg Ceraton Ceremony of Yogyakarta as a Form of Cultural Inheritance	167-170
27.	Muh. Arqam	Graduate Student UNNES	Tradition Music of <i>Bas</i> as Entertainment Media and Strengthening Reflection of National Character Values	171-180
28.	Syafii	UNNES	The Identification Study of Ornament	181-187

			on Gedongsanga Temple	
29.	Vega Ricky Salu	STKAPN Ambon	Analysis of Multicultural Education Values On Traditional Music <i>Tali Dua</i> in Pulau Batang Dua Ternate North Maluku	189-199
30.	Eky Olivia Wulandari	Graduate Student UNNES	Cultural Accuracy Contains Al-Kafi in Ethnomusicological Review in Village of Bandar District of Batang	201-205
31.	Robin Esa Yulianto	Graduate Student UNNES	Art education for Making a Ideal Human On General School	207-213
32.	Faiz Affan	Graduate Student UNNES	Art And Religion Art, Design, and Technology as National Cultural Empowerment Media	215-219
33.	Ratih Dwiningtyas	Graduate Student UNNES	Carving Art of Jepara studies within the scope of Cultural Dynamics and city identity	221-224
34.	Purwanto	UNNES	Cosmology in Javanese Culture's Perspective	225-229
35.	Awang Kautzar	Graduate Student UNNES	Malay Music Palembang Identification As National Reflection	231-236
36.	Reza Nepilia Sari	Graduate Student UNNES	Rejung Pagaralam Music	237-239
37.	Mujiyono, dkk.	UNNES	Developing Souvenir Design of Tourism Places in Semarang through Exploration of Semarang Attraction Using Contemporer Design as The Effort to Develop Creative Insudtry in Semarang	241-244
38.	Triyanto	UNNES	Various Styles of Jepara Carving Crafts: Cultural Character Expression Symbols of Jepara Society in a Dynamic Globalization	245-248
39.	Eko Haryanto, dkk.	UNNES	Grobogan Local Motive Design Development in Contemporary Image as A Model of Creative Batik Industry in Grobogan Regency	249-253
40.	Putra Afriadi	Universitas Syahkuala, ACEH	Traditional Arts in Aceh as A Nationality in the Pareto Circle of Tolerance	255-258
41.	Tara Dwipa	UNY,	Development Innovation of Arts	259-264

		Yogyakarta	Teachers Material: Through Interactive CD “TARA” to Support National Creative Industry	
42.	Ike Ratnawati	UM	Developing An Interactive Instructional Media Of Motif Directory For The Teaching And Learning Of Indonesian Motifs	265-269
43.	Ika Yuni Purnama	IKJ	Interior and Display Critical Studies of Yogyakarta Presidential Museum	271-281
44.	Beta Putu Adam	Graduate Student UNNES	Panji Cirebon Mask Dance	283-290
45.	Diah Latifah	UPI	Salendro Scale Multicultural Instruction	291-295
46.	Sandie Gunara	UPI	Making Textbooks of <i>Pianika</i> Exercise Materials To Strengthen Music Learning in Elementary School	297-303
47.	Uus Karwati	UPI	Sundanese Traditional Vocal Model of Instruction	305-311
48.	Susi Gustina	UPI	Student-Centered Paradigm in <i>Seni Budaya</i> Lesson to Support the Character Building of Students in Schools	313-320
49.	Dewi Suryati Budiwati	UPI	Building Tolerance Attitude in Music Art Learning Perspective in Department of Educational Music FPSD UPI	321-329
50.	Farid Abdullah & Bandi Sobandi	UPI	Teaching Batik in the Age of Creative Industry	331-336
51.	Setyo Yanuarti	UNESA	Transformation of the Panji Story in the Maduretno-Citralangenan Dance to Develop the Existence of Wayang Topeng Jati Duwur Jombang	337-342
52.	Etik Rianingsih	UNS	Basic Motion Elements in Learning Dancing at Learning Participants in SMA as Media Development of Character	343-349
53.	Rita Milyartini	UPI	Exploring The Beauty of Indonesian Folk Song:A Strategy for Strengthening Unity in Diversity	451-356
54.	Endang Widiyastuti	UNS	Dong Dang Educational Puppet: Creativity Development and Character Learning Media Based on Local Resource Potential Towards Children in Bengawan Solo Riverbanks	357-362
55.	Henry Nusantara &	UPI	Empowerment of Excellence Potential	363-370

	Agus Supriyatna		of Cultural Art, Tourism Object and Creative Industry Locally As Media Ingredients Tourism Promotion West Java	
56.	Asep Wasta	Graduate Student UNNES	Tan Deseng Sundanese Art Figures in The Tionghoa Community in the Region of the City of Bandung	371-375
57.	Ketrina Tiwery	Graduate Student UNNES	Chanting in Christian Adolescent Worship (study of Liturgical music on the use of Charistian Spritual Pop Song in Adolescent Worship in Congregation of GPM "Immanuel" Karang Panjang Ambon)	377-384
58.	Merry V.F Pesulima	Graduate Student UNNES	A view of Maluku Christian Society and Churc on the Sapu Lidi Ritual Attraction in Mamala and Morella Village	385-388
59.	Umar Haruna Maiyama, Yusuf Garba	Polytechnic Sokoto – Nigeria	The Concept of Twins in Hausa Land	389-392
60.	Karsono	UNS	Knitting Memories, Diving the Reality: Creative Process of A.T. Mahmud in Writing Children's Song	393-399
61.	Riris Setyo Sundari, Singgih Adhi Prasetyo, Ismatul Hasanah	UPGRIS	Symbolic Communication on The Wayang Topeng Klana Jaya's Dance Motion	341-344
62.	Nur Muaffah Zakiyati	Graduate Student UNNES	Art of Guci Dance Review of Cultural Value of Tegal District	345-347
63.	Dwi Atmojo Maulana	Graduate Student UNNES	The Meaning Analysis of Brendung Arts of Sarwodadi Village Pemasang District	349-354
64.	Harry Prasetyo	Graduate Student UNNES	Cultural Dynamics in the Modernization of Batik Jambi	355-361
65.	Rofiandri Suardi	Graduate Student UNNES	The Value of National Character Education in The Art of Nandung in The Town Of Indragiri Hulu Regency Rengat Riau Province	363-369
66.	Amelia Hani Saputri	Graduate Student UNNES	The Continuity and Alternation of Piring Jabung Dance at West Lampung Regency	371-375
67.	Cut Gesti Maria Ulfahmi	Graduate Student	Kasab Aceh Ornaments and Functions for the People of Aceh	377-382

		UNNES		
68.	Rokhus Gonzales SarjitoWibowo	Graduate Student UNNES	Our Father's Song As A Form Of Cultural Acculturation Archipelago	383-386
69.	Desti Kumala Sari	Graduate Student UNNES	Planting Social Value Through Interaction Art Randai Kuantan	387-491
70.	Santa Drestanala Pinayung	Graduate Student UNNES	Constructing Tolerance for inter-Religious and Inter-Cultural Background through Art Activity in Java Community	493-500
71.	Dhimayu Ictiara Wijaya	Graduate Student UNNES	The Application Of character National Education Value in Art Education	501-507
72.	Arrini Shabrina Anshor	Graduate Student UNNES	Multicultural Values in Javanese Gamelan Music in Malay Community in Tanjungbalai City	509-511
73.	Adha Azzaki, dkk	Student UNNES	Visual Branding Design as a Way to Introduce Tourism Potential of Kendal District	513-518
74.	Mundin Beniarso	Graduate Student UNNES	Kokkang Communities: Structure and Functions in to Transmit Potency Inter Generation	519-523
75.	Nur Fajrie	UMK Kudus Jawa Tengah	Aesthetic Sensitivity of Visual Impairment through Three-Dimensional Visual Art Media	525-532
76.	Rizka Tunjungsari	Graduate Student UNNES	The Study of Hindu Aesthetics on Ornament Kala in Gedong Songo Semarang	533-537
77.	Tono Rachmad Pudjo Hartono,	UPI	School for angklung preservation	539-544
78.	Nuning Zaidah	Graduate Student UNNES	Investigating Performativity on the Reliefs of Lalitavistara Karmawibhanga of Borobudur Temple	545-552
79.	Reni Wulansari	Graduate Student UNNES	Existence of Barongan Artist in the Life of People in Blera District	553-556
80.	Barkah Bangkit Wijaya	Graduate Student UNNES	Research and Discussion of Local Arts Kenthongan in The Village of Kramat Banyumas Central Java	557-561
81.	Ardiyawan	UNY	Picture of Gifted Children : Form of Visual Intelligence Expression on Psggc Community in Yogyakarta	562-563

82.	Eko Wahyuni	Graduate Student UNNES	The Role of Kaloka Art Studio in Traditioning Slendang Pernalang Dance as the Region Identity in Pernalang District	565-568
83.	Hanur Wismandanu	Graduate Student UNNES	Media Recognition and Simulation of Drum Music Tools Based On Multimedia	569-574
84.	Alfathul Mukarom	Graduate Student UNNES	Developing Multicultural Culture through the Lute Music “Sanggar Mozaig” of Palembang City	575-580
85.	Slamet Haryono, Wadiyo	UNNES	Composing Songs for Pre-School Students	581-588
86.	Rahina Nugrahani, Wandah Wibawanto, Dwi Wahyuni K.	UNNES	Exploring the Potential of Local Culture Wisdomas an Effort to Build Destination Branding of Kampung Pelangi Semarang	589-595
87.	Aziz Ma'sum	Graduate Student UNNES	Art Education in Pesantren Environment: Students' Aesthetic Expression and Influence	597-600
88.	Bambang Sulanjari	UPGRIS	Form Variations of Wayang Kulit Figures of Yogyakarta-Style	601-606
89.	Supatmo, Rahina Nugrahani	UNNES	Multicultural Manifestation of Mosque Ornaments Meninggalan Walisanga in Central Java: Study on Traditional Ornaments of Menara Kudus Mosque	607-613
90.	Wadiyo, Udi Utomo	UNNES	The Development of Music Teaching Material in Cultural Art Subject for Primary School Students	615-624
91.	Malarsih Moh. Hasan Bisri	UNNES	The Value Aspects of Character Education in Dance Teaching and Learning	625-632
92.	Uli Amsari	Student of UNES	The Development of Topeng Ireng Dance Creativity in Magelang	632-637
93.	Nur Sahid	ISI Yogya	Composing Music Illustration for The Radio Drama Entitled “Ratu Adil: Prahara Tegalrejo”	639-645

The Development of Music Teaching Material in Cultural Art Subject for Primary School Students

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Abstract - Primary school in Indonesia makes cultural art as one of compulsory subject in Indonesia, with music as one of the sub-material contained in it. Even when the primary school curriculum is changed from the original 2013 curriculum to the latest version of 2013 curriculum revised in 2016; and the subject teaching pattern is made into thematic curriculum, however, music remains to be implemented as one of the educational medium. This study aims at finding out how the teaching materials of cultural art subject which contain music as one of the sub-material subject for students in primary school are developed by the teachers. The method implemented in this study was qualitative, while the research location were both in the city and region of Semarang, Indonesia. The data was collected through observation, interview, and documentation study. The data was then validated by using data triangulation. The data analysis technique employed was interactive analysis. Results showed that the teaching material of music as one of sub-material in cultural art subject was developed individually by teachers. One of the most frequent technique done teachers was by replacing the lyrics of the existing songs. The lyric was replaced by the materials which were going to be taught to students. It is concluded that the development of music teaching material in primary school tends to emphasis on the development of song lyrics. Teachers replace the lyric of songs of certain familiar songs into the educational message and teaching materials that they want to deliver. It is suggested that new song creations containing educational messages as written in primary school's thematic curriculum are needed.

Keywords: music, learning, song, lyric, musical instrument, educational message

1. INTRODUCTION

Music life in Indonesia is known for two types of music, namely diatonic and pentatonic music. These two types of music are basically used as teaching materials in public school, especially primary education. The types of music are also usually used as the object of study in arts education program by emphasizing the students who want to make music as an object of study for studies and/ or research that is associated with the discipline of education as a study interdisciplinary. Diatonic music is a common type of Western music that

harmonizes international music. Diatonic contains two distances of tone, the distance of one and a half. Pentatonic music is a type of music from the East that the people of Indonesia in general and the Java community in particular commonly referred to as Gamelan music that harmonized pelog and slendro (Surjodiningrat, 1993; Sinaga, 1997). The actual Pentatonic music does not have to be Gamelan because basically the pentatonic notion here is a five tone/ scalable system that uses a five-note subject with a tone distortion depending on the type of scale used (Brinner, 1995).

The development of sophisticated technology, making diatonic and pentatonic music can be easily combined to create innovative music (see Andjar Any, 1996; Manhous, 1999; Supanggih, 2003; Kusnadi, 2006). Taking from this side of course that is interesting to be observed, studied, and firmly to be examined in more depth, the condition of art and cultural education of sub-music material in public schools, especially in primary education level is run by teachers by using diatonic and pentatonic art types in which also raised the art of the local culture and Indonesia in general.

The actual phenomenon in the field that still needs to get attention, mainly is the needs of the teachers to the mastery of the material and the achievement of the ultimate goal in the learning process. The practice of music learning that runs in schools tends to grow so widely but the breadth is sometimes not yet reached the achievement of the main art education goals, namely as an educational tool of appreciation and creation that has implications for character education (Lickona, 2014; Sailah, 2012).

Basic music as an art can actually be used to help multiple intelligences, whether for intellectual or logical intelligence, emotional intelligence, spiritual intelligence and can also be used for therapy (Merritt, 2003; Wardhani, 2006; Djohan, 2003; Petersson and Maria Nyström, 2011). Related to the magnitude of the role of music as part of the art and culture education that is applied in public schools that are mainly applied and/ or run at the level of basic education, it becomes very important that the needs of the teachers upon the mastery of teaching materials and the implementation of learning associated with art as an educational tool needs to get more serious attention.

Based on the background of the issues raised, it can be conveyed that the main issue as well as the purpose of this study is to find out how the development of teaching materials of music as one sub material of cultural art subject for primary school students is done by teachers.

2. METHOD

This research uses Research and Development approach, that is a research that has to produce a product in the end of the study. Thus, this research will depart from the results obtained from the mapping of field needs/ community. This research adopts and develops from what has been developed before by Yoshikawa (2012); Organization for Economic Co-Operation and Development (2002); Briggs & Wager (1992); Bogdan & Biklen (1982); and Borg & Gall (1983).

The location and subject of research, research objectives, and steps as the method of research conducted are presented below.

1. Location and Subject of the Research

The location of this study is both in Semarang City and Semarang Regency, with both primary teachers and students are taken as the research subject.

2. The Research Target

The objective of the study is on finding out how the development of teaching material of music as sub material of cultural art subject.

3. Steps of the Research

Yoshikawa (2012) and Borg & Gall (1983) argue that the procedure of conducting developmental research is fundamentally can be carried out with the steps that can be developed as first, data collection in relation to mapping field needs. Second, a plan is made after field needs mapping. Third, the manufacture of starting products as the basis. Fourth, initial or basic product trials. Fifth, the revised product as the pilot main product. Sixth, field trials of the main product. Seventh, the product revisions. Eighth, the second field trials of the operational product. Ninth, the second product revision. Tenth, final product revision. Eleventh, dissemination and implementation.

The research steps undertaken in this study will largely operationalize from what was put forward by Yoshikawa and Borg & Gall with modifications to the needs of the field. The first stage of the first year of the study was conducted by (1) interviewing teachers to gain assurance of the needs of music materials, (2) interviewing teachers about teachers' understanding of the purpose of art education in public schools which, in this context, Primary school level, (3) observing teachers in conducting teaching and learning activities related to mastery of music material development.

Data collection at schools are collected by the research teams which received assistance from the students. Involvement of students in gathering the data is done because the researchers demand a more complete data. It is considered that regarding to the timing, the research team themselves cannot meet with the deadline since the data was gathered in almost the same time. In addition, data analysis is done alongside with the data collection timing. Therefore, in sequence, it can be concluded that the sequence of data collection in this study was, data collection, data reduction, data presentation, and verification.

C. FINDINGS AND DISCUSSION

Results of the analysis as a description of the musical art which needs to be developed by teachers in learning music in elementary school music are presented below. The development of music art learning is done to support the thematic lessons that must be given by teachers.

1. Grade 1

- a. Theme 1 : Diriku (*Myself*)
- b. Theme 2 : Kegemaranku (*My hobbies*)
- c. Theme 3 : Kegiatanku (*My activity*)
- d. Theme 4 : Keluargaku (*My family*)
- e. Theme 5 : Pengalamanku (*My experience*)
- f. Theme 6 : Lingkungan Bersih, Sehat, dan Asri (*The Clean, Healthy, and Green Environment*)
- g. Theme 7 : Benda, Hewan, dan Tanaman di Sekitarku (*Objects, Animals, and Plants around me*)
- h. Theme 8 : Peristiwa Alam (*Natural Phenomenon*)

2. Grade 2

- Theme 1 : Hidup Rukun (*Harmonious Life*)
- Theme 2 : Bermain di Lingkunganku (*Playing in the Neighbourhood*)
- Theme 3 : Tugasku Sehari-hari (*My Daily Duties*)
- Theme 4 : Hidup Bersih dan Sehat (*Live Clean and Happily*)
- Theme 5 : Aku dan Sekolahku (*My School and I*)
- Theme 6 : Air, Bumi, dan Matahari (*Water, Earth, and Sun*)
- Theme 7 : Merawat Hewan dan Tumbuhan (*Taking Care of Animals and Plants*)
- Theme 8 : Keselamatan di Rumah dan di Perjalanan (*Safety at the House and along the Street*)

3. Grade III

- Theme 1 : Pertumbuhan dan Perkembangan Makhluk Hidup (*The growing and development of Living Things*)
- Theme 2 : Menyayangi Tumbuhan dan Hewan Sekitar (*Taking Care of Plants and Animals around Us*)
- Theme 3 : Benda di Sekitarku (*The Things around me*)
- Theme 4 : Hak dan kewajibanku (*My right and obligation*)
- Theme 5 : Perubahan Cuaca (*The weather change*)
- Theme 6 : Energi dan perubahannya (*Energy and the alteration*)
- Theme 7 : Perkembangan dan teknologi (*The technology development*)
- Theme 8 : Praja Muda Karana

4. Grade IV

- Theme 1 : Indahnya kebersamaan (*The Beauty of Togetherness*)
- Theme 2 : Selalu Berhemat Energi (*Always Saving the Energy*)
- Theme 3 : Peduli Terhadap Makhluk Hidup (*Care of Other Living Things*)
- Theme 4 : Berbagai Pekerjaan (*Many Occupation*)
- Theme 5 : Pahlawanku (*My Hero*)
- Theme 6 : Indahnya Negeriku (*The beauty of my Country*)
- Theme 7 : Cita-citaku (*My dreams*)
- Theme 8 : Tempat Tinggalku (*My House*)
- Theme 9 : Makanan Sehat dan Bergizi (*Nutritious Food*)

5. Grade V

Theme 1 : Organ gerak Hewan dan Manusia (*Animal and Human Movement Organ*)

Theme 2 : Udara Bersih (*The Clean Air*)

Theme 3 : Makanan Sehat (*Healthy Food*)

Theme 4 : Organ Peredaran Darah (*The Blood Circulatory Organs*)

Theme 5 : Ekosistem (*The Ecosystem*)

Theme 6 : Kalor dan Perpindahannya (*The Heat and Its Move*)

Theme 7 : Benda-benda di Sekitar (*The Objects around Us*)

Theme 8 : Peristiwa dalam Kehidupan (*Events in Human Life*)

Theme 9 : Lingkungan Sahabat Kita (*Our Environment, Our Friend*)

6. Grade VI

Theme 1 : Selamatkan Makhluk Hidup (*Saving Living Things*)

Theme 2 : Persatuan dalam Perbedaan (*Unity in Diversity*)

Theme 3 : Tokoh dan Penemuan (*Scientists and their Findings*)

Theme 4 : Globalisasi (*Globalization*)

Theme 5 : Wirausaha (*Businessman*)

Theme 6 : Menuju Masyarakat Sehat (*Towards a Healthy Society*)

Theme 7 : Kepemimpinan (*Leadership*)

Theme 8 : Bumiku (*My Earth*)

Theme 9 : Menjelajah Angkasa Luar (*Exploring Outer Space*)

It is not easy for teachers to get songs that can help them to convey educational messages in accordance with the learning themes set out in the curriculum. Therefore, teachers do improvisations by using songs that already exist and/ or songs that have been known by the students in a way the lyrics of the song replaced with an educational message in accordance with the theme of learning. That way, the provisions in the curriculum that require every theme to be delivered with various learning approaches including with musical activities or singing can be done.

Music is a form of sound that expresses ideas and feelings in significant forms through elements of rhythm, melody, harmony, and color. Form of music can be divided into three kinds, namely vocal music, instrumental music, and mixed music. Vocal music, is music sung with human voice. Instrumental music, is music that is in the musical instruments. Mixed

music, is a blend of human voices with instrumental music presented jointly (Prier, 2013; Limantara, 1978: 1; Humpreys, 2010: 126).

In diatonic music copyrighted works, melodies usually are one of the important elements highlighted (Suharto, 1986: 14-15; Kostek, 2005: 27). Pentatonic music is a type of music whose scale consists of five pitches, whose composition is commonly known as pelog and slendro, but not always (Sylado, 1986: 20; Suryono and Suryo Alam, pp: 13-14).

The thematic lessons given in primary schools by teachers, also use diatonic and pentatonic songs. Sometimes songs that already exist and already known by the students are in accordance with the theme of learning that must be given but teachers should replace the lyrics that fit with the theme of learning. Both diatonic and pentatonic songs are not a problem for students as all is transferred to the students through feeling. What is meant by diatonic music according to Soesilo and Soemarto (1987), Lynch (2001), and Johnston (2002) are music that uses a common musical barrel or barrel of international music. While what is meant by pentatonic music is music that uses pelog and or slendro barrel. For elementary school children in Kota and Kabupaten Semarang (The City and Regency of Semarang), it is relatively familiar with diatonic and pentatonic music.

The point of teaching material of music in primary school is that the material uses the elements of music, the diatonic and pentatonic scales. The form of musical works in the learning practices in schools other than intended to gain the aesthetic experience of students through the process of art. also directed to convey the message of education. The delivery of educational messages is more related to information processing through artistic activities (Tomlinson, 2012: 42-43; Plummeridge, 1999: 116-117).

Any information that goes into the sensing tool is partially neglected, and some enter the sensing tool without realizing it (Anni, 2007: 49-58). A work of art always contains messages. The message here is understood as a content, either expressed or implied in the art (Vries, 2010: 3-4). Because art is subtle then any message conveyed through art works tends to be accepted with a sense of peace (Budhisantoso in the art journal *Wiled* 1994: 7-8). However, with its subtle nature, sometimes it cannot make everyone can capture the art message in the same way. For that reason, in the practice of learning, the teachers not only convey through music or singing but also still explained by words, the song was used by the teacher as a medium only to help achieve the desired learning by teachers.

Effective and efficient learning lies not in the aspects taught but largely lies in the influence of created situations and the methods used (Widja, 1989: 25). It is the importance of learning with art and learning through art. According to Windrati (2002: 25-26), the study with art is intended to explore the subject matter knowledge that he learned using the help of a work of art. Learning through art is meant to explore subject matters through artistic activities.

D. CONCLUSION

The development of cultural art teaching materials for the sub material of music is related to the school needs. Based on the curriculum of music education in primary school in Indonesia which is currently used, the 2013 curriculum revised in 2016, the curriculum is thematic. Therefore, music is used to support the teaching materials delivery of all other subjects taught at school. The materials themselves are composed in certain themes. Finally,

songs containing educational messages needed to be delivered as teaching themes or teaching materials are needed to help the process of teaching and learning at primary school.

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