

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

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**Submission date:** 29-Aug-2021 01:17PM (UTC+0700)

**Submission ID:** 1637487937

**File name:** Material\_in\_Cultural\_Art\_Subject\_for\_Primary\_Schoo\_Students.pdf (807.92K)

**Word count:** 3896

**Character count:** 21690

# 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 Nystrrom, 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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