

**STRATEGIES FOR IMPROVING MUSICAL ABILITY OF TEACHERS FOR
VERY YOUNG LEARNER IN YOGYAKARTA:
A CASE STUDY AT SEKOLAH CIPTA LAGU ANAK (S.C.L.A)
STPI BINA INSAN MULIA YOGYAKARTA**

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Abstract

This paper was aimed to describe: (1) strategies for improving musical ability; (2) contents of subjects used to improve musical ability at Sekolah Cipta Lagu Anak (S.C.L.A). The approach used in this study was qualitative description. Data were obtained by doing observation, interview and documentation study. Informants, in this study, were the instructors and SCLA participants. Data were analyzed using interactive model which was suggested by Miles and Huberman. They were data reduction, data presentation and conclusions drawing. The results of this study showed that: (1) SCLA, concerning with improving musical ability of teachers for very young learner, applied explorative, creative, innovative, convenient and productive learnings (PEKIMPRO strategy); (2) contents of subjects at SCLA were: (a) The importances of children songs for education, (b) The cope of music art (children songs); (c) Basic materials of composing children songs; and (d) Easy tricks in composing songs. In the last section of the program, a SCLA participant was able to compose, at least one, children song originally. Then, the song was produced at recording studio professionally.

Keywords: Strategies, Musical improvements, SCLA

INTRODUCTION

Music is a symbolic method to express feelings or someone's moods. With music, children have some opportunities to express their feelings and ideas by dancing and moving following the sound of music. Music is a listened sound which has a certain power that makes the sound is enjoyable to be listened. According to The Great Dictionary of The Indonesian Language (Kamus Besar Bahasa Indonesia), music is a science or art of composing notes or tones which are expressed, combined and temporary connected to produce a composition (tones) which have balance and unity; notes or tones which arranged systematically in order to produce rhythms, songs, and harmonies (especially which producing those tones). Therefore, it can be understood that music is an important matter for anyone especially children who tend to play and move freely.

According to Gardner in Musfiroh, young learners have nine intelligences which are linguistic intelligence, mathematic-logic intelligence, interpersonal intelligence, musical intelligence, visual-spatial intelligence, kinesthetic intelligence, natural intelligence, and existent intelligence. Those intelligences need to be developed optimally related to the children's talents, including musical intelligence. As what Lwin, dkk, said that musical intelligence is an ability of saving tones in a someone's mind, remembering the rhythm and being emotionally influenced by music. According to Armstrong in Musfiroh, children who have musical intelligence have sensitive components to some notes, pitch or gamut, colors of tones or colors of sounds in songs. Increasing children intelligence is more effective and efficient if it is performed by very young age children because the indicator of musical intelligence development begins at the age of 5-6 showed by the skill of playing music tools.

According to Rasyid, music is able to influence the enhancement of human intelligence. One of the examples of enhancing intelligence effect produced by music is “The effect of listening *Mozart* music”. It is proven by a pregnant mother who sits calmly, listens and enjoys music that played above her belly then her baby will be more intelligent than other babies who have never been listened to music during pregnancy. After entering appropriate age for playing, children can be introduced by the activity of playing music tools. By playing music tools, it gives children opportunities to develop completely, not only physically but also intellectually,

linguistically and behaviorally. By playing, children are familiar to use all of their five senses so they can be well practiced. Playing can be performed by the activity of moving, such as running and throwing a ball; or by the activity of thinking, such as arranging puzzle, remembering words or notes of songs by using music tools. A child who has prominent musical intelligence is more responsive to the surrounding sounds. The responses are usually expressed when the child hears sounds with disarranged tones.

The characteristics of children who have musical intelligence are: they like to play music tools and engage in musical activities such as choir, marching band or playing modern or traditional music tools. Since it is important to develop musical intelligence of very young learners, it is also important to improve and evolve the musical ability of very young learner educators.

Teachers of very young learner have important roles concerning with the learning development and musical sensibility of children. At school, the teachers determine some activities that can be performed by children accord with their growth and development stages. Teachers also have role to increase children’s interests to the various learning activities. The role of teachers is significant to direct and raise children’s interests to join all the learning activities in class, included to raise musical sensibility.

Teachers should help children to gain their interests, confidences and their capable feelings to do all the teaching and learning process accord with their ages. Teachers should be able to develop learning planning, to pay attention to the principles of activities organization and to organize the environment (Permendiknas No. 58 Tahun 2009). The elaboration of music learning program is an effort to optimize children’s development in music, and an integrated program although in the implementation it is separated with other learning programs. The learning program covers plannings, approaches, strategies and assessments which are arranged systematically. Therefore, the elaboration of learning program is one of the important matters of leaning process.

In a very young learner institution, teachers conduct learning process in order to help students to evolve some development aspects: 1. The copes of attitude building which are composed of the values of religion and moral, social, emotional and independence, 2. The copes of basic competencies including linguistic development (accepting language, expressing language and letter of alphabets), cognition (general knowledge and sciences, shapes concepts, colors, sizes, patterns, numerical concepts, numerical symbols and letters), physic which are strong motoric, feeble motoric, healthy physic (Directory of Kindergarten and Elementary School Development: 2010).

In order to create more meaningful learning process, teachers should be able to design a learning program thematically and holistically (comprehensive) by demonstrate all the copes of developments aspects such as : attitude building, devotion to God Almighty, good behavior, helping each other, sharing, patient and independent. Besides that, basic competency such as expressing ideas, communication skill, problem solving, logical mathematic, pattern and spatial understanding and the ability of thinking accurately should also be taught. Moreover, the students are also expected to have healthy body growths, be strong, be skillful and be able to control their bodies because their strong and feeble motoric are practiced well. All of them should be designed and combined attractively and meaningfully.

Sujiono described the role of teachers as: 1. the role of teachers in interaction; a teacher for very young learner will be usual to interact with children in various ways such as giving attention, not only verbally but also nonverbally. Teachers should have initiative methods to teach verbal interactions such as giving orders and talking; or nonverbal interactions such as smiling, hugging, touching, kneeling or sitting on the place which is as high as the children. 2. the role of teachers in nurturing; for the sake of fulfilling the children’s physical and psychological need, it is suggested that teachers should be able to take care of them by touching and showing affection such as hugging, vibration, cuddling and carrying on them carefully. Physical contact such as

playing, giving attention and delivering lessons can encourage physical development, emotional health and affection. 3. the role of teachers in managing stress; teachers who help children to learn about stress management will create games and secure environment that can support the children’s development. 4. the role of teachers in facilitating; children need opportunities to play with their imagination, to express themselves, to find out problems, to observe alternative ways and to discover new inventions to increase their development of creativity. Therefore, teachers should give them facilities by teaching them various activities from various learning sources. 5. The role of teachers in planning; teachers should make some plans about the children’s need of activities. Besides that, teachers should give them attention, stimulation and success through balance and implementation of well-arranged activities. Teachers should prepare some activities and create comfort learning atmosphere that can stimulate children to select the activities or games which they want to engage with. 6. The role of teachers in learning; teachers are the prominent figures for very young learners to conduct and elaborate continually learning process.

In the implementation of education, there are some methods of learning that can be performed by the educators. Generally, the process of learning for very young learners presents a method of learning while playing because it is more appropriate for the children condition in which tending to play. Not only playing, but the learners also should improve their skills and capabilities. The activities of playing games should be oriented to the characteristic of children development in order to fulfill their need appropriately.

During conducting observation about the components of musical intelligence of children in Music Centre at some Very Young Learner Education Institutions in Yogyakarta, it showed that there were many children whose musical intelligences had not been optimized yet. The early observation showed that from 27 children, there were only 4 children (15%) who were able to adjust the tones when playing music tools. On the other hand, there were only 5 children (18%), from 27, who were able to adapt rhythms and tempo when playing music tools.

Since it was found that children had less passion to play music tools, not only modern tools such as piano, keyboard, and guitar but also traditional music tools, the writer tried to do research concerning with the musical ability of teachers for Very Young Learner. The teachers’ musical abilities may influence the development of the students’ musical abilities. Therefore, the writer wanted to analyze deeply about “Optimization Musical Intelligence for Very Young Learner Teachers by Organizing Sekolah Cipta Lagu Anak (S.C.L.A)”.

According to the pre-research survey, it was found that musical skills of teacher for Very Young Learner in Yogyakarta were very low, especially founded at Very Young Learner Education institution at the level of Kindergarten / RA. It impacted to the minimum optimization of musical development for children. Moreover, it was found that the teachers did not have competencies to read music notes and lacked skill to lead songs. Consequently, there were found that many of very young learners in TK/RA/PAUD usually sang songs incorrectly and improperly related to the linguistic and psychological elaboration. Besides that, the lack of songs comprehension was also the case that may lead to the problem of the lack of uneducated songs.

Sekolah Cipta Lagu Anak (S.C.L.A) STPI Bina Insan Mulia Yogyakarta is one of the institutions which concerns about the education for very young learners especially focuses on the production of Indonesian children songs. The existence of the school is expected to give contribution to the advancement of national children songs by supporting the teachers to improve their musical abilities when teaching very young learners in Yogyakarta.

METHODS

This study used qualitative approach which was aimed to find out deeper description about some strategies for improving musical ability at SCLA STPI Bina Insan Mulia Yogyakarta. Data were collected by doing observation, interview, and documentation study. Observation

was conducted to figure out the strategies implementation of improving musical ability for teachers of very young learner students in Yogyakarta. The primary sources were from the results of interviewing some informants, the instructors and the participants of SCLA. The data were analyzed by interactive analysis model as referred to Miles & Hiberman which was divided into three components: data reduction, data presentation and conclusion drawing. The collected data were tested for their validity by using the technique of methods and sources, triangulation.

DISCUSSION

Strategies For Improving Musical Ability

PEKIMPRO strategies are approaches which stimulate musical ability of teachers for very young learners by conducting explorative, creative and productive learning strategy as explained by the table below.

Table 1. PEKIMPRO Strategies

No.	PEKIMPRO	Deskripsi
1.	Explorative	By explorative process, the SCLA participants were asked to explore their ability to create songs by doing experiments to intone every existent words. The exploration was aimed to convince the participants that actually they had abilities to compose songs. The exploration was conducted in or out of the class in the first week.
2.	Creative	The participants tended to do the experiments courageously after the first week. Moreover, their curiosity were also increased. The participants were more creative to arrange words to be lyrics and modify songs appropriately, based on certain requirements.
3.	Innovative	Innovative, in this case, was the ability to analyze the problem why many educative children songs stop existing. Innovative also meant that the participants were also able to make new songs.
4.	Convenient	A learning strategy was built by andragogy and conducted conveniently, without causing the participants got stress.
5.	Productive	In the end of the training, all the SCLA participants recorded their original songs at recording studio professionally.

Subjects Contents At Sekolah Cipta Lagu Anak

The subjects which delivered at SCLA included various competencies related to the ability of songs creation and the musical improvement for the teachers of PAUD/TK/RA. The subjects covered composing motivation aspect, knowledges and composing ability especially the skill of composing children songs. Simply, it can be described as below.

The Importance of Children Songs in Education

Children songs had important roles as ones of the media that influence the character development of children to grow as excellent generations in the future. The subject about the importance of children songs and the efforts of broadly children songs resocialization was delivered by motivational approach. The S.C.L.A participants faced the problem about the inexistence of educative children songs in children entertainment (television and radio). Moreover, schools, nowadays, did not introduce children songs frequently. The participants were involved in a warm discussion about the impact of changing children songs to be pop songs which were more appropriate for teenagers and adult. The theme of those pop songs usually was about love which commonly representing vulgar words which had less aesthetic values. The participants were also convinced that the existence of children songs were very important so they were expected to give their contribution in children songs creation which had educative theme.

The Cope of Music Art (Children Songs) and Its Characteristic

The next subject was about the cope of music art especially children songs. Children songs, in this research, were limited to the songs for 3 to 5 years children. The characteristics of children songs were described in MUSIC acronym which were; 1) Easy; 2) For; 3) Simple; 4) Beautiful Meaning; and 5) Pocket of Knowledges.

The first characteristic of children songs, easy, meant that the songs were easily determined by three things, the range of ambitus (the lowest tone to the highest tone in a song), the note arrangement which forming melodies with light interval, and songs intensity entering to the hearing room which forming refraction.

The second characteristic, for, meant that the creation of children songs should be oriented to the need of children education, not just for the need of commercial production. Therefore, the excellent children songs should have been created concerned with children cognitive development level and children languages that were suitable with the life experiences of the children themselves.

The third characteristic was the simple values. The simplicity of children songs was represented by simple and short lyrics so children were able to memorize them easily. Besides that, it gave children time for breathing when they sang the songs. The use of words selections which were easily to be pronounced and understood was also the part of simplicity as one of the characters of children songs.

The fourth characteristic was beautiful meaning. As the children language was simple and what it looked like, so children songs had simple words arrangement in their rhymes or lyrics. The beauty of meanings / contents should be more emphasized than just for the sake of the beauty of language or words in the rhymes.

The fifth characteristic was the function as media to deliver messages to children. So, that why children songs were considered as pockets of knowledges. Although children songs had simple lyrics, they should contain benefit concerned with basic concepts of children knowledges or bring moral values that were expected to support children's character building.

Basic Asset of Song Writer (Composer)

To create a song composition / music, someone should had basic musical asset. There were three important basic assets, such as:

- 1) The ability of listening
- 2) The ability of singing
- 3) The ability of expressing musical ideas

In this study, those three basic assets were built by real various musical activities. The game of guessing and completing songs was very effective to improve the participants' ability of listening music. While, the ability of reading notes was sharpened by singing children songs taken from 50 Indonesian Children Songs book. Besides that, the ability to respond and express musical ideas was improved by supporting them in the process of songs creation individually.

Easy Tricks to Compose Children Songs.

The subject about easy tricks of children songs creation were not only the core of these training activities but also the distinguishability of these activities and other songs creation activities. The subject was delivered by practical approach which was sourced from interviewee's experiences during coaching and teaching children songs creation in more than 40 cities in Indonesia in the last 10 years.

The subject was divided into some stages as stated below:

- 1) Writing songs based on lyric/rhyme.

This part talked about some techniques of writing rhyme/lyric of children songs by using simplicity and equivalency as the principles. Besides that, there was also taught more applicative tricks to change the rhyme language to be song/tone language by applying the approach of words characteristic, phrasing and spontaneity.

2) Songs Composition based on Tone/Melody.

This subject discussed about simple tricks for composing children songs by using played tones, ambitus and interval in children songs. Besides that, the subject also described about tricks to start, elaborate and finish children songs which were very applicative. In this stage, the interviewees suggested the participants to use simple music tools. Pianica, recorder and harmonica even digital piano which was published on android smart phone can be the alternatives tools as suggested to support in composing songs at this stage.

3) Composing songs based on harmonies and motoric movements.

The participants were introduced simple accords and their application in composing children song. The use of major and minor scales in elaborating songs was also discussed at this subject. The participants were also involved in composing songs based on various applause and motoric movements.

CONCLUSIONS

The strategies for improving musical ability of teachers for very young learners at Sekolah Cipta Lagu Anak (S.C.L.A) are conducted by explorative, creative, innovative, convenient and productive learning strategies which are shorten into PEKIMPRO. While the subjects which are represented at SCLA are: The importance of children songs for education, The cope of music art (children songs) and its characteristics, the basic asset of song creator (composer), and some tricks of creating children songs. By using strategies and learning subjects delivered at Sekolah Cipta Lagu Anak (S.C.L.A), teachers for very young learner in Yogyakarta are succeed improving their musical abilities.

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