**Developing Attitudes of Respect, Critical Thinking, Objectivity and Honesty, through Developing Musicality in Teaching and Learning**

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**ABSTRACT**

The main aim of the research was to find appropriate strategies to improve the effective teaching and learning of music in Indonesia. [One of the models researched was developing musicality by providing a stimulus in the form of chord progression, accompaniment or rhythmic pattern, which can be used by students to improvise according to their musical competencies. E](javascript:void(0))xperimental results show that this teaching model enabled students to improvise in different ways and that to be able to improvise required competency in critical thinking and originality. Considering music as an expression of feelings of conscience the most inside, habituation reveals the original idea to build a sense of honesty. At the same time, it appeared that the process and experience of improvisation helped develop attitudes of respect and objectivity. It will develop students' ability to assess music objectively. This is a medium for the formation of the attitude of objectivity. Thus the research results show that attitudes of respect, critical thinking, objectivity and honesty can be developed through developing musicality in teaching and learning and that there is potential for the teaching and learning of music to be used as a method of moral education.

A. Back ground

Every nation has its characteristics and its potential which can be utilized to survive and coexist with other nations. One of the strengths of Indonesian compared to other nations is its richness of arts and cultures. Indonesia has thousands arts and cultures that need to be preserved and developed.

Based on this fact, the teaching and learning of arts and cultures, including music, should run well and full of creativities. However, based on research results by Astuti et.

al.(2007-2008),the process of teaching and learning music was not much different from

the learning process in general where students just listened to lecture from teachers, took notes, and got examination in the form of written test.

Of course it is very far from the essence of teaching and learning music, which is supposed to be able to develop students’ aesthetic sense. Ideally, teaching and learning music should be full of music exploration activities, and it gives students opportunities to express themselves through music. But in fact the learning process is filled with activities where students take notes and listen to the teachers’ explanation.

This is different from the music learning process in the Netherlands. Based on the observation (Astuti et al., 2008) conducted from kindergarten to colleges, it shows that arts learning process in the Netherlands is organized in such a way that students have ample opportunities to explore and showcase their music work in various occasions.

The process of learning music that was developed in the Netherlands proved to be successful to develop learners ‘musical ability. Given that the process of learning music in Indonesia is not optimal yet, it is necessary to develop appropriate models of learning

music in Indonesia; one of them is by applying the music learning process that proved successful in the Netherlands.

The process of learning music in school is not just to provide knowledge and skills in the field of music for students, but also to form a personality. Thus the music learning process developed should be able to develop educational values .

**Research Objectives**

1. Finding a model for learning music which is able to develop students’

musicality and their ability to express through music.

2. Developing music learning which is able to develop educational values

B. Discussion

1. Description of theories

a. Objectives of learning music in Public schools

Basically, the purpose of learning music in schools is to develop students’ taste for the aesthetic beauty of the sound. Schools are obliged to explore and develop the students’ musical potential. The basic elements of music developed are rhythm, melody, and harmony. There is a variety of instructional practices in order to develop the musicality. Its success is determined by many factors including teaching strategies used by teachers. While the selection and implementation of the strategy depends on the creativity of the teacher.(Kamien, n.d.)

b. Assumptions of good music learning principles

As time goes by, learning principles, including in music field, change and develop. Like other learning principles, music learning principles are based on the following:

1) Learning process is students centered so that teachers pay attention to individual student’

s need and potential.

2) Learning process is based on contextual learning so that it is adjusted to the students’

condition and situation and real problems faced by them.

3) Social relations are democratic, thus students have the freedom to express opinions.

4) The purpose of learning is authentic learning outcomes, that are the learning outcomes that are durable, useful, and students can use them in life. (Mursell,2007)

c. Music learning

There are 3 basic important components in music: rhythm, melody, and harmony. Related to that, [one of the models researched was developing musicality by providing a stimulus in the form of chord progression, accompaniment or rhythmic pattern, which can be used by students to improvise according to their musical competencies.(](javascript:void(0))Kamien, n.d.)

1) Learning rhythm

Learning rhythm is done in a way that the teacher gives a model song, and then the students accompany the model song using a simple musical instrument. In this way students learn to play the rhythm notes ¼ in stable way.

2) Learning the melody

Learning melodies emphasis on developing melodic scales, both major and minor scales. As for how, teachers accompany learners to develop scales by varying rhythms. In this way students are expected to understand the meaning of the scale and also feel it.

3) Learning harmony

Learning harmony is done by the teacher plays a chord progression, then learners improvise in accordance to the teacher’s accompaniment. Each learner must be able to develop a different improvisation with other learners.

d. The effect of learning developing rhythm, melody and harmony on attitudes of respect, critical thinking, objectivity and honesty.

Attitudes of respect, critical thinking, objectivity and honesty as well as the knowledge and skill competencies are the basis for the success of a person. Thus music learning process should develop such attitudes.

The ability to explore and then continued with activities to express oneself through music certainly cannot appear by itself. Teachers need to give students stimuli so that their musical abilities emerge and develop. The teachers in the Netherlands have developed specific strategies to develop students’ musicality in accordance with their mental development and ability.

The strategy which was developed by teachers in the Netherlands is successful to encourage students to improvise according to the characteristics and creativity of each student. Each student succeeded to improvise with their own style. It can be said that the participants’ generated improvisation reflects the characteristics and musical abilities. Because each individual has different characteristics, then the result of improvisation

between students with each other is not the same.

The chances to develop musical ability given to all students provide opportunities for students to explore. Exploration experience that exposes students to search for and find something can develop attitudes to appreciate their own work and works of others. In addition it can develop students’ objective attitude because they become more aware of the good work and the work which is not good because they have experienced how to make work.

Satisfaction and happiness because of the success achieved by students in developing their musicality can arouse an attitude of making their own works. This feeling will develop students’ honesty because they are well aware that the act of exhibiting work made other people will not foster a sense of happiness, it can even result in a loss of trust from other people on them. The habit to express novel ideas will increasingly make somebody honest both in his behavior and his words. Someone who used to be honest will feel uncomfortable when not being so.

C. Research methodology

This study used an experimental method with pre-test-post-test design. The sample was students majoring in art music education amounted to 35 people. Data were documented by recording the learning process with a handy cam. Data were collected by doing observation for 2 months (8 meetings). Data were analyzed using t-test by comparing learning scores of achievements and attitudes test between the beginning and the end of the study. (Kirk, 1968)

D. Results of Research

The results showed that at the rhythmic learning, learners can play rightly. Meanwhile, on improvising scale and chord progression, students could improvise differently among each other. Considering music is an expression of feelings of conscience the most inside, habituation reveals the original idea to build a sense of honesty. At the same time, it appeared that the process and experience of improvisation helped develop attitudes of respect and objectivity. It will develop students' ability to assess their music objectively.

The change in attitude accomplished by students was that their critical thinking skills increased. It was shown by their courage to give opinion.

Students also prefer and give higher reward to the work of the original melody than to the existing melody. This indicates that learners prefer honesty.

When students make improvisation- whatever the result of improvisation is- the other students always welcome it positively. This shows that they appreciate the work that is produced by others.

The learning process using this model develops students’ objective attitudes. This is proved by students’ different reaction when they listen to good and bad improvisation.

When linked with the principles of learning, this learning model meets learning principles that are required namely student centered, contextual, democratic, and authentic learning outcomes. This learning process develops more students’ creativity.

Based on students’ capability, it can be said that the learning process is contextual. Students’ freedom to express themselves in providing an assessment of the creativity of other students is a democratic learning process. This learning process gives students experience to improvise. This way is a real practice for students to feel the rhythm,

melody, and harmony so that they can understand more clearly and develop using their own way to produce authentic product.

E. Conclusion

The research result can be concluded as follow.

1. Developing musicality by providing a stimulus in the form of chord progression, accompaniment or rhythmic pattern, which can be used by students to improvise according to their musical competencies.

2. Attitudes of respect, critical thinking, objectivity and honesty can developed through developing musicality in teaching and learning.

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