

Research Article

Optimizing Art Skills in Students Through Creative Learning at UPTD SD Inpres Ngoramawo, Nusa Tenggara Timur, Indonesia

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ABSTRACT

This study aims to enhance students' musical arts skills through creative music learning using recycled percussion instruments. Art education in Indonesia often receives less attention despite its numerous benefits, making this research significant. The study adopts a descriptive qualitative approach, with data collected through observation, interviews, and document analysis conducted at SDI Ngoramawo, Bajawa District, Ngada Regency, as part of the Kampus Mengajar program. The collected data were analyzed qualitatively to identify patterns and themes related to the implementation of music learning and its impact on students' skills. The findings reveal that creative music learning with recycled percussion instruments enhances students' creativity, motor coordination, and social interaction skills. However, challenges such as limited resources and students' difficulties in grasping musical concepts were identified. The discussion highlights the importance of creating an engaging learning environment to foster students' interest in musical arts. This study concludes that the creative music learning approach is effective and beneficial, although efforts are needed to address existing challenges. It recommends that educators develop teaching strategies tailored to students' characteristics and incorporate environmental awareness into music learning. These findings are expected to inspire further development of music arts education in other schools.

Keywords: Creative Music Learning; Recycled Percussion Instruments; Arts Education; Skill Development

1. INTRODUCTION

Music is a good medium of information, this can be a means of building thinking, memory and mental abilities, because music is one of the instruments that helps the process of conveying information through the melodies contained in it (Marion & Indrapraja, 2016). However, in Indonesia, music education is often ignored in the formal education learning process. One of the ways in education that is used to optimize the potential of students is through music art education, music art education is considered so beneficial for children, both psychologically, socially, culturally, and for the education itself (Fitriah & Vivian, 2022). According to Maharani (2022) in (Okta Nadia & Mayar, 2023) Music art learning is a learning that provides the ability to express and appreciate art creatively for the development of students' personalities and provide balanced attitudes or emotions.

According to (Rumapea, 2019), challenges to the development of music arts education in an educational institution include several things, both from the aspects of students and teachers. This includes: 1) Students cannot find interesting things in art learning. 2) Teachers cannot create an atmosphere for learning music art in schools to be fun and interesting for students. 3) Lack of facilities and infrastructure that support the learning of music art in schools. Music art subjects are considered as side activities or extracurriculars that are not even well paid attention to by an Educational Institution. In fact, art learning, including learning that seeks to explore and develop students' aesthetic potential that can refine ethics (Tresia Oktari & Desyandri, 2023).

Efforts to optimize students' musical art skills can be done through a creative music learning approach that utilizes recycled material-based percussion instruments. Creative means having the ability to reason and do something to produce new ways or results from something that you already have. Creative students will have the ability to innovate and be creative in a variety of situations, including in the context of Education (Purbawati et al., 2024). In addition to providing opportunities for students to learn the art of music, this approach also teaches them the importance of innovation and concern for the surrounding environment. As written (Novitasari et al., 2021) that good learning media is one that is able

to provide learning attraction to children, is fun, and can provide a child-friendly learning message. In addition to stimulating their imagination, it also improves motor skills and the ability to work together as they practice together and has a positive impact on learners' social and emotional development and confidence. This also encourages students to learn directly by practicing how to play musical instruments. Through active music practice, students have the opportunity to apply their theoretical knowledge and hone real musical skills, as well as express their creativity in music (Suvina et al., 2023)

One of them is at SDI Ngoramawo, Bajawa District, Ngada Regency, which is the target school for the Teaching Campus program. This activity is one of the work programs carried out in the teaching campus assignment process in an effort to improve music literacy skills in target schools. The Teaching Campus itself is a program of the Independent Learning Independent Curriculum (MBKM) which aims to encourage students to learn independently and develop themselves other than in the lecture class by going directly to the Educational Institution that is the target of the Teaching Campus and currently the program has entered the 7th batch.

One of the main keys in the context of music learning is the creativity of students. Creativity in a broader context is defined as the ability to respond to problems, ideas, and think quickly (Hidayatullah, 2020). Through interactive and innovative learning, students are invited to explore various sounds and rhythms that can be produced from percussion instruments made from recycled materials. The use of recycled percussion equipment in music learning has its own positive impact and added value. According to (Sayekti, 2012) The application of learning by recycling waste can improve the learning process on creative ideas in economic actions and can improve student learning outcomes. However, in the process of implementing this learning, there are several obstacles faced. Such as the lack of resources available in schools, lack of education about the importance of caring for the surrounding environment, lack of skills of students in understanding the concept of musical art, in this case percussion, can hinder this creative learning activity. In addition, the different abilities of each student also affect the learning process. In an effort to improve the quality of learning, teachers must know and overcome problems that arise in the learning process. Learning methods that are not in accordance with the characteristics of students can also lead to boredom and lack of motivation. For the selection of a teaching method, it is necessary to pay attention to the characteristics of the material delivered, the learning objectives, the available time, and the number of students and other things related to the teaching and learning process (Rosita & Leonard, 2015)

Therefore, it is necessary to have the right learning process strategy and find effective solutions in overcoming this problem so that this learning process can be carried out properly and provide optimal results. In this article, several important aspects that need to be considered regarding the optimization of students' artistic skills through learning creative music with recycled percussion equipment at SDI Ngoramawo will be discussed in detail. This discussion includes creativity in music learning, the use of recycled percussion equipment, benefits for students' artistic skills, positive impacts on learning in general, as well as obstacles and solutions in implementation. It is hoped that the results of this discussion can provide insight and inspiration for the development of art education in other schools.

2. RESEARCH METHODS

The implementation of the assignment of the Teaching Campus program for Batch 7 of 2024 took place at SDI Ngoramawo, Wawowae Village, Bajawa District, Ngada Regency, East Nusa Tenggara Province. The implementation of this program began on February 26, 2024 involving students who are members of the "Teaching Campus" program, as well as educators and students affected in the implementation of the creative music learning optimization program. In the process of assignment and implementation of the program, it runs for 16 weeks starting from the day of release of the Teaching Campus students. This activity occurs in several stages, namely the insight, implementation, and evaluation stages.

1. Planning stage

Before students make a creative learning program that will be applied to students, observation and interviews are carried out in the first week of the teaching campus assignment 7. The observation and interview were carried out to find obstacles or problems faced by teachers and students in the daily learning process, one of which is the music art learning process at school. Furthermore, a joint discussion was held on the design of a creative art learning process using recycled media. The discussion was packaged in the form of a School Communication and Coordination Forum (FKKS) involving school principals, teachers, educators, Field Supervisors, and students involved in the Teaching Campus 7 program. This forum produced many work programs that must be implemented, one of which is related to the optimization of creative music learning using recycled materials.

2. Programme implementation stage

After the formation of the School Communication and Coordination Forum (FKKS) was carried out, the program was carried out by involving teachers and students through the stages of working on recycled percussion media, then entered the process of learning techniques for playing percussion musical instruments in students, and finally ended in the staging of students' musical artworks as an output of this lesson at the 2024 literacy and culture festival.

3. Evaluation stage

After the creative learning process is completed, several evaluations are carried out which aim to find out the impact and benefits of the learning design that has been implemented. The evaluation was carried out in the form of in-depth interviews with several teachers and students who were affected by this creative learning process. Furthermore, the results of this evaluation are a reference to determine the success rate of the program and become a reference for improving methods in the implementation of the next learning program.

3. RESULTS AND DISCUSSION

3.1 Creative Learning

The development of the education system in Indonesia currently still faces several challenges. This can be seen from the changes in the curriculum that occur in a certain period that are adjusted to the needs of students along with the times. Law no. 20 of 2003 concerning the National Education system is still the basis for the implementation of the education system in Indonesia. The education system in Indonesia has gone through various improvements and has achieved each goal, but there are still challenges and problems that continue to be faced in order to build an education system that can compete with other countries, therefore the government needs to pay special attention to this (Sibuea, 2020). With the development of the education system that is quite significant, teachers are required to provide effective and interesting learning experiences that are in accordance with the teaching materials for students. This also has an impact on the subjects taught in schools. Art subjects, especially music, certainly have an important role in building and developing students' talents and creativity. Therefore, learning must be designed properly by using interesting media and teaching materials in order to provide significant benefits and increase students' interest in learning. According to Halpern (2017) in (Kragness et al., 2024) that people's ability to process music appreciation changes with age. Therefore, the introduction of music learning to students from an early age can develop intellectual abilities as they grow.

According to Yunanto (2004) in (Khanifah et al., 2012) Learning resources are materials that include teaching aids, learning media, games that aim to provide information to children and adults play a role in accompanying and supervising children in learning, this can include pictures, photographs, scientific objects and cultural products or the like. The use of learning media is considered as one of the ways to overcome learning problems in the classroom because it can provide comprehensive material to students (Tafonao, 2018). Learning is a systematic process through the stages of design, implementation, and evaluation (Knirk and Gustafson, 2013: 50) in (Firman Hidayat & Ardiyal Ardiyal, 2023). However, the unavailability of learning resources in the school environment can lead to a lack of development of art lessons in schools. According to Darmadi (2017) in (Merina Ramadan & Yushita, 2022) The availability of learning facilities aims to facilitate the student learning process and meet the needs of learning. Learning facilities are things that are able to increase students' learning motivation and can make learning easier. SDI Ngoramawo is one of the institutions that is inevitable from this problem. The unavailability of educators who are experts in the field of music arts and the lack of musical instrument facilities that support art learning activities are one of the main problems. Teachers have an important role in the music learning process because having educators with high teaching competence will produce a good learning experience for students (Setyawan et al., 2020).

In an educational institution, facilities and infrastructure are very necessary to support the learning process, because this can be a very influential factor in the continuity of the learning and teaching process in school institutions (Setiyadi et al., 2023). In this context, the optimization of art skills in students through learning creative music at SDI Ngoramawo using recycled percussion media is considered very appropriate to overcome this problem. Teachers' creativity in processing interesting learning media is one of the internal factors that greatly affect the improvement of student achievement. Creativity is the ability to imagine, interpret, and provide basic ideas and efforts that have the power to create something new based on the previous elements so that they gain an increase in the field of student self-development. (Rasam & Sari, 2018). The use of recycled materials as percussion instruments aims to enable students to develop creativity and learn how important it is to protect the surrounding environment. The role of Teaching Campus 7 students is indispensable in encouraging the success of this learning process.

Based on the results of interviews with teachers and observations in the first week of the assignment, it was found that students' interest in learning music art subjects was very high, but due to the lack of facilities and educators who are experts in the field, it became an obstacle that hindered the creative arts learning process in this school. The results of the interview then became reference material to prepare the work program of the Teaching Campus 7 with colleagues of the Teaching Campus who served in the target school with the school and field supervisors to provide a creative and interesting learning experience for the students. One of them is an effort to improve students' artistic skills through the implementation of music learning with recycled percussion equipment. Then this obtained the following results.

3.1.1 Creativity in learning music art at SDI Ngoramawo through the use of recycled percussion instruments from used materials in the surrounding environment

The implementation of art activities at SDI Ngoramawo is quite good, but has not shown maximum results. The results of the study show that learning creative music at SDI Ngoramawo has succeeded in stimulating the level of creativity of students. The activities provided involve students actively. And those involved in this learning are students who are considered to rarely take part in art activities at school which aims so that these students in addition to developing students' creativity and skills also so that the students involved have the opportunity to.



Figure 1. Creative learning process

In its application, the use of recycled percussion equipment as a music learning medium at SDI Ngoramawo has proven to be effective in increasing the activeness of students. The use of used items such as glass bottles, used buckets and natural materials as hitting sticks not only provides an interesting and fun experience, but is also able to provide awareness to students on how important it is to utilize used goods and preserve the environment. By choosing used items as recycled materials, students learn to see the potential of items that are considered useless to create a musical instrument that produces a variety of interesting and unique sounds to listen to. This activity encourages students' creativity to create something new from the things around them and increase their sense of responsibility for the surrounding environment.

3.1.2 Benefits and positive impacts of learning creative music arts at SDI Ngoramawo

In an effort to improve the quality of education and develop the abilities of students, the Teaching Campus 7 team, under the guidance of the principal and teachers of the school, has worked intensively to prepare a good learning experience. Learning creative music using recycled percussion equipment at SDI Ngoramawo provides significant benefits, not only in honing music playing skills, but also in practicing collaboration and cooperation between students. This activity requires cohesiveness and good communication between students and teachers.

The students involved showed the development of listening, playing music, and rhythm skills with improved motor coordination. The compositions taught are adjusted to their abilities and are directly guided by students, so that their musical art skills develop gradually. The results of the survey showed that students were able to understand simple rhythm patterns and produce tones from the sound of bottles filled with water. In addition, this activity is an interesting new experience for students, especially in the context of musical arts, which has not been fully focused on previous learning. The use of recycled percussion equipment provides its own attraction, increasing students' learning motivation and confidence when performing in front of friends and the community, especially in cultural literacy festivals organized by Teaching Campus students. Creative music learning also encourages collaboration in groups, where students learn to support each other, work together, and appreciate each other's opinions. It builds social skills that are very useful in interactions in the school environment.



Figure 2. Percussion performance at the 2024 literacy and cultural festival

The results of observation and interviews showed that students felt happy and excited in this learning process, while teachers appreciated the positive influence resulting from learning this creative music art.

3.1.3 Benefits and positive impacts of learning creative music arts at SDI Ngoramawo

Although the application of creative music learning shows many significant benefits for students at SDI Ngoramawo, in fact there are many obstacles that occur in the implementation process. The obstacles faced include social problems and the necessary resources. In the media procurement process, it covers; lack of knowledge of educators regarding the use of interesting learning media in the field of art, in this case the art of music, the unavailability of raw materials that are still suitable to be recycled into percussion instruments, the manufacturing process that takes a long time so that it slows down the practice time.



Figure 3. Media manufacturing process

To overcome this, then the students of the Teaching Campus Batch 7 provided an understanding to teachers about the use of creative learning media such as those applied using recycled percussion equipment in music art learning. Then looking for recycled raw materials in the environment outside the school in order to create a suitable media to be used, with this the school collaborates with the surrounding community as a provider of raw materials. With these steps and the right support, it is hoped that creative music learning at SDI Ngoramawo can run smoothly and efficiently.

4. CONCLUSION

The conclusion of this study shows that music education in Indonesia, especially through learning creative music arts with recycled percussion media, has contributed positively to the sustainability of education. The learning not only provides a pleasant experience for students, but also instills important environmental values and enhances their creativity. By utilizing used materials, students are invited to innovate and develop their imagination, while understanding the importance of protecting the environment. The learning impact applied at SDI NGORAMAWO is significant, where music functions as a means of self-expression and collaboration. Our hope is that this article can provide benefits and inspiration

for educators, parents, and learners to explore the world of music art in new and creative ways. Our advice is to continue to support innovations in music art learning that not only add knowledge, but also contribute to the creation of a more sustainable future. We encourage educators to integrate more creative methods that put environmental awareness into their curriculum. Let's work together to create a more caring and innovative generation through art. See you in the next article.

ACKNOWLEDGMENTS

The author would like to express his deepest gratitude to those who have supported the process of writing this article. The first is to STKIP Citra Bakti as an institution where writers add knowledge and receive academic guidance Education that supports the development of writers' competencies. All forms of help and guidance are very helpful in the process of completing this article. The author also expressed his gratitude to the Teaching Campus for providing space for the author to contribute to the world of Education, especially the SDI Ngoramawo institution. This program not only expands the experience of prospective educators but also opens new insights in developing students' creativity and artistic skills through the work programs carried out.

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