

---

# "The Performing Arts" As an Innovative and Creative Learning Media of Music Arts Education for PGSD Students

**Putri Yanuarita Sutikno**

Lecturer of Elementary School Teacher Education, Faculty of Education,  
Universitas Negeri Semarang  
Email: uty.bunda.nayla@gmail.com

**Abstract:** The performing arts is a form of entertainment such as acting, dancing, and playing music in order to show artwork to other people (the general public) in order to get a response and assessment. The performance is a form of communication between the creator of art (*apresian*) and art connoisseurs (appreciator). This article is qualitative descriptive. Problems are found in the phenomenon of arts learning, especially music, namely the low enthusiasm and creativity of musical PGSD students in learning the art of music. Assuming that they were not art-talented students, making PGSD students feel insecure, afraid, and even shy because of the lack of musical skills in attending music arts subjects. Therefore, the performing arts is presented as solutions of innovative and creative learning media because it uses a project-based learning model or work that implements a learning strategy that is more student centered. That is, learning that provides more opportunities for students to construct knowledge independently (self-directed) and mediated by peers (peer mediated instruction) in producing project works. The purpose of making a performance is to show the ability of PGSD students to produce artwork, especially music, to learn and to appreciate the ability of others in arts, get lots of input in the form of ideas and criticisms of the works that have been made, so they can improve their weaknesses in the field of music as well as spurring them to produce better works.

Keywords: music art performances, innovative and creative learning

## 1. Introduction

### 1.1 Background Issues

Based on the field observations I did as a lecturer in music arts subject at the PGSDUNNES department, I found several obstacles when teaching. These constraints or problems are: 1) the basic skills of students for music are very limited, because PGSD students are not students with art graduate profiles, but are printed as prospective creative elementary teachers. So that the knowledge gained during the undergraduate program takes place is multi-disciplines, not focusing on art, especially music; 2) The number of PGSD students in participating in the musical artistry, one generation is very large. 1 group consists of approximately 40 students x 10 groups = 400 PGSD students who take music arts courses in 1 semester; 3) Music courses appear only 1x in one year, only in one semester, so the time in learning is very lacking. Music courses are considered as elective courses, music arts teaching lecturer majoring in PGSD is just one. Reflecting on the method of learning music

art in a conventional way, lectures, which are often done in KBM in elementary schools. Facilities of musical instruments that are less adequate. Students feel bored learning in the conditions of lectures in the classroom that reveal more theoretical than the practice.

### 1.2 Needs in the Field

The obstacles or problems that arise in the field, in reality as a teacher of music arts courses, must be able to reach the output or learning achievement of music art courses, namely printing PGSD students as creative and innovative teacher candidates in the field of music arts. The hope is that when they are truly teaching to become elementary school teachers later, armed with musical experience while studying for S1, they are able to teach their students with innovative and creative learning too; Music art courses need learning outcomes in the form of music products

### 1.3 Reasons for Organizing a Music Show (the Performing Arts):

- a. Music performances can be referred to as innovative and creative learning because they use project-based learning models or works and apply learning strategies that are more student centered. That is, learning that provides more opportunities for students to construct knowledge independently (self-directed) and mediated by peers (peer mediated instruction) in producing project works.  
More specifically, the role of teachers in learning is as expert learners, as managers, and as mediators. As expert learners, instructors are expected to have an in-depth understanding of learning materials, provide sufficient time for students, provide problems and alternative solutions, monitor learning and learning processes, change strategies when students find it difficult to achieve goals, strive to achieve cognitive, metacognitive, affective, and psychomotor student.  
As a manager, the teacher is obliged to monitor student learning outcomes and the problems they face, monitor class discipline and interpersonal relationships, and monitor the accuracy of time spent in completing assignments. In this case, the instructor acts as an expert teacher who gives decisions about content, selecting cognitive processes to activate initial knowledge and grouping students.  
As a mediator, the teacher guides students among students, helps students formulate questions or construct visual representations of a problem, guide students to develop positive attitudes toward learning, focus attention, link new information with initial knowledge, and explain how to link students' ideas, modeling the thinking process by showing students to participate in critical thinking.
- b. The show was presented as a solution to the problems in the field. The performance requires students to learn music experience independently but still guided. Students are required to be the creators of the work, artists, directors, producers, and managers in the production process.
- c. The performances shown here do not require that 100% of students appear to play musical instruments. The performance demands made are when people or viewers watch the performance of the work displayed, even though the packaging of the presentation is interspersed with dances, comedy or comedy, poetry or even other acting, the audience must still have the image that the show being watched is a musical performance or music performances. It is precisely from these variations that will make the appearance of a musical work beautiful;

- d. Although PGSD students are not all capable of playing musical instruments reliably, they prove that they are able to create and produce work products in a simple form, but nicely packaged;
- e. The performance is an event or place to show talent in the field of art, especially music, even though talent besides music also appears during performances. Like dance talent, comedian talent, and acting talent.

## **2. Methodology**

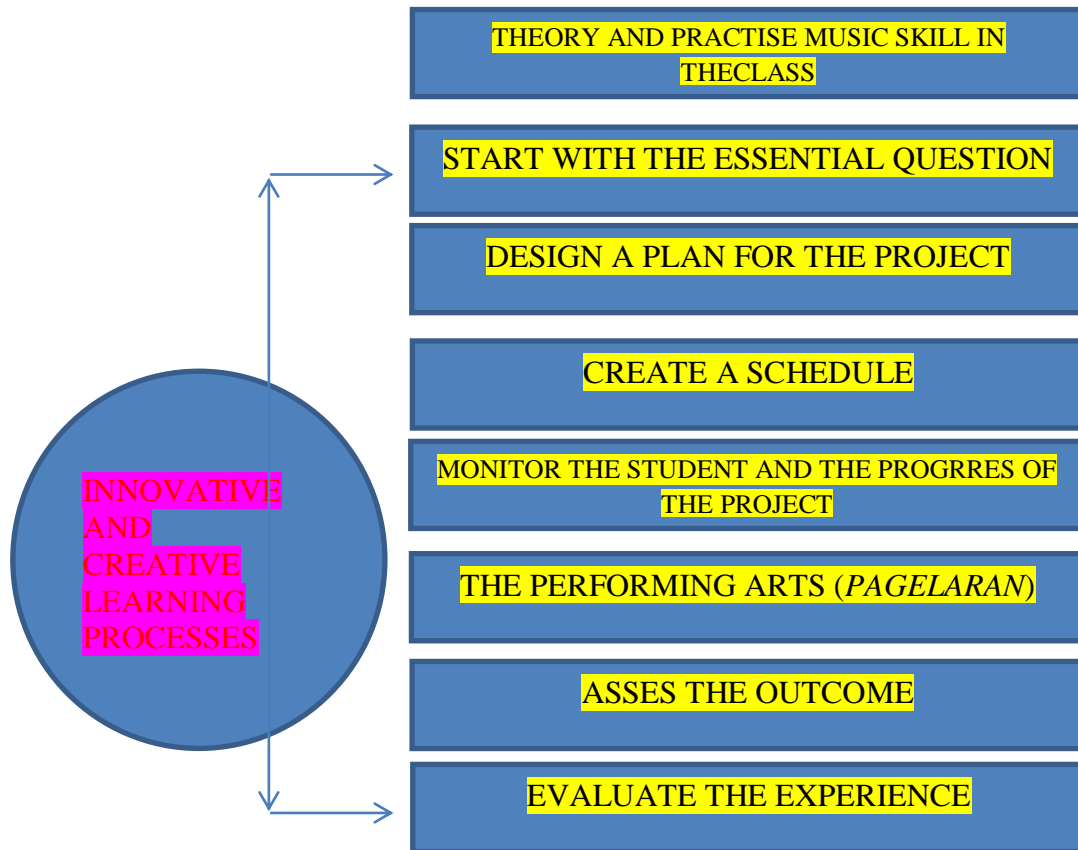
### **2.1 Innovative and Creative Learning with PBL (Project Based Learning) Models**

The method used in making musical performances is using a project-based learning model. The term learning is translated from the English term "Project Based Learning". According to Adair, A. and Bao L., (2012), project based learning is a learning model that involves students in problem solving activities and provides opportunities for students to work autonomously constructing their own learning and culminating in producing products of realistic student work. While Kemendikbud (2013), states that learning models that use projects as learning process activities to achieve competency attitudes, knowledge and skills. The emphasis of learning lies in the activities of students to produce products by applying research, analyzing skills, making up to presenting learning products based on real experience. The product in question is the result of the project in the form of a design, scheme, paperwork, artwork, technology / craft work, and values. This approach allows students to work independently or in groups in constructing real products.

Based on the conceptualization of experts related to project-based learning, the creation or design of the work in the performance is created as follows:

2.2 Drafting Design in the Performance with PBL learning model:

**Chart of Work Creation in the Performance**



2.3 Procedures for Making Work

Operational Steps for Project-Based Innovative and Creative Learning as follows:

a. Determination of basic questions (Start With the Essential Question).

Learning begins with essential questions, which are questions that can assign students to do an activity. Take topics that are in accordance with the realities of the real world and begin with an in-depth investigation. Teachers try so that the topics raised are relevant for students. In this case, a general theme about Indonesian music was born. There are 10 special themes for archipelago music works, including music from Malay, Papua, Kalimantan, Java, Aceh, Bali, Campur Sari, and Street Music;

b. Designing a project plan (Design a Plan for the Project).

Planning is carried out collaboratively between teachers and students. Thus students are expected to feel "possessed" of the project. Planning contains rules of the game, the selection of activities that can support in answering essential questions, by integrating various possible subjects, and knowing the tools and materials that can be accessed to assist in the completion of the project. In this case students create story scenarios which are divided into several rounds, selection of the right song according to the storyline that is made, the division of the player's job, to the determination of the costume to be used during the performance;

c. Arrange a schedule (Create a Schedule)

Teachers and students collaboratively arrange a schedule of activities in completing the project. Activities at this stage include: (1) creating a timeline for completing projects, (2) making deadlines for project completion, (3) bringing students to plan new ways, (4) guiding students when they make ways that are not related to project, and (5) asking students to make an explanation (reason) about choosing a method. In the preparation process, this process is accompanied by a regular training process. The rules of the game when the performance will be applied during routine training. Includes the duration of the display with a time limit of 30 minutes per viewer;

d. Monitor students and project progress (Monitor the Students and the Progress of the Project)

The teacher is responsible for monitoring the activities of students during project completion. Monitoring is done by facilitating students in each process. In other words, the teacher has the role of being a mentor for the activities of students. In order to facilitate the monitoring process, a rubric is created that can record all important activities;

e. Test the Outcome -----> PAGELARAN

Assessment is carried out to assist teachers in measuring standard achievement, play a role in evaluating the progress of each student, giving feedback about the level of understanding that has been achieved by students, helping teachers in developing the next learning strategy;

f. Evaluate the experience (Evaluate the Experience)

At the end of the learning process, the teacher and students reflect on the activities and results of the project that has been carried out. The reflection process is carried out both individually and in groups. At this stage students are asked to express their feelings and experiences during completing the project. Teachers and students develop discussions in order to improve performance during the learning process, so that eventually a new inquiry is found to answer the problems raised in the first phase of learning.

### **3. Results and Discussion**

#### **3.1 Purpose of the Show**

Simply put, a music performance is an activity that shows various works of art in the form of musical art to others. This performance is an event to show the ability of PGSD students to produce musical art works in the form of songs and music games. In addition to these activities, PGSD students can learn to appreciate the ability of others in art. With these activities too, it is not uncommon for PGSD students to get a lot of input, both in the form of ideas and criticisms of the works they have made. Thus, PGSD students can improve their weaknesses in the field of music while encouraging them to produce better work.

#### **3.2 Creator of the Work**

The Creator of the Work is a group of creators involving students, namely all PGSD Students who at the time took the course in Music Arts Education. Consisting of 10 groups or groups (study groups), each group consists of approximately 40 people / participants. Where all of them have the right to negotiate in terms of ideas, ideas, and techniques in making work or production processes.

### 3.3 Production of Works

Music works in art performances are the results of art production made by PGSD students, and performances are containers, media, facilities or facilities to present what has been made based on the design of the work in the performance. The work has the title of the work, theme and presentation form.

The theme of the music performance this time raised the culture of the archipelago music, where

the goals to be achieved from making this musical work are:

- a. Motivating the formation of attitudes towards archipelago music.
- b. To maintain the spirit of the archipelago culture, especially in the field of music
- c. To develop enthusiasm in the development of Indonesian music
- d. To increase the creativity of students in carrying out an interesting music performance.

### 3.4 Performance as Final Works:

The Final Performance Show Has Advantages:

- a. Increase students' learning motivation to learn, encourage their ability to do important work, and their work needs to be appreciated.
- b. Improve problem solving skills where students are required to be able to be the creators of their work, artists, directors, producers, even the manager
- c. Make students more active and succeed in solving complex problems, especially in the field of music.
- d. Increase collaboration or cooperation.
- e. Encourage students to develop and practice musical skills
- f. Increase students' skills in managing financial resources.
- g. Providing experience to students learning and practice in organizing projects, and making allocations of time and other resources such as equipment to complete tasks.
- h. Provide learning experiences that involve students in a complex manner and are designed to develop according to the real world.
- i. Involving students to learn to take information and show knowledge that is owned, then implemented with the real world.
- j. Making the learning atmosphere fun, so that students and educators enjoy the learning process.

### 3.5 Application

The performances are held as a condition of UAS (Final Semester Examination) where from the 10 views of the work taken championships 1, 2 and 3. The championship is held to motivate the students to be more racing in healthy music competition. The display duration of each display is approximately 30 minutes. As for Documentation of the 2016 Music Show, Semarak Kreasi Merajut Nada is as follows:



Figure 1: Appearance of one of the groups in the Music Works Performance



Figure 2: Appearance of Love in a Music Work Performance

## 4 Conclusion

### 4.1 Benefits of Practical Music Works Performance:

- a. Music is used as a form of expression (outpouring of feelings) which is packed with a consideration of aspects of beauty in order to be accepted by the community and become a part or property of the community. Through media performances, the work of PGSD students, whose profiles are as prospective teachers, is prepared to be understood and accepted by the community, which in turn can be used as innovative educational facilities and creative entertainment. This music experience is obtained, which is expected to be able to educate elementary school students later, especially in the field of music.
- b. Self-actualization media for music creators. With the performance, someone has the opportunity to actualize or express themselves. He will try to create good music works to then be shown to others on the occasion of performance.
- c. Media talent development. Music performance is an opportunity for someone to develop musical talent. Through performances, he will get responses, ideas, criticisms, as well as input from listeners or audiences about his musical works. Through this process, he will try to improve and create new things that are better, and then perform them again. The process will continue so that his talent continues to grow.
- d. Appreciation media. Through music performance, someone's work gets appreciation from others. By coming and listening to the presentation of music works, basically someone has given an appreciation or appreciation for the creator and his musical works. He can also give an assessment of the presentation of the dish as a form of appreciation as well. The assessment is certainly a valuable input for the creator of the Mass to make better works

#### 4.2 Benefits of Theoretical Music Works Performance:

Theoretically, the benefits of making a work are to contribute ideas or ideas, the right solution for innovative and creative learning media in the form of innovative works in the form of music performances.

## References

- Abdullah Sani, R, 2013, *Inovasi Pembelajaran*. Jakarta : Bumi Aksara.
- Adair, A. dan Bao L., (2012), *Project-Based Learning: Theory, Impact, and Effective Implementation*. REAL journal : Research in Education Assessment and Learning, 3 (01): 6-21
- Anshori, Muhammad, 2007, *Pusat Pagelaran Musik di Surakarta dengan Penekanan Pada Arsitektur Post Modern*. UNS
- Koentjaraningrat, 1994, *Hubungan Antara Seniman dan Masyarakat dalam Apresiasi Musik Populer*. Yayasan Pustaka Nusatama. Yogyakarta.
- Kemdikbud, (2013), *Model Pembelajaran Berbasis Proyek / Project-Based Learning*, Kemendiknas, Jakarta
- Wena, M, 2012, *Strategi Pembelajaran Inovatif Kontemporer*. Jakarta : Bumi Aksara.