

# Implementation of Traditional Music Tools in Cultural and Art Learning for Mentally Disabled Students

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## Abstract

Music is a sound that is raised and accepted by someone and has different characteristics according to the location, culture, taste, history, and music lovers. Indonesia has a diverse diversity of regional music. Regional music or traditional music is a musical instrument that is influenced by the culture of a particular region. The study aims to determine the use of traditional musical instruments, analyzing the inhibiting factors and describing efforts by the school to overcome these inhibiting factors on art an culture learning for mentally disabled. This research is a descriptive research which the subject in this research is mentally disabled students in elementary schools. Techniques of data collection are documentation, interview and observation. The result of the study shows the implementation of traditional musical instruments has not been maximized as supporting the mentally disabled children learning. The inhibiting factors the limited facilities an infrastructure and learning of cultural arts using images. The efforts to develop the quality of education by updating learning through training and conferences.

**Keywords:** traditional music, culture learning, art learning, mentally disable children

## 1. INTRODUCTION

Music in Indonesia is very diverse. Music is sound that is generated and can be accepted by someone and has differencet characteristics based on location, culture, tastes, history of music lovers (Nurhayati, 2015, p. 186). Regional music commonly referred to as traditional music is a musical instrument that is influenced and developed with the nuances of a particular regional culture. Gamelan music and folk songs are one of the arts of the Indonesian culture that are always present at ritual events, belief ceremonies and some cultures that are still held today. Indonesia is one country that has a great variety of arts and cultures. Regional arts have music, dance, customs and much more diversity which is one of the elements of culture which always emphasizes the noble values contained in it. Some types of Indonesian art, including the art of gamelan music and folk songs.

Music is a musical activity that is able to enhance creativity, develop cognition, as a therapy, increase concentration, improve memory skills and as a means of expressing oneself for anyone who does these activities (Djohan, 2003, p. 194-195). Gamelan is a traditional musical instrument consisting of several instruments. Gamelan music consists of elements such us Balungan, Gatra, Irama (Supanggih, 2007). Gamelan has a constituent component of wood, iron, and metal. Each instrument of gamelan has its own ways and functions. The instruments in the gamelan are gongs, drums, saron, Pekingese, gambang, celempung, flutes. Gamelan and folk songs are among the many arts in Indonesia

which have begun to shift. The music generated by playing gamelan has the beauty and enjoyment of its listeners. Gamelan was not only studied in Indonesia but other countries determined gamelan to be one of the curricula at the New Zealand School of Music (NZSM) with the PERF250 Special Indonesian Gamelan course code on the cooperation agreement between the Indonesian Embassy in Wellington and NZSM in 1975. Besides that, the gamelan was also used as media material teach at Japanese Universities such as Osaka University Dharma Budaya, Tokyo University Of Fine Art and Music, and Tokyo Osaka Toho Gakuen. Preservation of art in Indonesia is very minimal, as can be proven by how much cultural diversity in Indonesia has been claimed by other countries.

Since a few years ago in 2007 around November the song Rasa Sayange has been claimed by the Malaysian state and finally on November 11, 2007, the Minister of Culture and Heritage of Malaysia, Rais Yatim admitted that the song Rasa Sayange belongs to Indonesia originating from Maluku. On September 30, 2015, which was equally appalling, Indonesia had a case with the claim that Javanese Gamelan was an instrument (Instrument) originally from the neighboring country (Malaysia). Even though it is clear that Javanese Gamelan is original from Indonesia. This is not the second or third time that there is even so much diversity in Indonesian culture that other countries have claimed that not only musical instruments and folk songs.

Although music has been part of the disabled for a very long time, it was only in the 1950s that the discipline of Music Therapy was acknowledged in the United States of

America as important to the disabled (Reschke-Hernández, 2011) The development of traditional musical instruments and regional songs is increasingly deteriorating today. The next generation of the nation is now more interested in modern music and songs. Not only in the context of normal children. It does not rule out the possibility of children with special needs listening to songs that are less educational because mentally retarded children often see on television or radio. Television shows now rarely display folk songs but instead pop songs which are sometimes very bad lyrics for normal children and children with special needs. Apart from following the social trend, globalization also supports, and the next generation, including children with special needs, is more like pop music than folk songs.

At the World Conference on Education in 1990 which was launched in Jomtien, Thailand came to the International EFA idea which was an extension of (Education For All). The content of the EFA idea is to provide benefits from education for every human being in all countries without looking at the physical form. The EFA Declaration has several core ideas, one of which says education must be flexible, not rigid and provide guidance on the education system. Based on the explanation above, it is clear that with the equality of education without seeing physical conditions and shortcomings, music is very positive benefits provided it is developed according to the potential of normal children and children with special needs. Every citizen is obliged to get education services without exception of both normal children and children with special needs. In general past literature on disabled and music has documented that musicotherapy has positive influence on the disabled as well as their family and care givers

## 2. METHOD

This type of research is descriptive research with a qualitative approach. This study describes in more detail in the application of traditional musical instruments for mentally disabled children, analyzing inhibiting factors and the efforts made by the school to deal with these inhibiting factors. Data collection techniques used include observation, interviews, and documentation. The instruments used in supporting data collection are as follows:

Table 1. The Construct of the Instrument

Aspects Assessed	Indicators
School information	The curriculum used
	Teacher qualifications
	The number of students with mild mental disabilities
Availability of musical instruments	Musical instruments made by the teacher themselves
	Musical instruments are purchased as a minimum
	Musical instruments are stored in a special room
Use of traditional music art tools	Using traditional musical instruments
	Number of traditional musical instruments

Analysis of data used in research is to reduce data, then present data and draw conclusions. This research was conducted in SDLB-C, Sumber Dharma, Malang. The subjects of the study were students with mild mental disabilities.

## 3. RESULT

Based on the results of interviews with one of the teachers at SDLB-C Sumber Dharma Malang, mild mentally retarded children are more receptive to material and prefer to do learning activities with concrete media. Concrete, visual, audio and visual audio media have been used and applied to the SDLB-C of the Sumber Dharma Malang but there are still some media that are not available due to the limited facilities and infrastructure available at SDLB-C in Sumber Dharma Malang. Educators in SDLB-C Sumber Dharma Malang are very qualified in the field of mentally retarded children from mild, moderate and severe. Mohamed Ghouse (2011) on the other hand, initiated his research on the belief that arthas been used as a healing tool before modern medicine.

Educators who teach and guide children with special needs at SDLB-C Sumber Dharma Malang have an average S-1 qualification. Educators at SDLB-C Sumber Dharma Malang also often attend training and seminars so that they can add insight so that the system of learning activities used is always up to date. For the curriculum used in SDLB-C Sumber Dharma Malang use school curricula in general but are simplified and modified according to the characteristics of mentally retarded children in SDLB-C Sumber Dharma Malang Resources. So that mentally retarded students can still understand, know but by way of delivery, material that is very simple and easy to understand.

Teaching music is not limited to scientific and philosophical approach, but the flexibility and the practicality of teaching and listening to learner and providing conducive and suitable learning environment either for the “able” and the “disable” (Harsh, 2003). SDLB-C Sumber Dharma Malang does not have *gamelan* instruments to support mild mental retardation children’s learning. Mild mentally retarded children are still not familiar with traditional gamelan musical instruments as evidenced by direct interaction with some students, only a few know it. In the application of introducing gamelan music is limited to the picture because of the limited facilities and infrastructure so that it is necessary for mentally retarded children to be introduced and taught about traditional gamelan musical instruments that are in accordance with the characteristics of mentally retarded children aimed at developing competencies in mentally retarded children and participating in preserving Indonesian culture. While the inhibiting factor in the application of traditional musical instruments is the limitations of infrastructure facilities and the learning of cultural arts using images. Efforts to develop the quality of education by updating learning through training and conferences. Communication challenges the instructors in two ways, from verbal to signed language skills and exploring various means and method that would create a bridge between the youth and the instructors (Lampropoulo & Padellia, 1997)

## 4. CONCLUSION

Music is the sound that we lift and accept by someone and has different characteristics according to location, culture, tastes, history, and music lovers. Indonesia has a diverse diversity of regional music. Regional music or traditional music is a musical instrument that is influenced by the culture of a particular region. This study aims to determine the use of traditional musical instruments, analyze inhibiting factors and illustrate efforts by schools to overcome these inhibiting factors in the learning of art and culture for people with mental disabilities. This study is a discrete study that the subject in his study was mentally disabled students in elementary school extraordinary. Data collection techniques are documentation, interviews and, observation. The results of the study show that the application of traditional musical instruments has not been maximized as a support for learning mentally disabled children. The limiting factor is the limitations of infrastructure facilities and the learning of cultural arts using images. Efforts to develop the quality of education by updating learning through training and conferences.

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