

Learning Collaboration Music as Implementation of the Learning Concept of Learning

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ABSTRACT

Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim said about an independent learning initiative program which sees from the quality of education in Indonesia that still needs improvement. The concept of independent learning emphasizes in the freedom of thoughts and learning of students in learning activities and this can be implemented through art education. The purpose of this article is examine the impact of the implementation of the concept of independent learning in collaborative music learning. The results of the discussion show that the implementation of independent learning in collaborative music learning has an impact in the form of increased creativity and potential development within learners so it will help the learning outcomes increase.

Keywords: *freedom of learning, art education, collaborative music*

1. INTRODUCTION

The quality of education in Indonesia still needs to be improved. This is supported by the opinion of Iwingsah [1] that the inhibiting factors for achieving good quality education are based on learning processes that are less effective, unpleasant, and do not give students freedom to think during the learning process. This causes the hidden talent possessed by students cannot be developed or distributed, so the school is a prison. According to Shaw as cited in [2] schools can imprison students' talents because in their learning they still use conventional methods or lecture methods conducted by teachers to students.

The Minister of Education and Culture of the Republic of Indonesia Nadiem Anwar Makarim is known by the name of Mas the Minister of rolling out a program of independent learning initiatives. According to Nadiem Makarim as cited in [1], free learning is a learning process that can create a happy or not boring atmosphere. The independent learning program arises because of the many complaints about students who are always pegged by the specified value so that students are required to dwell on that thought alone. While students are entitled to freedom of thought by making the teacher able to be a pleasant learning companion so that the learning process is based on his own awareness and get independence on his choice. Therefore,

Freedom of thought and freedom of learning can be implemented in the implementation of art education in schools. According Soehardjo [3] art education is a conscious effort to provide readiness for students through guidance, teaching and / or training activities that function to grow and enhance the abilities and forms of appreciation that exist in each student. Art education can also be interpreted as one part of activities in formal educational institutions or schools in order to improve the forms of appreciation, expression and creativity of students.

Implementation of art education at the level of formal education according to Ki Hajar Dewantara as cited in [4] one example is when students are taught to sing. Indirectly, students appreciate the song that is sung, sing songs while expressing, and there are times when students are creative in expressing the song. According to Rumapea [5] music learning in schools makes students as individuals who are brave, independent, skilled, and creative because the art of music can be used as a medium to support the development of civilized humans who have a brain balance between left and right.

Along with the changing times, several musical genres are often integrated and called collaborative music. In music learning at school, collaborative music is familiar because collaboration music learning gives freedom to students to express their ideas through the arrangement of songs and the selection of collaborated musical instruments. Therefore, through collaborative music, students get the freedom to think

and freedom to learn and give freedom to teachers and students to develop classroom discussions so as to create a pleasant learning atmosphere.

The important things of this paper are made: 1) as a prospective teacher of arts education, need to know substantial things to implement the concept of independent learning. 2) to support pedagogical competence, it is necessary to deepen various learning theories in order to control the learning situations and conditions in order to achieve the expected educational goals. 3) encourages students' freedom of thought through collaborative musical art material that is interesting and able to be a place for students to express their imagination and develop their creations so as to create a new atmosphere.

This review article does not use a method.

2. DISCUSSION

2.1 Collaborative Music as a Learning Material for Art Education in Implementing the Concept of Free Learning

The concept of independent learning is supported by humanistic theory. The characteristics of humanistic theory lie in student-centered learning. The statement was supported by [6] Humanistic Approach to Education: Humanistic education (also called person-centered education) is an approach to education based on the work of humanistic psychologists, most notably Abraham Maslow and Carl Rogers. Carl Rogers has been called the "Father of Humanistic Psychology" and devoted much of his efforts toward applying the results of his psychological research to person-centered teaching where empathy, caring about students, and genuineness on the part of the learning facilitator were found to be the key traits of the most effective teachers. The humanist teacher is a facilitator, not a disseminator, of knowledge. Participatory and discovery methods would be favored instead of traditional didacticism (ie learn parrot-fashion everything the teacher says). As well as the child's academic needs the humanistic teacher is concerned with the child's affective (or emotional) needs. Feeling and thinking are very much interlinked. Feeling positive about one self-facilitates learning."

Freedom of thought and freedom of learning can be implemented in the implementation of art education in schools. This statement is supported by the opinion of Handayani [7]. *Rethinking The Human Dignity and Nation Identity: A Review of the Perspective of Arts and Arts Education*:

"Art education has a very important mission in the formation of Indonesian people as a whole, because art education is concerned with feeling (self-control), creativity, and imaginative. Art education in schools aims to: develop the character of learners to become humanistic human beings and to understand cultural arts through creativity, taste, and intention."

The importance of art education in an effort to develop students' abilities is supported by the opinion of Sawyer and De Francisco as cited in [8]:

"Art education is generously available to all children of all people. Art education has a major responsibility to develop individual creative potential through experience with art, personal visual expression possessing qualities of art and ultimately an aesthetic attitude toward art in the individual's environment and in heritage. Art education should foster in the individual visual aesthetic qualities in response to art in living in relation to his personal needs and to his social group. Art education should be combined in an atmosphere of creative-evaluative reflection and processes, within which the individual has the opportunity to formulate visual expressions in relation to his own ideas, at the same time recognizing that the boundaries of his freedom are established by the rights of his fellows."

From the description of several theories and opinions about art education, the common thread can be drawn that the concept of independent learning can be implemented through humanist arts education. In accordance with the opinion of Firdaus [9] *Humanistic Approach In Education According To Paulo Freire*:

"Humanism has a meaning as a system of thinking in which man, his interest and development are made central and dominant, tending to exalt the cultural and practical rather than the scientific and speculative. Then, humanism is the belief that people can achieve happiness and fulfillment without the need for religion. And humanistic isadj of humanism. Humanistic is the idea, condition, or practice relates to humanism. Humanistic view that humans have a wealth of soul that is loaded with potential to be developed."

The humanistic function for teachers or educators according to Firdaus [9] *Humanistic Approach In Education According To Paulo Freire*:

"The function of the humanistic approach to teachers: first, as a teacher who was instrumental in terms of intellectual development, mastery of knowledge and thinking ability. Second, as a coach, role to play in terms of skills development, intellectual skills, social and physical-motor. Third, as a mentor, a role in developing effective aspects, control values, attitudes, motivations, etc."

Implementation of collaborative music learning steps using the concept of independent learning, supported by the management of the humanist arts education class put forward by Handayani (2014: 917) that there are several aspects that are the responsibility of educational institutions including planning, organizing, implementing, and controlling.

According to Handayani [7] on planning, the teacher or educator must prepare the class in such a way because it gives a big influence on the development of students' interests, intelligence, and talents. In this case, the teacher or educator prepares the facilities and infrastructure needed in the form of musical instruments and rooms for the learning process to take place, and provides sufficient time for the collaborative music learning process.

The next step is organizing, in which at this stage the potential of each student is developed optimally. According to Handayani [7] organizing requires that teachers or

educators have competence in the arts. In this case, the teacher or educator gives an explanation to the students about the collaborative music learning process that will be carried out, as well as explaining to the students about the song material agreed upon by the trainer and students that will be used in the learning process and then studied together. After carrying out the organizing, the next step is implementation. In accordance with the opinion of Mantja as cited in [7] Rethinking The Human Dignity and Nation Identity:

"1) Competence and capacity. Capacity must always be developed by self-learning. Capacity encourages creativity that is able to create a classroom as it is a learning environment. 2) Teachers must have an attitude of independence. Independence begins with a critical attitude by asking: what, why, and how the teacher acts on learning. 3) Teachers must be ready to compete, especially science and technology. "

At the implementation stage of collaborative music learning, students are invited to appreciate, be creative, and express themselves.

The final step in learning is control or evaluation. This stage is used to determine the extent of students' abilities after participating in the learning process. The teacher or educator can show learning outcomes through portfolio reports, assessments, and student performances. In this case, the teacher or educator evaluates the material that has been learned at the meeting and provides an opportunity for students to ask questions that are not yet understood and proceed with the assessment. The assessment is carried out in order to find out the extent of students' competencies after participating in the collaborative music learning process.

According to Lestarini [10] there are several aspects of assessment that must be achieved by students including the ability of students to play musical instruments according to the tempo of the song, able to harmonize the playing of musical instruments, able to follow the direction of the teacher or educator, student attendance. The assessment aspects that must be achieved by students after participating in the collaborative music learning process according to Sujana [11] are able to express ideas or develop creativity in themselves.

Based on the steps of collaborative music learning supported by several theories, it reinforces the statement that collaborative music can be used as the material of choice in implementing the concept of independent learning in art education. Collaborative music learning in schools can increase creativity and develop the potential of each student, because the learning atmosphere created by teachers or educators is not boring.

3. CONCLUSION

The implementation of the concept of learning through music material in art education provides opportunities for students to develop their creativity and potential with expressions of expression and creation, so as to produce appreciative and creative humans. Based on this, it is hoped that there will be special attention to the implementation of art education in schools as well as student learning activities. This

is to follow up on the obstacles to improving the quality of education.

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