

# The Future of Art Education: Enhancing Character Values Through Karawitan at Primary School

Rohmadin <sup>1</sup>, \* Mulyanto<sup>2</sup>, \* Edy Try Sulisty<sup>3</sup>.

<sup>1</sup> Master of Arts Education Universitas Sebelas Maret Surakarta

<sup>2</sup> Faculty of Teacher Training and Education Universitas Sebelas Maret Surakarta

<sup>3</sup> Faculty of Teacher Training and Education Universitas Sebelas Maret Surakarta

\* Email: [rohmadih1995@gmail.com](mailto:rohmadih1995@gmail.com), [mulyanto@staff.uns.ac.id](mailto:mulyanto@staff.uns.ac.id), [edytri@staff.uns.ac.id](mailto:edytri@staff.uns.ac.id).

## ABSTRACT

This study was held to determine the learning process and future set goals of the karawitan as a part of musical arts extracurricular at SD Muhammadiyah 1 Surakarta due to learning objectives and learning materials. Qualitative method was chosen to describe the results of this study using the data on musical arts learning, learning objectives, learning materials, and character value education. The data sources of this research were varied including the headmaster, educators, guardians of students, and documents. Data sorting and selecting were done through structured data results. Data analysis was done through interaction models in order to improve the quality of understanding of deep meanings and data validity by triangulation method of sources. The results of this study were the description of objectives of karawitan as musical arts extracurricular activities. The descriptions were explained in details namely students can understand the names of gamelan instruments and present gamelan music (lancaran) correctly both in terms of gending rules and attitude when practicing karawitan. Students were also determined in knowing the extracurricular learning materials for the art of karawitan, namely Lancaran Wulanging Jagad, Wajibe Dadi Murid, and Lancaran of character value education. This learning fosters an understanding of the character values as becoming a leader, patience, responsibility, tolerance, and nationalism. The character values education were contained in the learning objectives and learning material based on the rules of presenting cakepan (lyrics) in gending karawitan (the musical arts when playing the instruments during the extracurricular).

**Keywords:** Educational goals, learning material, character value, karawitan.

## 1. INTRODUCTION

The education as it should be will need to carry out the learning process. It is required to make or combine more patterns of thinking that underlie psychological plans for students. Gradually the learning process will be enhanced in trying to expand the mindset of students to be integrated with the learning components, namely the learning objectives and the learning materials. When the educators provide learning standards and performance, with high hopes that students can place themselves as objects in the learning process, the process will always be in line with the designed learning components. Utilizing learning facilities and resources is a step to the success of character education-based art learning, especially in Javanese musical arts lesson during the extracurricular.

Combining the learning objectives, materials, and facilities is aimed at developing the basic competencies

that are achieved in learning musical arts. Various types and forms of learning resources used are filtered or presented as attractive as possible so that the learning atmosphere in the classroom is comfortable and runs well. Various cases are found in the learning of the musical art of students following activities influenced by their friends, some students intend to hone their skills in the field of musical arts, reduce fatigue when following very dense extracurricular lessons, and as an effort to preserve traditional culture because of the students' backgrounds in the arts environment and culture.

In order to run the learning process well, educators need to create the right strategy including how to motivate students to represent him/herself or to take part in learning. It is also needed to always maintain their emotions and linked learning with the lives of students. The need to relate to the lives of students is the problems that students have outside the school environment. This

problem has dominated by technological sophistication nowadays, for example mobile phones with internet connection. It is one advanced tool that has extraordinary sophistication. The freedom to access various information without limitation or the child's own capacity lead to the impact on the symptoms that cause emotional and excessive behavior of students.

The use of music practices and activities is to improve the education of character value aspects of preschool children in the school environment [1]. Art learning activities, especially the traditional Javanese musical art which is called *karawitan*, are not often found in elementary schools. The present finding about current problems is students can take learning musical arts to improve students' social behavior and skills. It is expected that students' understanding of character values or attitude that are relevant to students' lives will be developed along with the practices of *karawitan*.

The research limitation was focused on one primary school. As the research was conducted in one primary school, namely SD Muhammadiyah 1 Surakarta, this research focused to the effort to balance the many visions and missions of a school institution regarding character education where regulations and research on character development in schools are still underdeveloped. This study aimed to describe one of the true school efforts to promote character education-based learning through learning the *karawitan* as musical art.

### **1.1. Background: Arts Policy at Primary School**

To draw certain focus point on social behavior of students who are influenced by the development of the globalization era can be done in various fields of science and technology. All students have the same opportunity to live life and develop their life by 21<sup>st</sup> century values nowadays, one of which is involvement in art education. Alice and Koon have been studying art education in the United States explaining beliefs about learning experiences that produce culturally competent learning outcomes[2]. Shields and Henn states that students are positioned as creators of change by integrating goals with involved society and supported literature based on art education goals[3]. Planning art and character-based learning programs aims to make connections with current events and escalate learners collectively establishing behavioral changes based on art learning. Gunn defines an emotional student as an inspiration to base art education, especially fine art, to motivate critical attitudes[4]. Educators use art therapy to teach students how to think, demonstrate, and develop ethical values in art[5]. Has ascertained whether an ontology could be applied to provide information about the quality of art education in a variety of different contexts[6]. Suggests that educators, school staff, and professionals should consider interventions that discuss morals when learning with students[7]. Intervention must be built on the

positive relationship of both educators and students with the aim of targeting self-control and peer conflict[8]. Found the positive relationship between art activities and educational activities to show that the creation of opportunities for all students to take part in art activities and every student is importantly needed[9,10]. It can help students to feel the benefits of art

The growth and nurturing of behavior through various expression activities, art appreciation, and training in basic skills are needed for students' character building. The purpose of this study was to explore the perspectives of educators, students, artists, and guardians regarding the views of the objectives and learning materials that are integrated into character building. The expected results are: (a) the similarity between the objectives and the musical extracurricular learning material; (b) careful planning of learning time; (c) sufficiently effective supervision for the formation of students' clear character; and (d) adequate opportunities for developing the interests and talents of students according to competences.

### **1.2. Research Objectives.**

This paper set the research objectives to find out the results of traditional musical arts (*karawitan*) learning based on the components of learning objectives and materials. Activities outside school hours make it possible to study the effects of art activities because not all students are involved in activities outside school hour such as *karawitan* extracurricular activities. Some activities outside of school hour include *karawitan* extracurricular activities to support character building.

### **1.3. Previous Studies Related to the Impact of Art Education with Character Values.**

This paper set the research objectives to find out the results of traditional musical arts (*karawitan*) learning based on the components of learning objectives and materials. Activities outside school hours make it possible to study the effects of art activities because not all students are involved in activities outside school hour such as *karawitan* extracurricular activities. Some activities outside of school hour include *karawitan* extracurricular activities to support character building

Some literature on the impact of art and character to evaluate character values education-based art learning were collected and examined as literature reviews and analyzed to find the research gap. Studies that focus on how to respond creatively to environmental influences and art as vital objects are drawn. In their research revealed how students understand art elements based on artistry in picture books[11]. The similarity of children and art as objects are not obscure while the media used are different, namely picture books, while this research uses traditional musical instruments (gamelan). Apart

from understanding, this is also how students use the media in their own way. Offers art therapists a conceptual way of overcoming sensory dysfunction and attachment by attuning to children's needs[12]. State that art can contribute to the advancement of multidisciplinary knowledge about the benefits of art in health[13]. States that karawitan, besides teaching character education, also develop students' skills in cognitive, psychomotor, and affective aspects[14]. State that social-emotional learning and art are very important for good education in the future[15].

The prerequisite of art as a bridge to moral action is explained. He found that character education approach that takes into account the intersubjective relationships in schools and the broader social context in which characters can be formed[16]. Metcalfe and Moulin (2020: 10) found the importance of educator's education about indications occurred at schools that support the character education movement develops student character and moral virtue[17]. Attempt to involve parents as partners in character education programs in educational institutions[18]. Jerome and State good social progress is achieved by the young generation in collective action[19]. Said that character education helps students build morality and character through the interaction of the learning environment[20]. Found that educational strategies for student character development are needed for long-term change[21]. Teach character-fostering moral perceptions and moral lessons through the curriculum[22]. Professional formation to support teachers as educators who are effective in motivating for moral development is determined by previous studies[23; 24; 25;]. Moral theory with the ultimate goal of integrating the understanding between morals and character building and expression of the objects [27]. An art-based approach as a learning destination outside of intracurricular material can be used to implement local policies that cover many aspects of education. The important role is done by maximizing learning time and integrating art with social values. It is supported by several educational institutions to collaborate on all subjects related to art. The school's views of character-based arts education programs is considered important to create behavior change towards students.

## **2. THE PROCESS of EXTRACURRICULAR LEARNING in KARAWITAN**

Learning *karawitan* has an important role in formal and non-formal life. The formal scope is usually found in institutions from elementary school to tertiary level. *Karawitan* musical art functions as an educational aspect. *Karawitan* will be a medium to study arts deeply which includes history, material, process, philosophy, meaning, and so on.

### **2.1. Karawitan as Traditional-Musical Arts Education**

*Karawitan* is one of the traditional arts that needs to be preserved. Apart from being the culture of an area, *karawitan* is a characteristic of a nation. According to Rejomulyo, *karawitan* is a combination of vocal voices singing *tembang* and playing *gamelan* (instrumental sounds) [28]. The beautiful sounds come from humans with speech tools (as in vocal of singing) in the form of full of rhythmic voices and from *gamelan* in the form of instrumentals. The beauty of the sound that is obtained from humans is due to the mastery of the technique by good vocals, while the beauty of the sound produced from the *gamelan* is due to the mastery of good and compact *tabuhan* (wasp cultivation techniques) in accordance with the theory with the practice of its implementation which is supported by the expression of soft and smooth soul / feeling—to express the musical variation.

Matters related to the *karawitan*, especially *gamelan*, have elements, namely in terms of the physical form of the *gamelan* in the form of *bilah* dan *pencon*. When it is obtained from the elements of *gamelan* materials, among others, the instruments made of metal, wire, wood, wood and leather. Then, when it is viewed from how to play the *gamelan* instrument (*ricikan*), there are various ways, namely by being hit, swiped, blown, and plucked. The *gamelan* also has an element of scale, which in musical terms is *laras*. *Laras* or scale of the *gamelan* consists of two tunings. They are *slendro* and *pelog*. *Slendro* consists of five (5) scales or notes, including the notes *ji* (1), *ro* (2), *lu* (3), *ma* (5), and *nem* (6). Then in *laras slendro* there are three pathets, namely the *pathet sanga*, *pathet nem*, and *pathet manyura*. Whereas for *laras pelog* tunings there are seven (7) scales or notes, including *ji* (1), *ro* (2), *lu* (3), *pat* (4), *mo* (5), *nem* (6), and *pi* (7). Then in *laras pelog* there are 3 pathets, namely *pathet limo*, *pathet nem*, and *pathet barang*. The term regarding scales in musical art is often known as *penunggul* (1), *gulu* (2), *dhadha* (3), *lima*, *nem*, *dhadha* (3), *pelog* (4), *lima*, *nem*, and *barang* (7) on *laras pelog*.

The Surakarta style of Javanese *karawitan* consists of 16 forms of *gending*, but in general there are more than 16 forms of *gending* to know [29]. Several types of musical forms such as *jineman* and *palaran* are not included in the musical knowledge book. Then some people refer to the form of *gending* by using the term *gending* structure, among others: 1. *Lancaran*; 2. *Srepegan*; 3 *Sampak*; 4. *Ayak-ayakan*; 5. *Kemuda*; 6. *Ketawang*; 7. *Ladrang*; 8. *Merong*, terdiri dari: a. *Kethuk 2 (loro) kerep*, b. *Kethuk 2 (loro) arang*, c. *Kethuk 4 (papat) kerep*, d. *Kethuk 4 (papat) arang*, dan e. *Kethuk 8 (wolu) kerep*; 9. *Inggah*, terdiri dari: a. *Kethuk 2 (loro)*, b. *Kethuk 4 (papat)*, c. *Kethuk 8 (wolu)* and, d. *Kethuk 16 (nembelas)* limiting the description of the form of the musical. The consideration is to refer to the material used

in extracurricular learning at SD Muhammadiyah 1 Surakarta.

## **2.2. The Learning Process of Karawitan Extracurricular**

Implementation of learning is a process that is arranged according to certain steps so that implementation achieves the expected results [30]. Implementation of learning is an activity that has educational value, educational value colors the interactions that occur between teachers and students [31]. Interactions that have educational value because the implementation of learning is directed to achieve certain goals that have been formulated before the implementation of learning begins toward the learning goals.

We consider the importance of national identity in the life of the nation and state as a basis for education for students. The planning of cultivating the value of mutual cooperation at SD Muhammadiyah 1 Surakarta was carried out when compiling a musical extracurricular learning plan such as the *Karawitan* arts extracurricular program book of SD Muhammadiyah 1 Surakarta. Educators and the school agree with the character values that are included in the manual to carry out various considerations such as: 1) The values of character education contained in *karawitan* cover important aspects of the moral life of the nation; 2) Reasonable selection of character values is done to determine the importance of life in the school environment and outside the school / community so that students can behave well; and 3) The role of cooperation between internal and external parties or students' parents (*walimurid*) in identifying the implementation of activities.

The form of character education in SD Muhammadiyah 1 Surakarta is integrated into the vision and mission of the school which is implemented through various activities, both intracurricular and extracurricular activities. The extracurricular learning of the musical arts is scheduled for every Thursday at 13.30-14.45 WIB at SD Muhammadiyah 1 Surakarta. The extracurricular is conducted weekly and regularly.

## **3. RESEARCH METHODOLOGY**

The research site was chosen by purposive sampling. This study took place in SD Muhammadiyah 1 Surakarta, a primary school institution with an area of 1,984m<sup>2</sup>. There are approximately 900 students enrolled and 41 educators. The curriculum used is K-13. The problem in this research is a challenge for researchers in classifying the methods of work in the field to collect data and design the best possible research. As a qualitative researcher in using the method and position it is necessary to contribute to always increasing transparency and trust in qualitative research [32]. This research was actually carried out at SD Muhammadiyah 1 Surakarta starting in 2018 with the

object of research on the learning process of the *karawitan* as Javanese musical art based on character education. Qualitative research aimed to capture the meaning of narrative in several combined aspects including argumentative, discursive, emotional, feeling, imaginary, and possibly many more [33]. To articulate this opinion, it is necessary to investigate various kinds of data obtained in the form of written, recorded, and behavioral forms.

The data collection used is the observation technique, the researcher is involved in some time with the object being observed as a source of research data [34]. Indirectly, making observations also does what is done as the required data source. This observation method is used to analyze the design of the lesson plan, the process of teaching and learning activities, and learning resources in the form of *gamelan* and *karawitan* notation.

This study uses a type of free guided interview, which is when the interview is conducted, it only refers to the outline of the things that will be asked then elaborated by answers. The questions in this study are: 1) What is the purpose of the musical extracurricular learning activities at SD Muhammadiyah 1 Surakarta? and 2) How is the musical art extracurricular learning process viewed from the objectives and learning materials?. Techniques other than those used above, researchers also use documentation techniques, namely the technique of recording the content of learning material in the form of notations and chats which can have useful philosophical meanings to support the understanding of positive values in *gamelan* for students. Such data that has been collected through observation techniques, in-depth interviews, and documentation is then analyzed. There are several data analysis, namely the stages of data reduction, data presentation, and conclusion [35]. Furthermore, source triangulation is used to make the data more valid.

## **4. RESULTS AND DISCUSSION**

The research was located at SD Muhammadiyah 1 Ketelan Surakarta in Kartini Street 1, Ketelan, Banjarsari, Surakarta City, Central Java 57132. This place was chosen for research because learning at SD Muhammadiyah 1 Surakarta has become one of the reference schools, namely as a Referral Private Elementary School (SDSR) Adiwiyata school. It is a school program that has requirement as if school cares and develops the cultured environment and services to improve the quality of education. According to the principal of SD Muhammadiyah 1 Surakarta, all roles and responsibilities are carried out jointly so that it becomes an ICT and culture-based character value of education school.

The success of a lesson is determined by several factors. For example, the relationship between learning components that have social awareness interactions in the

extracurricular teaching and learning process of the musical arts. Then we pay attention to the appropriate steps to deliver the material provided along with relevant methods so that the process of learning *karawitan* during the extracurricular program runs well.

Language translators currently have various forms, both in the form of books, internet, services, and so on. One form of translator in the form of a book, namely the Big Indonesian Dictionary or *Kamus Besar Bahasa Indonesia* (KBBI), this book contains all the information on the meaning of words in Indonesia as well as their correct spelling. Components in KBBI have the meaning of being part of the whole, while learning is a reciprocal process of educators and students along with other learning components to achieve learning objectives [31]. As a whole, the two ideas about the meaning of the learning components that will be arranged in learning objectives are in accordance with the opinion of several experts which form an inseparable relationship, namely curriculum, objectives, educators, students, methods, materials, media, and evaluation [36].

Based on this opinion, the writer is guided by several components, namely the objectives and material about the similarities that occur in the research location, which can be allocated as a function to describe and analyze the problems or findings contained in extracurricular learning of musical art at SD Muhammadiyah 1 Surakarta.

#### **4.1. The Learning Objectivities of Karawitan.**

The purpose of learning *karawitan* as extracurricular musical arts at SD Muhammadiyah 1 Surakarta is to provide education to students who take part in learning activities. Apart from being a means and infrastructure to meet the interests and talents of students, the musical extracurricular activity aims to shape the character of students through Javanese *gamelan* and *tembang* in learning musical extracurricular activities. Describing success is a reflection of the ability of each individual, both in facing and overcoming problems to increase success in achieving goals and learning [37]. As specific objectives, these goals are formulated by educators with the intention that these goals can be more specified. After carrying out the observation (Thursday, July 8, 2019). The learning objectives contained in the musical arts extracurricular activities have various objectives based on the students who take the musical arts extracurricular learning, namely classes III, IV, and V in semester one. The process of *karawitan* learning is then recorded and analyzed.

The following is the statement made by Agung Sudarwanto, as the facilitator of musical extracurricular activities at SD Muhammadiyah 1 Surakarta regarding the learning objectives of musical extracurricular activities.

*“The purpose of learning musical extracurricular activities is to accommodate the talents and interests of students, especially in the musical arts, and also increase the creativity of some children. Because some children have advantages, they can be here to be creative with their friends to improve their skills in the musical field. In addition, students are expected to be able to present types of wasps, namely gangsar as basic material and fluent forms such as smooth kebogiro, wulangin universe, and spirit of 45 as a means to instill the value of character education.”*

The statement above relates to what Winarsih’s teaching staff in the field of the SD Muhammadiyah 1 Surakarta curriculum when she was interviewed.

*“... karawitan itself can be processed, for example on August 17th, Muhammadiyah Elementary School presents compulsory national songs in collaboration with musical instruments.”*

Following up on the above statements, they both have similarities in terms of the learning objectives of *karawitan* extracurricular at SD Muhammadiyah 1 Surakarta. Experts also argue about the meaning of the purpose of a lesson. Purpose is a fundamental aspect in directing a good learning process [38]. Based on this theory, it can be concluded that SD Muhammadiyah 1 has formulated goals to achieve a good learning process and results.

The learning objectives of learning extracurricular musical arts at SD Muhammadiyah 1 Surakarta are: a) Students can understand the names of *gamelan* instruments, b) Students can know how to play (beat) *gamelan* instruments properly and correctly, c) Students can understand the structure of the musical form *gangsar* as the basic material, d) Students can understand the structure of smooth *gending* forms along with various types of fluent vocabular types, e) Students can respect each other when playing the *gamelan* by understanding the instruments between *gamelan*, f) Students who already following the lesson first can work together to help each other students who have just participated in these activities in terms of understanding the form of the music being learned with almost the same material, g) Students can know and realize and understand it with the habit of listening and reading vowel texts that contain positive values (characters) in an explicit manner, and h) Students can be more enthusiastic in training skiers to be able to present musical art performances in front of educators, teaching staff, and their friends with *pementasan* activities at the beginning of the semester of the new academic year.

#### **4.2. The Learning Material.**

Efforts in the success of character education learning in schools, ideally students also play a role in planning to

choose material that fits the portion of students. This aims to identify the types of character education values in musical extracurricular learning that can be instilled in students. Regarding the preparation of learning teaching materials or resources based on the instructions of the *karawitan* as one of arts extracurricular program at SD Muhammadiyah 1 Surakarta 2018/2019, it explains about educational and training activities with *karawitan* material musical activities during the process. The implementation of the learning process related to the various competencies of students is expected to be achieved through a learning process with certain materials. After making observations (Thursday, July 9, 2020). Educators use learning resources, including:

Printed learning resources, namely a number of materials prepared on paper, which can function for learning purposes or conveying information. Printed teaching materials such as books are used in extracurricular learning of musical arts. The book entitled “*Lagu Dolanan*” by Soetjipto contains songs or *tembang* aimed at students in grades 3, 4, and 5. The book “*Kumpulan Gendhing Jawa Karya Kinarto Sabdho*” by Sugiarto contains Javanese musical notation in the form of fluency along with which vocal notations some fluent repertoire can be suitable to be taught to students in elementary schools. Examples of observations about learning materials are *Lancaran Wulanging Jagad*, *Wajib Dadi Murid*, dan *Lancaran Pendidikan Karakter*.

A source of listening learning, including audio or musical multi-audio programs, which is a system that uses radio signals directly. This kind of music learning sources can be played or heard by a person or group of people. Mp3 extension file or audio recordings (*lancaran*) of educators’ personal related to printed learning materials are also used in learning in order to clarify the learning resource material for students.

A source of audio-visual learning, which is something that allows audio signals to be combined with moving images sequentially. Videos sourced from the internet (Youtube) which contain all the information, especially videos of musical art performances at the basic level can be used as a comparison and become a reference to be conveyed to students. Educators use internet-sourced teaching materials when extracurricular activities get the opportunity to perform in various events, as a material for enriching students in learning extracurricular learning material for musical arts.

Based on the various learning resources described above, learning resources in the form of printouts can be used directly by students to read, to see, and to understand / learn these teaching resources [39]. Regarding the content of the material in the learning resources above, according to several informants, they agreed and were appropriate to be used as teaching *karawitan*. Daryanto (Saturday, July 4, 2020) has the following opinion.

*“Children at an early age in elementary school, having an interest in extracurricular activities in the musical arts is a matter of pride for me personally, because at this age they are generally already cool with their cellphones. Indirectly, the children involved in beating the gamelan, they will feel togetherness in presenting the music, especially supported by fluent material. Mandatory Dadi. Children can be taught about the content of cakepan / text in fluent vowels that can be applied in everyday life”.*

The results of the data that have been obtained above produce a conclusion that the material used in extracurricular learning of musical arts at SD Muhammadiyah 1 Surakarta is very suitable by considering the abilities of students and planning and implementing learning materials as a way to provide education about the education of character value through vocal chap. as well as from any *gamelan* instrument during the extracurricular.

#### **4.3. Education of Character.**

Guidance carried out by educators to students which aims to improve morale and foster change in themselves includes understanding and knowledge. Character education is a science of education that plays a role in advancing and strengthening the quality of future generations. There are social values in character education that have various kinds of goals oriented for the good of living in society and as a nation. Character is behavior based on core values in ethics such as honesty, fairness, respect, and tolerance [40]. Implementing character education programs with innovative methods to measure the effectiveness of musical activities in relation to improving aspects of children's character. Understand the competence of students with social and intrapersonal conditions to make deep use of the potential of students [41].

Based on some of the opinions above, it can be concluded that the goal is to instill positive values that can advance civilization and refer to better qualities including the character and morals of students as a whole. Of course, with the support of schools in emphasizing the positive / noble values of the nation along with studies, explanations and constructive results to provide training for school staff in forming school management in accordance with the character development of students. So, a character with a personality can be applied both at school and at home in a balanced manner. The following are some of the character education values instilled in students based on the objectives and learning material for extracurricular musical arts at SD Muhammadiyah 1 Surakarta:

**Table 1.** Education of Character Value Indicators

Value	Process	Material	Media
Patience	Gamelan demonstration	<i>Tabuhan gong</i> musical pattern	Gamelan instrument (gong)
Responsibility	Vocal serving/singing	<i>Lagon Wajibe Dadi Murid</i>	Lyric of tembang
Tolerance	Gamelan demonstration	Musical interaction	All of gamelan instrument
Nationalism	Vocal serving/singing	<i>Lancaran Pendidikan Karakter</i>	Lyric of tembang

## 5. CONCLUSION

The form of implementing character value due to educational program for the development of intellectual potential of students can be done through art education, more precisely learning Javanese as traditional-musical arts as it is called *karawitan*. *Karawitan* is held on extracurricular activities or practices. Perceptions of hobbies or art can be linked to academic knowledge. Educators are the key to designing learning components to be more effective.

The process of implementing extracurricular learning at SD Muhammadiyah 1 Surakarta has certain learning objectives and learning materials that include everything about knowledge, abilities / skills, as well as about the feelings of students, summarized in extracurricular learning of *karawitan* art both in terms of gamelan instruments and meaning in vocal / *tembang* text / lyric *Lancaran Wulanging Jagad, Wajibe Dadi Murid*, and *Lancaran Pendidikan Karakter*. Character building functions to shape and develop the potential of students as citizens who have good thoughts, good hearts, and good behavior. The value of character education instilled through learning objectives and learning materials is the value of patience, responsibility, tolerance, and nationalism.

The implication of this research is that students can demonstrate knowledge of *karawitan* as traditional musical arts and the education of character values. This research also tends to be relevant to art institutions to pursue the novelty. Besides, some relevance can be transferred to the responsibility of art education such as extracurricular learning of *karawitan* musical arts. Researchers, artists, and school personnel can develop *karawitan* works as an impact on art pedagogy as a means of making art education a force behind art school.

## ACKNOWLEDGMENTS

The author would like to acknowledge the Directorate of Research and Community Service, Directorate General of Research and Development for Research, Technology and Higher Education (RISTEKDIKTI) to give the permit in conducting the research framework by

providing grant funding from DIKTI under the fiscal year of 2020 with the grant number 113/UN27.21/HK2020. The research is done by the title “The Implementation of Character Values in *Karawitan* Extracurricular at SD Muhammadiyah 1 Surakarta”. We also thank the respective contributors of this study: Prof. Dr. Mulyanto M. Pd. (Thesis Promotor I), Dr. Edy Tri Sulistyono, M. Pd. (Thesis Promotor II), Dr. Sutarno Haryono S. Kar. M. Hum., Sri Sayekti M. Pd (The Principal of SD Muhammadiyah 1 Surakarta), Agung Sudarwanto (Teacher at SD Muhammadiyah 1 Surakarta), Cahyo Kuntadi M. Sn. (Art Lecturer), Daryanto S. Sn. (Artist), Teguh Setyono (Artist), and students and parents as objects of this study.

## ORCID

Rohmadin  <https://orcid.org/0000-0002-8680-2818>

**Conflict of Interest** - There is no conflict of interest in this study.

**About the Author**—Rohmadin is a postgraduate student at the Master of Art Education Study Program, Postgraduate Faculty, Universitas Sebelas Maret, in 2017-2020. His thesis is drawn to determine the character values in *karawitan* as traditional musical arts extracurricular at SD Muhammadiyah 1 Surakarta as respective research site in 2020.

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