

Model-Based AUD Arts Music Education Efforts to Develop Sense as Motor

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Abstract—Model-based education music Arts AUD Efforts to Develop Sensitivity as motor skills, backed by empirical experience of music teachers who have not had a taste of the musical sensibility to develop a basic ability in processing by aesthetic and physical muscles and motor neurons in the integrated arts-based education AUD. The model was applied through a review of pro-active action, as a means to stimulate the teachers in education and helping the growth, physical and spiritual development of children as early as possible, other objectives so that young children have optimal readiness in entering further education, whether formal, non-formal or informal. Outputs generated models of this education is to develop the basic capabilities of music by aesthetic and physical on muscle if associated with motor neuron system. This educational model based on the concept of playing through movement and song, and assistance measures for teachers to teach the art of low level, the process is carried out through integrated activities between the different movements, and though the songs *kaulinan barudak*, the results can transform the educational values through development of cognitive competencies, basic intellectual and thinking, emotional, perceptual, creativity, imaginative, social attitudes, physical development that is directed at the processing of fine and gross motor muscles, as well as the development of music by aesthetic taste.

Keywords—based AUD music arts education; development of motor sensitivity

I. INTRODUCTION

Based on the analysis in the field of empirical data and learning activities in early childhood are carried out in the area Selaawi Garut, early childhood teachers need a better understanding of the conceptual art of learning in accordance with the child's character and cultural environment that is based on the purpose of education. Early childhood education as a whole and conceptual learning models aimed to develop basic capabilities in various human aspects of them, cognitive development of intellectual and thinking, emotional development, perceptual, creativity, imaginative, developing social attitudes, the development of physical-directed processing motor muscles fine and coarse, as well as by aesthetic development.

To reinforce the exposure of the basic capabilities of the above, the referensi made expressed their "four main areas of

growth that must be nurtured in early childhood education through learning is the preferred social, emotional, physical and cognitive " [1]. Motor muscle development is the main from development aspects of physical development. As disclosed Indiarti that "The development of gross motor skills are body movements using large muscles, or 95% or the whole body is affected by the child's own maturity" [2]. Activities involving gross motor movement, for example, running, jumping, leaping, climbing stairs, and move through the flow of music. Fine motor movements by Indiarti is a movement that uses smooth muscles or some members of the body, the members of the body is processed and influenced by the opportunity to learn and practice" [2]. Fine motor movements can be established through activities; draw, write, arrange blocks, sing, and play music.

To train the sensitivity of the attitude in the development of the physical aspect can be done by art teachers with instructional exercise the art of music. Teaching assistance activities in the application of models of early childhood education is done through units of learning activities to strengthen the awareness for art teachers in teaching music at a low level, and to strengthen the motor sensitivity for early childhood. In this case model as a conceptual basis for educational activities that direct teachers in designing education as a compass to help learners achieve educational goals.

In this era of global technology there are still anxieties that arise in the life of the community education related to the lack of early childhood education activities geared to empowering the basic competencies and capabilities in creativity, thus significantly anxiety it has implications for the passivity of the child's learning. In such a situation we need their innovations in the learning activities for young children, through the transformation of science and technology based on the local culture that has developed in our country Indonesia. To that end, the author moved to help teachers as citizens of Indonesia in preparing for the golden generation successor to become a man and a creative and productive nation.

Under the conditions of the analysis results that the situation in the field, the author invites teachers of art in the area of Garut Selaawi to join the action in improving their creative abilities through music education and learning activities. The activity is the socialization of Tri Dharma

College education and service to the academic community, that activity is based on the motto of the art we share, with our culture Berjaya.

II. ISSUES AND METHODS

As foothold in carrying out activities in education through the implementation of early childhood education models are based on the art of music are: Act No. 20 of 2003 on the Law on National Education System; Government Regulation No. 60 of 1999 on the obligation of the activities in the Universities of carrying out the Tri Dharma Higher education; and Vision, Mission and Objectives UPI represented in this case FPSD UPI Music Education Department to carry out activities in the Tri Dharma University Research and Education Program [3].

The cornerstone will serve as a foothold for solving a problem that occurs in the field, one of which is less variation of the teacher's behavior regarding the application of models and learning approach based art of music through a system of integrated learning system to develop aspects of social skills and physical strengthening and giving sensitivity of motor movement in child. This led to a desire to follow up the development activities of learning the art of music for early childhood teachers in applying the methodology of integrated arts education in the classroom. Application of early childhood education models in the classroom in a low level of education unit, focus problem is directed to how teachers implement the model of arts education in an effort to develop a sensitivity to motor muscles on her students? These symptoms are followed by mentoring and coaching to teach learning skills that stimulate fine and gross motor movement for young children.

The model was designed to examine the actions implementing pro-active method, as a strategy to stimulate the teachers in education and helping the growth, physical and spiritual development of children as early as possible, other objectives so that young children have optimal readiness in entering further education, whether formal, non-formal or informal. Assess the pro-active action is descriptive and presented in a narrative (narrative inquiry) through the deepening theories (grounded theory), study and solve problems in the application of the strategy of arts education in an effort to develop a sensitivity to motor muscles. Understanding these basic competencies musical in music education through action needs to be done through the practice of reading notation and move to follow the musical melody composer.

Participant this activity are a number of art teachers in the early childhood education level who served in the Selaawi Garut. The number of teachers who get to the action of education and learning-based education model AUD music art is of 60 people who served as early childhood teachers are located in the region Selaawi Garut district, as well as directly as an observer participatory researchers directly.

Program activities have shaped scientific research proactive actions on musical art education applied art teachers low level and basic unit, in collaboration between the Department of Music Education FPSD UPI with the Department of Education and Culture Garut Selaawi branches and twigs Selaawi PGRI foundation. In the event, the theme of music

education and learning as the implementation of the concept of art education. The main material titled Model-based Early Childhood Education Music Arts in an effort to increase the sensitivity of the motor.

III. RESULT AND DISCUSSION

A. Early Childhood Education Programs

The importance of the foundation of education at the early childhood level, either through a variety of learning activities, training and coaching, to develop basic abilities a child's world. Why? Early Childhood Education (ECD) is a low level of education before primary education, as an attempt to coaching, teaching, training, coaching early intended for children from birth to age six. Study of early childhood education is very important as a means of creating educational stimulation to help the growth and development of the physical and spiritual children as early as possible, so that children have optimal readiness in entering further education, whether formal, non-formal or informal [4].

As Maimunah said Hasan outlined the main directions of education AUD more focused on laying the foundations of the following [5]:

- Growth and physical development is the coordination between fine motor and gross motor skills;
- Namely intelligence or intelligence cognitive development intelligence, creativity in developing the ability of creativity, emotional intelligence and spiritual intelligence;
- Namely socio-emotional and behavioral attitude as well as religion, language and communication, which are tailored to the uniqueness and developmental stages through which early childhood.

Through such exposure, then the understanding of art-based education model AUD music that was applied to the teachers of early childhood, can be used as an alternative as an effort in order to develop physical abilities through the processing of the sensitivity of the motor. In connection with that, the things that must be mastered by teachers of early childhood education in order to foster and develop the artistic potential of their students, teachers are expected to participate in practice learning the art of music with teaching materials tailored to the level of early childhood.

For this reason, the focus of early childhood education in general is always associated with the arts, the art of music, art, movement and art. Art music greatly affects human life, where music has an important part to the life of a child that is an element that affects the body's rhythm, and rhythm affect the soul, as well as elements that affect the harmony of the soul. So in general education be implemented for early childhood is integrated with the concepts of learning as described Widia Character is expressed as follows [6]:

1) Learning through play: Learning through play is very appropriate to the characteristics of the child that reflects the fun for younger children.

2) Learn by observation: Early childhood love new things, which penetrated the heart, because he also likes to observe everything that is contained in the vicinity or things seen and observed, both from books and sound recording and image recording (TV and video), as well as from observations lingkunganya.

3) Learning through exploration: Early childhood usually not be silent, they want to always try, to tamper with the existing natural surroundings. Usually if you have a new toy car his father bought the children are curious and usually dismantled. If the look and find musical instruments, children at that age are usually happy to hit or sound and piloting musical instruments in front of him by utilizing the motor.

4) Learning through imitation: Early childhood love to imitate the behavior of those around him or of the spectacle, even imitating a variety of sounds and voices in his hearing. Learning the language and the music certainly occur through imitation. Gradually increase through a perfect imitation adjustment effort, until the child can pronounce the word correctly or may voice tone that really well and appropriately.

5) Learning through art: Here we can read an example of art that describes the activities of learning through art activities. When art activities take place, a lot of experience gained and increasing early childhood and describes the various basic capabilities, because:

- Musical art activities require attention through the observation that almost always happens. For example, a child observing flowers and then describe it and sing songs on the theme of flowers.
- Through song and poetry children easily remember things, such as enriching vocabulary and language, aesthetic sense and tone of voice.
- Through a child coloring recognize the various forms of color and can distinguish it seems to draw on paper and on the sand.
- Through the motion of the child also know the distance, time, direction and can do if the physical ability, it uses the body in processing motor sensitivity both smooth and rough.

B. Skills in Music

All of the materials technology based on the transformation of science, delivered through learning activities skill in music, and assistance for art teachers for units of low level and the ground level, as well as service working out of music through art education music is delivered in order to strengthen the ability of the methodology teachers teaching in the classroom and development in improving the physical aspect for treating motor for early childhood, and child on the bottom rung. Competences to increase knowledge, skills, creativity and appreciation of the art of music for art teachers in the area of Garut Selaawi, and help develop the potential of art and music for the students on the lower level units of early childhood education.

The concept of musical arts training and learning can increase the vocabulary and the enrichment of methodology for teachers in teaching the art of music, especially to the students. Mastery of basic knowledge and skills of music is an integral part of the educational process in early childhood activities that almost all learning activities and education tend to use songs and games sound in music. The early childhood teachers learn musical material, select and sort songs appropriate to the child's character early age to teach it back to the students properly, in order to foster and develop a sense of aesthetics, a sense of musicality, sensitivity and a sense of togetherness child.

Furthermore, in the curriculum of Early Childhood Education, the national development of the art refers to the basic competence, where children are able to express ideas and their creativity in various forms and media which includes learning the art of music. As prescribed in the learning activities, namely moving to the rhythm of music and singing were adapted to the growth and development of young children. Basically, early childhood education in general has four main functions: as the development of expression to give a chance to express thoughts and feelings freely in the form of sound, sound, motion, visual, and languages, learning ways to communicate the message through music activities and move [7].

Through understanding the knowledge of music and its elements, skills exercise music, also understood the musical works both traditions and non-traditions, especially of children's music in the form of songs or *kakawihan barudak* will bring teachers and their students in appreciating the better, Knowledge and skills in music, are two things that are closely related to the building art of music itself. Musical skills for early childhood is very close with the ability to sing or play a musical instrument which is simple, through the singing and playing musical instruments, then the child's motor physical ability to be processed. This musical skill activity provided to train the physical ability and motor skills possessed the art teachers in reading notation, sing and create music works in an integrated manner. Application of teaching materials are given to teachers of early childhood are the folk songs based Sundanese tradition. In particular songs and *kakawihan kaulinan barudak* example:

BODY MOTION SONGS

My hands are up, down to the shoulder
 My hands on hips rocked
 Rather Sundanese Language
Panangan ka luhur, lungsur nataktak
Panangan na angkeng teras digoyang
Panangan ka payun, teras ka gigir
Panangan ditepuk badan digoyang

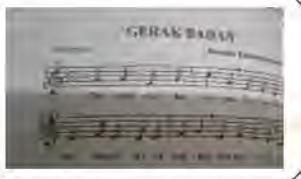


Fig. 1. Example songs and *kakawihan kaulinan barudak*.

At the time sang exercise, the participants were assigned to perceive the lyrics both in Indonesian and lyrics into Sundanese through movement. It is intended to initiate activities in the development of the concept of basic physical abilities through activity to process the muscles on one form of processing motions of the motor in the development of basic physical ability.

Other material is to understand and learn the songs *kaulinan barudak* melalui stages: 1) know the song, 2) listen and listen to chanting tone *daminatila* exemplified teachers, 3) mimics reading notation pentatonic, 4) follow rhythmic patterns song *kaulinan barudak* 5) reads melody track 6) understand the song lyrics *kaulinan barudak*, 7) interpreting songs *kaulinan barudak* melalui motion, 8) process motion *kaulinan*, 9) creating and integrating motion and song *kaulinan barudak*. The lyrics of the song include table 1:

TABLE I. THE LYRICS OF SONG [8]

Songs AMBIL-AMBILAN <i>Ambil-ambilan turuktuk hayam camani.....</i>	Songs CANG KACANG PANJANG <i>Cang kacang panjang anu panjang ucing</i>
Songs CINGCANGKELING <i>Cingcangkeling manuk cingkleung cineten Plos ka kolong bapa satar buleneng</i>	Songs ORAY-ORAYAN <i>Oray-orayan oray naon oray bungka Bungka naon bungka laut laut naon laut dipa Dipa naon dipanduri ri ri ri ri.....</i>
Songs AYANG-AYANG GUNG <i>Ayang-ayanggung, gung goongna rame Menak ti mastanu nu jadi wadana Naha maneh kitu tukang olo-olo Loba anu</i>	Songs EUNDEUK-EUNDEUKAN <i>Eundeuk-eundeukan lagoni Meunang peucang sahiji Leupas deui ku nini Beunang deui ku aki</i>

The entire songs *kaulinan barudak* learned is able to be a stimulus for learning the arts and into the media said in processing ability physically to develop a sensitivity to the motor, so that the learning concept art for young children based on the art of traditional music can produce students who are sensitive to local culture growing. The educational environment and be able to improve the competence of skills in processing power and train ability of physical creative student in processing the motor movement.

C. Development of Motor Ability Through Music Experience

One major development, from basic skills in aspects of development is physical as stated Indiarti [2]: that "The development of gross motor skills are body movements that use the large muscles or limbs that are affected by the maturity of the children themselves". For example, running, jumping, climbing stairs, singing. Fine motor movements according to Indiarti is a movement that uses smooth muscle or some members of the body, which is processed and influenced by the opportunity to learn and practice." [2], Which can be established through activities; draw, write, arrange blocks, singing. Here is an attitude of teachers while studying *kaulinan barudak* songs that can be taught in early childhood education activities at school are guided by coach activities.

Motor development in music is performed by moving activities to follow the music. Activities in the different movements in time to the music / song is to develop sensitivity fine motor and gross motor skills. The basic concept of music in motion activities are musical experience, which can be done through the following stages:

1) *The participants put a hand on the head to show the high-frequency tones, hand on the shoulder for moderate tone, and the hand in the chest in a low tone:* Activities are carried out repeatedly to sharpen the sensitivity tones are arranged and can be read and played by the participants: *The concept is applied to read the following tones:*

- Hands on the head, to the audible tone 5 (sol) or tone 1 (da)
- Hand on the shoulder, to the audible tone 4 (fa) or tone 2 (mi)
- Hands in the chest, to the audible tone 3 (mi) or 3 tone (na)
- Hands on the belly, to the sound of tone 2 (re) or tone 4 (ti)
- Hands on thighs, to the audible tone 1 (do) or tone 5 (la)

2) *Expressing the feelings of joy clearly through rhythmic motion:* This is done through a rhythmic pattern adapted to the applause that sounded rhythmic pattern. One of the rhythmic pattern that can be played by the learners are:

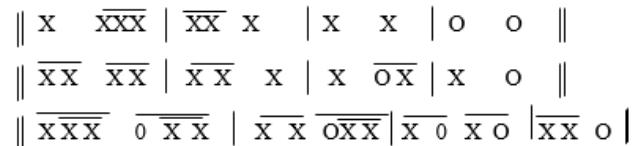


Fig. 2. Sample rhythmic.

3) *Locomotor movement:* such as walking, running prance, jump, slide, run menyerupa movement of horses, swinging, swaying and hitting the musical instrument, hitting the body, clap it to play music.

4) *The walk to the beat of the music that is played.*

5) *Exercising while singing accordance imagination associated with the lyric.*

6) *Repeating patterns of rhythm that is played with a clapping motion, as a sign of responding to the sound.*



Fig. 3. A model of the attitude of the teachers when making the application of the concept of learning to develop a sensitivity to motor through the presentation of the songs *kaulinan barudak*.

Processes and outcomes experienced by teachers for guidance and mentoring teaching for early childhood education based on traditional art is an alternative that can be developed teachers more widely for early childhood education, particularly in developing sensitivity of motor pupils from an early age.

IV. CONCLUSION

From the above explanation, it was concluded that arts education for young children is directed to reveal the basic skills in expression, communication, develop their talents and creativity. Early childhood learning is not effective without the music and move, and art education for young children can make learning more fun and children can hone the sharpness of flavor in controlling emotions. Through the art of music as well, children can cultivate musical sensitivity by aesthetic sense and sensitivity in the child's motor ripen physical ability.

With the concept of children's education based early age the art of music, the child can imitate when listening to a sound or voice that emerged from musical instruments, even children at an early age like to experiment with his voice and with manipulating motion and explore for or to vary existing. Therefore, we recommend early childhood through learning the art of music directed to: listen to the sound or voice that becomes a habit and encourage your child to provide feedback

on the sound he hears; responds to sound or voice or singing through movement; produce sound from a variety of pitched voice through the singing; experimented with a wide variety of sounds; imitate and play at the same time recognize the various sounds are heard as well as the tools of sound patterns and songs *kaulinan barudak* learned.

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