

Learn from Mistake to Reach an Effective Learning: A Case Study on Elementary School Teacher Education Students, STABN Sriwijaya Tangerang

Johanes Kristianto and Dika Arya Yasa

STABN Sriwijaya Tangerang Banten, Tangerang
johaneskristianto@sekha.kemenag.go.id,

dikaaryayasa@sekha.kemenag.go.id

Abstract

Music plays a vital role in human life, offering significant benefits to students. This is why music is incorporated into education, especially in Elementary School Teacher Education through courses in music pedagogy. These courses equip future teachers with essential skills in singing and playing basic musical instruments. Music pedagogy delves deeply into the study, including Indonesian traditional songs. Each task is recorded on video and submitted via Google Classroom for assessment by lecturer. This study was used a qualitative descriptive method and includes interviews with five informants who are students in Elementary School Teacher Education at Sekolah Tinggi Agama Buddha Negeri Sriwijaya (STABN) Tangerang Banten. The findings indicate that students are able to enhance their learning experiences, particularly in sharpening psychomotor skills, within a shorter timeframe compared to previous methods. Additionally, students develop stronger critical thinking abilities. These proficiencies are invaluable for their future careers, because they could practice times effectively.

Keywords: *Problem-based Learning; Music Education; Digital Media; Local Genius*

1. Introduction

Music is matter in human life, there are a few benefits and impact learn music on student development: 1) Enhanced memorization skills, 2) Music in school helps keep students engaged, 3) Improved social skills, 4) Develop imagination, 5) Develops Creative Thinking, 6) Helps in relaxing and healing, 7) Builds self-confidence [1]. Therefore, music was subject matter in education department, particularly elementary school teacher education. It useful to students when they into work field. These department, procesuted teacher candidate to able singing or play basic musical instruments. In music education course lecturer used problem-based learning (PBL) method. Problem-based learning is theory found by Howard S Barrows. In early, Barrows attempt this method to health science student [3]. Problem-based Learning (PBL), one of student-centered teaching models, it prioritizes cooperative and challenge-based learning, with teachers acting as "facilitators", and formative assessment processes [8]. Problem-based learning helps students to improve their skills in playing four-part harmony correctly, accompanying songs or melodies with correct chords, building problem solving as well as thinking skills in Harmony Manual class which give them benefit in the future

[5]. According Zwaal and Otting there are 7 steps in problem-based learning, including 1) Clarify terms and concepts not readily comprehensible; 2) Define the problem; 3) Analyze the problem; 4) Draw a systemic of the explanation inferred from step 3; 5) Formulate learning issues; 6) Collect additional information outside the group; 7) Sythesize and test the newly acquired information [9]. Digital era made lecturer to adapt a new approach, he has to able uses digital media to support his learning. New teaching and learning strategies are useful to music teacher in the future, for instance an innovative music e-learning. These learning can support communication and collaboration, eventough those difficult aspect to realization. According to Seddon social interaction within e-learning environments is essential to promote effective collaborative learning but social interaction will not occur without pedagogical practices designed to promote it [6]. Teaching with application of digital media appears as an innovative teaching tool, it is contribute to the efficiency of teaching Music Education in Lower primary school grades [4]. The aim of this research to know about possibility to reach an effective learning. It might be useful to student to learn next material of subject matter. In addition, there are non-musician background in student composition, it was a problem. It might be stumbling block to students to improve their performance in music education class. The subject matter music pedagogy at the Elementary School Teacher Education of STABN Sriwijaya Tangerang aims to prepare students in teaching music in elementary school. In this subject matter students learnt about how to play musical instruments and assessment playing of them. They are learn basic musical instrument that usually play by elementary student including, such as recorder, pianica and angklung. Traditional song was chosen by lecturer, these song from arround colleges region, as follows Banten and Jakarta. The songs including Boneka Abdi and Tokecang, it is played by duet format, recorder and pianica. Melody was play by recorder and chords played by pianica. Except duet, they are gathered into small groups filled by 4-5 persons.

3. Method

Qualitative method was used in this research, there are varying reason why this method chosen: 1) a holistic, systemic purview, emphazing inner working and contexts, 2) a strong, empirical commitment to triangulated description of teaching, 3) an obligation and opportunity to get the most from fieldwork interpretations, 4) a sense of empathy enhancing the utility of use for applied practice in education [2].

Objects of this research was problem-based learning method implemented in Music Education subject matter at the STABN Sriwijaya Tangerang Banten of Elementary School Teacher Education students. The subjects was student of its an institution, approximately there are 5 students was interviewed. Interview was in Bahasa, only point of view that presented in result of this article. The data were obtained through: 1) Literature review, as follows reading relevant books, journal articles, mass media, and online library; 2) Field observation, in this research, the researcher acted as the lecturer and observer also; 3) Sample selection: Some elementary school teacher education students were chosen as informants; 4) Interviews: In this step researcher combined among structured and semi-structured questions to obtain systematic answers [7]. Data was analysis through this steps: 1) Data Reduction: After field observed and interview, researcher interviewing students and has been verbatim transcribed; 2) Data Display: In this step, researcher analysis what linkage among obtained data, and organize this data to display to the readers; 3) Conclussion drawn: After the data were analyzed, researcher attempt to write the conclusion of this study.

4. Result and Discussion

After collected data, researcher find some findings, such as:

1) Clarify terms and concepts not readily comprehensible;

Lecturer gives them Indonesian national anthem or folk song. He asks them to sing and play both of songs with simple musical instruments, such as pianica, recorder, and *angklung*. They used own practice method, which play whole song, without analyze and correction.

“Of course sir, we practice from early to finish, if any false note I through it. We repeat over and over” (S, 2024).

2) Define the problem;

In this step students get a problem when they play the song in first time with musical instruments with group. They thought have a small finger, it impacted to finger performance, it is lack agile when they play a song. In addition, used old method be an obstacle factor.

“ In early, lecturer observe students who have not musical instrument, then give the solution to student so that could able material.” (C, 2024).

3) Analyze the problem;

In this step students attempt to analyze what things that made they feel difficult. Lecturer brief how to time reduce when practice, in a way repeat in difficult technique, either fingering or range of vocal.

“From Elementary School to Senior High School I have not been learn musical instrument, only drawing, it impacted when I practical in recorder, my finger sluggish, but sooner or later I got the technique.” (A, 2024)

Boneka Abdi

Moderato
Duo: C

Lagu Rakyat
Transkrip JK



Ab- di teh ga - you - na ga - duh ti - ji ba - ne - ka

Tau lah - lah sa - e - na sa - rang lu - cu - na

Ku ab - di - e - ro - kan e - rok - na sae pi - san

Cing mang - ga ti - ngo - i ba - ne - ka ab - di

Picture 1: Boneka Abdi Notation
Johanes, 2022

4) Draw a systemic of the explanation inferred from step 3;

After brief from lecturer they mark the notation sheet in difficult measure and practice the pattern time after time. During practice a difficult measure, they attempt to find their own learning method.

“For example, when I sing in high note, I felt difficult to reach, but after brief from lecturer I try to repeat in much time until fluently.” (S, 2024)

5) Formulate learning issues;

After marks a sheet they repeat difficult melody pattern time after time to get a clear tone. With peer-group make easier to them, they could learn from each other.

“For me, task on peer-group it made easy to communicating and discussing.”
(N, 2024) Use the "Insert Citation" button to add citations to this document.

6) Collect additional information outside the group;

To enrich insight they find another source from YouTube to reference them. They watch how to clear singing, how to touch pianica, blowing recorder with excellent technique.

“If me? First, see the YouTube video. Then, record our playing, after recording, group and I reviewing the video. Is there any aspect to get improvement?” (An, 2024)

“Watch the YouTube first, then make a video, after that we discuss to evaluating our performance to the video”. (S, 2024)



Picture 2: Students plays pianica and recorder uploaded on YouTube
Johanes, 2024

7) Synthesize and test the newly acquired information

After got insight from lecturer, peer-group, and YouTube video they presenting their practice result to audience. It resulted, they more confidence because get an appreciation from audience and lecturer, for instance hand clap, advice, and feedback. With new method from some sources students able to reduce the time, therefore they could move forward to next material in Music Pedagogy.

“The good things from new method is we faster than before, we save the time I think. So, we repeat in a difficult technique. We faster to able the song, sir.”
(S, 2024)



Picture 3: Student plays *angklung* on ansamble
Johanes, 2024

5. Conclusion

Conclusion on this study was learning in music pedagogy course more effective than before, because in early course a student plays a new song quickly, it means they read quickly; not analyze a notation, and just one time to read. These habits induced to their playing, they were sluggish to able the song. But, after get an insight to analyze the song, figure per figure; motive per motive, it helps them to reach an effective learning.

References

- [1] K. Ahmed, "The importance of music in school: Why music education matters," [Online]. Available: <https://stagemusiccenter.com/music-school-blog-winchester-acton-ma/2022/8/7/the-importance-of-music-in-school-why-music-education-matters?format=amp>.
- [2] L. Bresler, "Qualitative paradigms in music education research," in **Visions of Research in Music Education**, vol. 16, Art. no. 10, 2021.
- [3] H. S. Barrows, "Problem-based learning in medicine and beyond: A brief overview," 1996, vol. 68, pp. 3-12.
- [4] A. Garcia, N. Mirra, E. Morell, A. Martinez, and D. Scorza, "The Council of Youth Research: Critical literacy and civic agency in the digital age," **Reading & Writing Quarterly**, vol. 31, no. 2, pp. 151-167, 2015.
- [5] L. Ramafisela, "Implementation of problem based learning method in manual harmony course at the Music Education Study Program of FSP ISI Yogyakarta," **Jurnal Seni Musik**, vol. 11, no. 2, 2022.
- [6] F. Seddon, "Music e-learning environment: Young people, composing and the internet," in **Symposium Proposal Submission: International Society of Music Education**, Bologna, Italy, 2022.
- [7] Sugiyono, **Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D**, Bandung, Indonesia: Alfabeta, 2014.
- [8] M. J. Vasconcelos, H. Caspuro, and Nilza Costa, "Problem-based learning: Composing in the classroom as a music learning challenge," **Revista Electrónica de Leeme: Electronic Journal of Music in Education**, vol. 52, pp. 11-140, 2023.
- [9] W. Zwall and H. Otting, "Performance of the seven-step procedure in problem-based hospitality management education," **Journal of Problem Based Learning in Higher Education**, vol. 4, no. 1, pp. 1-15, 2016.