
Basic competency for Elementary School teachers in teaching music**Tri Wahyu Widodo*, Natasha Fabio Cross**

Institut Seni Indonesia Yogyakarta, Indonesia

*Corresponding Author; Email: notasi3@yahoo.co.id

ABSTRACT

Competence is a skill that everyone must possess to complete various tasks. With constantly evolving work challenges, competencies must always follow the dynamics of the development of job challenges. This study revealed the phenomenon of the profession of a class teacher in elementary school education, which has significant challenges in the teaching and learning process and is a big concern for the government. Therefore, understanding the phenomenon of teachers as an educator profession is very important in understanding how to design and increase the professional competence of classroom teachers in musical instruments, such as recorders. The research will focus on the class teacher who teaches the art of music through recorders at the elementary school in the field of art knowledge, particularly the music arts. This study explores the problems of how classroom teachers achieve essential competencies to teach music knowledge. The data collected results from observations of classroom teacher training on music art learning organized in collaboration between Yamaha Education and the Ministry of Education and Culture in 2022. In training to improve the competence of class teachers, many need to be revealed and need solutions. So, this study aims to design various things that can improve the competence of elementary school class teachers in providing knowledge of music art. This study's data collection and analysis method uses a qualitative tradition through a case study approach for elementary school teachers.

Keywords: teacher competence, elementary school, music arts, recorder**Kompetensi dasar guru Sekolah Dasar dalam mengajar musik****Abstrak**

Kompetensi merupakan keahlian yang harus dimiliki oleh setiap orang untuk menyelesaikan berbagai tugas. Dengan tantangan pekerjaan yang terus berkembang, kompetensi harus selalu mengikuti dinamika perkembangan tantangan pekerjaan. Penelitian ini mengungkap fenomena profesi guru kelas pada pendidikan sekolah dasar yang memiliki tantangan yang cukup besar dalam proses belajar mengajar dan menjadi perhatian besar pemerintah. Oleh karena itu, memahami fenomena guru sebagai profesi pendidik menjadi sangat penting dalam memahami bagaimana merancang dan meningkatkan kompetensi profesional guru kelas dalam alat musik, seperti rekorder. Penelitian ini akan difokuskan pada guru kelas yang mengajarkan seni musik melalui alat musik rekorder di sekolah dasar dalam bidang pengetahuan seni, khususnya seni musik. Penelitian ini mengeksplorasi masalah bagaimana guru kelas mencapai kompetensi esensial untuk mengajarkan pengetahuan musik. Data yang dikumpulkan merupakan hasil observasi terhadap pelatihan guru kelas dalam pembelajaran seni musik yang diselenggarakan atas kerja sama antara Yamaha Education dan Kementerian Pendidikan dan Kebudayaan pada tahun 2022. Dalam pelatihan untuk meningkatkan kompetensi guru kelas, banyak hal yang perlu diungkap dan membutuhkan solusi. Maka, penelitian ini bertujuan untuk merancang berbagai hal yang dapat meningkatkan kompetensi guru kelas sekolah dasar dalam memberikan pengetahuan seni musik. Metode pengumpulan dan analisis data dalam penelitian ini menggunakan tradisi kualitatif melalui pendekatan studi kasus terhadap guru-guru sekolah dasar.

Kata kunci: kompetensi guru, sekolah dasar, seni musik, rekorder

Article history*Submitted:*
15 September 2023*Accepted:*
30 October 2023*Published:*
31 October 2023

Citation:Widodo, T. W., & Cross, N. F. (2023). Basic competency for Elementary School teachers in teaching music. *Imaji*, 21(2). 186-192. <https://doi.org/10.21831/imaji.v21i2.66051>.

INTRODUCTION

The teaching and learning process requires a method always dynamic in normal and abnormal conditions. A dynamic approach will undoubtedly answer the challenges of the teaching and learning atmosphere. A strong will or effort is needed in the era of technology that is developing very rapidly. Indeed, many factors need to be prepared, including facilities and infrastructure. The more important thing is the educator [1].

The model of improving teacher competence in music arts education in elementary schools is essential in practicing teaching to achieve music education outcomes in elementary schools. The learning process will always be renewable by the time. Various efforts in developing learning models are currently multiplying. Renewing the learning model will undoubtedly provide dynamics in the teaching and learning process. Therefore, reviewing models and forming competencies in practical learning is an exciting phenomenon to explore and explore. Recorder musical instrument practice in class teachers often appears incompatible with the correct practice theory. As part of the essential competency of teaching music, there is an issue with teaching the art of music.

A factor in improving the competence of class teachers in music education in elementary schools is forming the model needed in the classical music learning process. Learning music included in the elementary school education curriculum requires creative skills at a low cost. However, in learning music, especially recorders, few class teachers still do not understand well. This can be observed from knowledge to how to practice it. There are also written references, and literature has not provided many solutions for class teachers to teach the art of music through recorders to elementary school students. However, the pointers circulating in the community have not supported much in learning music art through the Recorder.

Teachers often use learning models: presentations, direct instruction, concept teaching, cooperative learning, problem-based instruction, and class discussion [2]. According to Arsad [3], learning models can be applied in several models, including the contextual learning model (CTL) [4], a problem-based learning model, a constructivism learning model, a model with an environmental approach, direct teaching model, integrated learning model, and interactive learning model.

The purpose of the research was to obtain a model of the competence of class teachers in learning music through recorders at the elementary school level. The compiled model provides solutions for classroom teachers who do not know musical arts. So that class teachers who do not have a basic knowledge of music can implement it in the learning process of cultural arts and crafts in the music sub-arts using a musical recorder. In addition, this research also obtained results from an engaging and interactive music-learning process between students and educators. An atmosphere of exchanging information is formed through exciting and interactive learning, and conducive learning is developed [5].

The current teacher competency model in learning music through recorders in various elementary schools in Yogyakarta is still not much about properly learning music through the Recorder. The average teacher teaches music art, referring to many theoretical learning models in general, namely lectures and a little practice. So, learning music art is not fun and joyful. The atmosphere of music art learning becomes tense, and music learning is not enjoyable.

The Recorder is a simple melodic instrument but requires a willingness to learn it. In playing, it is not as simple as I thought. Basic technical in playing makes basic knowledge in providing music art learning. Recorder learning running in various elementary schools still does not use minimum standards. The average class teacher teaches recorder practice, referring to many theoretical learning models in general, namely lectures and a little practice. The anger learning model provides a one-way direction of knowledge information. Therefore, this study tries to provide a minimum standard model of learning the old recorder practice into an interactive practical learning model, especially in music lessons in Recorder practice. Concerning the Recorder learning process in elementary schools, it becomes attractive for researchers to browse through research to obtain a minimum standard model of learning interactive Recorder music practices following technological developments.

The cultural arts learning model that focuses on learning music has many obstacles. An obstacle that often arises is the teacher's knowledge of musical skills. This is because many classroom teachers do not have a background in musical arts. Finally, with various obstacles not knowing music arts, many classroom teachers do not choose to learn cultural skills with music arts. If the art of music is taught in the classroom, it is only limited to the teacher's knowledge, such as singing. After looking at the

background and problems in the field through observation, this study formed a problem formulation: what kind of competency model for elementary school class teachers in learning cultural arts in music through Recorder musical instruments? How do we apply the competency model of the music art learning class teacher using the Recorder?

Research on the Model of Increasing Class Teacher Competence in Music Art Education, Recorder Musical Instruments in Elementary Schools certainly impacts the learning process of music arts in elementary school students that is interesting and interactive and the atmosphere of learning music that plays. Music learning wrapped in a Cultural Arts and Crafts learning package, abbreviated as SBdP, is ongoing with uncondusive learning conditions (results of interviews with elementary school class teachers in training forums in 2018, 2019, and 2022). This phenomenon becomes a reference material to be discussed in the form of previous research. Various research references through this literature review support this research process. The literature review is a literature review of different journal articles related to formal objects, material projects, and the context of research problems. The literature used in this study is as follows.

Understanding a teaching material interestingly and interactively must still be maintained (Hoad et al., 2020; Hu, 2020; Ndlovu & Ferreira, 2019; Yakavets et al., 2017; Yeh et al., 2019). This is related to the learning process. Of course, it will be good with an atmosphere of pleasant conditions. Seeing the conditions in the process of training class teachers in elementary school education in learning the field of music arts, there are still many obstacles. Many factors influence this condition. Many class teachers do not have a background in art knowledge, especially music. Therefore, it is vital to compile a model of the competence of class teachers in learning music through a better musical recorder.

Music practice can be divided into several forms or learning models in the learning process. The learning model is a plan or a state as a reference in planning activities in class. According to Arends & Kilcher (2011), the learning model contains objectives, stages of activities, learning environment, and classroom management. The learning model describes the rules for implementing learning activities systematically, has specific goals, and has a function as a guide in designing learning by teachers (McLeod et al., 2003). Both opinions can be concluded that the learning model is an arrangement of procedural concepts in the learning process with specific goals and achievements and as a guide in teaching and learning (Sa'ud & Sumantri, 2007).

Teaching musical instrument practice Music art education in this study also refers to Irzan Tahar's research. The article entitled *The Relationship between Learning Independence and Learning Outcomes in Education in the journal Open and Distance Education* illustrates that it is possible that the learning process can impact adult students learning independence. The basic concepts in the distance teaching process are divided into self-concept, experience, learning readiness, time perspective, and learning orientation, which is very helpful in this study to analyze the phenomenon of the musical instrument teaching process of Music art education (Tahar & Enceng, 2006).

Burakoff's writing (1966) illustrates that the recorder musical instrument can function as a basic understanding in the music learning process for elementary schools in the article as well as in the process of learning music art, of course, with pleasant conditions even though it does not leave discipline in every step of the learning process of recorder music practice (Miettinen, 2021).

The research findings guide the upcoming study and establish the theoretical foundation, building upon the earlier research concepts in the literature review. As in Darmayanti's presentation, universities today must develop a paradigm of the teaching process. It is not as easy as turning hands in changing this paradigm (Darmayanti et al., 2007). Various factors must be arranged from the activity model, infrastructure, and human resources.

According to Azhar Arsyad, learning media must be engaging (Arsyad, 2006). Technology and the learning process of music art must undoubtedly be enjoyable. Besides being attractive, it also provides independence to students freely in a learning atmosphere that is indeed happy or not in tense conditions or stressed students. Freedom in the teaching process is that students can do independently according to the time and place of learning activities according to the wishes of students. Technological media with significantly high artificial intelligence technology will assist in teaching activities, musical instrument practice, education, art, music, and interaction. In addition, with the provision of remote digital communication technology, teacher interaction with students can be carried out.

METHOD

The technical process of this research required several stages. Of course, these stages can get accurate and valid data. This research is qualitative research with an approach to the phenomenon that there are learning process activities for music art education practices. The teaching activities focused on teaching musical instrument practice. The selection of research cases of teaching musical instrument practice Music art education is raised because it relates to the knowledge researchers possess. In addition, the sample is students who take practical courses in music arts education.

This study explored data from classroom teachers as critical informants who taught music through recorder practice. Data from informants took the form of opinions of class teachers who attended recorder music practice training and extracted from class teacher responses during training. The social situation of class teachers' experiences is from the experience of teaching in elementary schools that use the K13 curriculum or those that have used the new curriculum, namely the Independent Curriculum.

Through online practice, every practical learning requires its own techniques. Because researchers have competence in the field of training in music art education, the limitation of the problem is the phenomenon of teaching musical instrument practice in Music art education. The research to be carried out is to find objective analysis results and refer to Sugiono's research method. In his writing, research will be carried out to get in-depth data by recording all the teaching activities of musical instrument practice and Music art education in a distance system. The phenomenon of action from the teaching process remotely or online is a natural object, so researchers are the key instrument (Sugiyono, 2019). Then, to collect data by triangulation (combined), inductive or qualitative data analysis, the study results emphasize the meaning of the phenomenon of teaching musical instrument practice Music art education with a remote system. To facilitate understanding in this research process, the technical research is sequentially collecting data by field studies or observations, literature studies, and data analysis. Through these three technicalities, researchers can easily carry out data collection activities.

The data collection process in this study began during the workshop activity in 2021-2022 and refers to the results of DIKTI research in 2018. The data that has been collected are data through interviews and in-depth observations of students practicing music art education. Then, in addition to interview and observation activities, namely by collecting literature data related to sample activities or research objects. In the process stage, data is collected by documenting videos and photos of lecture participants during musical instrument practice activities. Music art education remotely using several online programs or webinars.

The samples used in this research process were lecture participants on musical instrument practice and Music art education. The selection of participants is minimal in the research class, and samples may also be from participants in musical instrument practice lectures and Music art education from other teachers. After collecting the samples, the researcher will group them into several models. The grouping of samples will be distinguished in the use of online programs. Online programs or webinars certainly have advantages, so after the group, they will proceed to the data analysis stage.

FINDINGS AND DISCUSSION

Findings

Research on the improvement model of elementary school level class teachers who have attended recorder musical instrument training are teachers appointed by their schools to develop their knowledge in learning recorder musical instruments. Many of these teachers do not have scientific music backgrounds and practical musical instrument Recorder, so there are many difficulties in learning music, both in concept and practice through recorders.

Music subjects have been running so far, but school learning results do not have clear benchmarks. Even in the existing curriculum, such as the K13 curriculum, there are already references. Teachers in following the current curriculum are still confused. The condition of understanding music that exists from the results of the music learning process, which is part of the lessons in elementary schools of Art, Culture, and Crafts (SBdP), is only according to the knowledge of the teacher who is started. Even though many class teachers do not know about the art of music, it is the government's concern for the Ministry of Education, Culture and Higher Education to create training activities for class teachers to improve their ability to teach music.

This research results from teacher competency improvement activities in music compiled by the Ministry of Cultural and Higher Education in collaboration with well-known music companies in Indonesia, namely Yamaha Musik Indonesia, in 2017, 2018, 2019, and 2022. The teacher capacity improvement program has also continued to this day.

Classroom teacher opinion data collected from the music training process related to music learning in elementary schools provided various responses. Music learning requires essential competencies with the help of media, such as playing musical instruments such as a Recorder. The Recorder is a melodic instrument that is simple and easily accessible to students. However, Recorder is still widely practiced with techniques that are not quite right. In practicing, of course, it needs strong support. Music training support for class teachers to improve basic competence in teaching is essential to maintain the music learning process following goals and achievements. The following is documentation of improving the competence of music practice, which is still running. The practice of recorder music is incompatible with the standards of musical instrument practice for elementary schools. When the teacher gives an example in teaching, the Recorder always plays the lower notes, where playing the lower notes for novice students will be difficult. In addition, while playing music, the Recorder is also not supported by literature or multimedia.



Figure 1. Grade 3 and 4 Teacher Training Musical Instrument Recorder
(Source: 2018 photo by Tri Wahyu Widodo)

Elementary school class teachers are secretaries from excellent schools. Hence, the principal's proposed class teacher is an elementary school with criteria that carry out music teaching with recorder and pianika musical instruments. In addition, excellent elementary schools are designated pilot schools, spreading back to surrounding schools.

After the music training, there are many cases where class teachers do not understand how to teach music through a musical recorder. Most class teachers teach more theoretically. Even though elementary school children will experience boredom by only teaching, this is also triggered because classroom teachers, besides not being able to play musical instruments such as recorders, also know the basic concept of music learning itself is lacking. Things are different if the class teacher has experience or hobbies in music.

Discussion

Music learning is the basis of learning in which aesthetic knowledge is an essence. It is knowledge to understand and build a sense of beauty from sound. Understanding and making a sense of beauty can be obtained through individual and group experience. The form of knowledge of a sense of beauty can be found in various art activities, such as music, dance, drama, fine arts, and crafts. The competence of class teachers continues to be improved, which requires a model as the basic concept of learning music art. A simple competency improvement model will undoubtedly answer to class teachers who do not have the basics of music and must guide students in musical activities.

The stages of research in the model of enhancing the proficiency of class teachers in music education through the utilization of recorders involve the compilation of acquired data. The preparation

of research data obtained from the field in documentation data, indirect interviews, and literature reviews will be triangulated reduction and confirmation. A conceptual framework was developed to facilitate music instruction using a musical recorder for elementary school teachers.



Figure 2. Draft model of classroom teacher improvement in SBdP learning on music art

The three essential elements of a class teacher's basic competency improvement model in learning music arts must be understood and implemented in the teaching process. These three elements are necessary for classroom teachers in elementary schools. The idea is composed of the research results conducted qualitatively by listening to the opinions of class teachers who follow the improvement of the quality of music learning in elementary schools at various levels.

The condition of understanding music that exists from the results of the music learning process, which is part of the lessons in elementary schools of Art, Culture, and Crafts (SBdP), is only according to the knowledge of the teacher who is started. Even though many class teachers do not know about the art of music. This is the government's concern, namely the ministry of education, to create training activities for class teachers to improve their ability to teach music.

One teacher has an essential role in guiding students to understand the sense of beauty, so the teacher must certainly have basic knowledge of aesthetic science. For basic knowledge of beautiful taste to be easily possessed by a teacher, it requires a minimum standard. Minimum standards are the most basic knowledge that teachers must have in the field of art, in this case, especially music. Knowledge of sound and its elements is the minimum standard for a teacher to guide students, especially in elementary school. In this case, the minimum standard in music art is music with international standards. Through case studies and teachers' experiences teaching music in research, a minimum standard of musical knowledge must be possessed by a teacher at the elementary school level, focusing on grades three and four.

CONCLUSION

It is imperative for a teacher who holds significant duties and responsibilities in the education process to possess crucial competencies in the subject matter they are teaching. Fundamental competence entails fulfilling the minimum material standards students can comprehend and acknowledge. The essential competencies align with the learning outcomes established by the government. They are answering the problem of the condition of class teachers in teaching music knowledge to elementary schools where at least they can play simple melodic and rhythmic musical instruments, such as Recorders. How to play a recorder musical instrument following the proper steps can be a reference for the basic competence of class teachers to provide musical knowledge with fun. In addition to musical recorders, class teachers also need additional media, such as multimedia, to help meet the essential competencies of teaching music knowledge.

An elementary school teacher has a significant burden in guiding his students. Through a large load, of course, treatment is needed that can facilitate its activities. Establishing minimum criteria for music sub-subjects to transfer music knowledge effectively is necessary. Continuous teacher training related to developing aesthetic understanding, in this case, the art of music, must be realized continuously. It is essential to maintain and develop the knowledge of a primary school teacher.

REFERENCES

- Arends, R. I., & Kilcher, A. (2011). *Teaching for student learning*. Routledge.
- Arsyad, A. (2006). *Media pembelajaran*. PT Raja Grafindo Persada.
- Burakoff, G. (1966). The recorder in our schools. *Music Educators Journal*, 52(5), 110–112. <https://doi.org/10.2307/3390759>.
- Darmayanti, T., Setiani, M. Y., & Oetojo, B. (2007). E-learning pada pendidikan jarak jauh: konsep yang mengubah metode pembelajaran di perguruan tinggi di Indonesia. *Jurnal Pendidikan Terbuka Dan Jarak Jauh*, 8(2), 99–113.
- Hoad, C., Wilson, O., Brunt, S., Shill, G., & Howe, B. (2020). Work-integrated learning in university popular music programmes: Localised approaches to vocational curricula in Melbourne, Australia and Wellington, Aotearoa/New Zealand. *British Journal of Music Education*, 37(2), 181–192. <https://doi.org/10.1017/S0265051720000066>.
- Hu, G. (2020). Art of musical color: A synesthesia-based mechanism of color art. *Color Research and Application*, 45(5), 862–870. <https://doi.org/10.1002/col.22532>.
- McLeod, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management: Managing time and space, student behavior, and instructional strategies*. Association for Supervision and Curriculum Development (ASCD).
- Miettinen, L. (2021). Towards relational music teacher professionalism: Exploring intercultural competence through the experiences of two music teacher educators in Finland and Israel. *Research Studies in Music Education*, 43(2), 226–238. <https://doi.org/10.1177/1321103X20936399>.
- Ndlovu, V., & Ferreira, N. (2019). Students' psychological hardiness in relation to career adaptability. *Journal of Psychology in Africa*, 29(6), 598–604. <https://doi.org/10.1080/14330237.2019.1689468>.
- Sa'ud, U. S., & Sumantri, M. (2007). Pendidikan dasar dan menengah. *Dalam Ilmu & Aplikasi Pendidikan Bagian*, 4.
- Sugiyono, P. D. (2019). *Metode penelitian kuantitatif dan R&D*. Alfabeta.
- Tahar, I., & Enceng, E. (2006). Hubungan kemandirian belajar dan hasil belajar pada pendidikan jarak jauh. *Jurnal Pendidikan Terbuka Dan Jarak Jauh*, 7(2), 91–101.
- Yakovets, N., Bridges, D., & Shamatov, D. (2017). On constructs and the construction of teachers' professional knowledge in a post-Soviet context. *Journal of Education for Teaching*, 43(5), 594–615. <https://doi.org/10.1080/02607476.2017.1355086>.
- Yeh, Y., Rega, E. M., & Chen, S.-Y. (2019). Enhancing creativity through aesthetics-integrated computer-based training: The effectiveness of a FACE approach and exploration of moderators. *Computers & Education*, 139, 48–64. <https://doi.org/https://doi.org/10.1016/j.compedu.2019.05.007>.