

The Reality of Music Arts Learning at Citra Cemara Elementary School

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Abstract

This article aims to describe the reality of music art learning at Citra Cemara Elementary School. The problem is focused on the independent curriculum used in schools in music art learning in phases A, B, and C. The focus of the problem in phase A is the difficult transition and the development of different students. The focus of the problem in phase B is the problem faced by independent learning skills. The focus of the problem in phase C is the use of technology. The Independent Curriculum Theory is used to overcome these problems. This curriculum emphasizes student-centered learning, flexibility in content and methods, and character and competency development. Data were collected through interviews, observations, and documentation and analyzed qualitatively. In-depth interviews with music art teachers to obtain information about experiences, views, and perceptions related to music art learning at Citra Cemara Elementary School. Direct observation in class during music art learning at each phase. Documentation is carried out to see teaching materials, results, and evaluations in the music art learning process in writing. This study concludes that with the implementation of the independent curriculum, students in each phase have achieved quite good learning outcomes on average. However, there are still some things that can be improved, such as information on teacher training, which is expected to be communicated to schools, especially in music arts teacher training.

Keywords: Music; Independent Curriculum; Learning; Elementary School.

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INTRODUCTION

The education curriculum in Indonesia continues to develop along with the times. Currently, the independent curriculum is the main reference in the implementation of education in Indonesia. The emergence of the independent learning curriculum policy due to the COVID-19 pandemic caused obstacles in the learning process in educational units. The Ministry of Education, Culture, Research, and Technology (Kemendikburistik) issued an independent learning curriculum policy to restore learning from 2022 to 2024. During this transition period, educational units that are not ready to use the independent curriculum can still use the 2013 curriculum and the emergency curriculum. The Emergency Curriculum, as stated in the Decree of the Director General of Islamic Education Number 2871 of 2020, is a curriculum designed and implemented by educational units in emergencies. This emergency is not limited to the COVID-19 pandemic but also includes other emergency conditions, such as natural disasters or riots (Munajim et al., 2020). The determination of the national curriculum policy will be set in 2024 based on an evaluation of the curriculum during the learning recovery period (Ministry of Education, Research and Technology, 2022). Curriculum evaluation is a systematic process to improve the curriculum to make it better and more relevant in the future, both the curriculum that is still under development and the curriculum that will be implemented (Maros & Juniar, 2021).

The independent curriculum theory is in line with the idea of Ki Hajar Dewantara, which focuses on the freedom to learn and independent and creative character. "This independent learning curriculum is by the ideals of the national education figure, namely Ki Hajar Dewantara, focusing on the freedom to learn independently and creatively (Scientist, 2024)." Independence and creativity are essential characteristics that are formed through the learning process. "Learning independently and creatively is a character. Character is formed from the learning process. The formation of an independent character and being able to think creatively answer the challenges of the 21st-century era (Rizal et al., 2023). Character and cultural education is an important investment for the future of the nation. The next generation of quality can be seen from attitudes and behaviors that reflect the culture and character of the nation. (Irawana & Desyandri, 2019).

One of the subjects that plays an important role in realizing an independent and creative person is music arts education. In realizing an independent and creative thinking person, music arts education is one of the subjects that directs students to be sensitive, communicative, reflective, and creative (Milyartini & Haerani, 2014). Music arts education started in elementary school. Music arts in the independent curriculum have been taught separately from other arts learning. With this new structure, it can provide advantages and disadvantages in implementing music arts learning in elementary schools.

Several studies have highlighted the challenges in implementing the independent curriculum, especially in music arts learning. The results of the study from (Iraqi et al., 2023) show that there is a lack of musical instrument equipment in schools, teachers' difficulties in managing class students, and teachers who do not have an arts education background. Other research from (Alimuddin, 2023) highlighted the obstacles in implementing the independent curriculum in elementary schools, namely the presence of a new principal in October 2022, the lack of teacher understanding of the independent curriculum, and the lack of offline training. In addition, the results of the study (Wow, 2023) show that there are obstacles in implementing the independent curriculum, including teachers' understanding and skills in applying creative and innovative learning models, school environmental conditions, facilities and infrastructure, and available human resources.

Based on these findings, it can be concluded that there are still many obstacles experienced by educational units, especially in elementary schools, in implementing the independent curriculum. Therefore, researchers are interested in seeing the reality of music art learning at Citra Cemara Elementary School and its impact on student development. The benefits of this study, in addition to being a reference material for learning models, can also be an evaluation of the government in deciding national curriculum policies.

RESEARCH METHODS

This study uses a qualitative approach design and descriptive research type because the researcher seeks to describe learning practices in elementary schools, especially in Citra Cemara Elementary School. The data collection method used is interviews. In the interview stage, the researcher uses a laptop as a medium to record the results of interviews from informants, in addition the researcher documents visually through photos that can support the analysis and discussion of the research.

Interviews were conducted with teachers at Citra Cemara Elementary School offline. The data collection instrument used was the researcher presenting several questions as follows: What is the curriculum used in music arts learning at Citra Cemara Elementary School and how is the curriculum implemented? What are the strategies/models for music arts learning at Citra Cemara Elementary School? How is the availability of human resources, in this case, music arts teachers and music arts learning spaces at Citra Cemara Elementary School? How does technology influence music arts learning at Citra Cemara Elementary School? What are the challenges faced in music arts learning at Citra Cemara Elementary School and what are the efforts to overcome these challenges? With the implementation of the curriculum, what are the learning outcomes of students at Citra Cemara Elementary School?

Researchers used the Miles and Huberman data analysis method, namely data reduction, data presentation, and drawing conclusions (Sri Annisa & Mailani, 2023). The researcher conducted field research by observing the class and conducting interviews with music art teachers at Citra Cemara Elementary School. After the data was collected, the researcher presented the data in narrative form. Finally, the researcher drew conclusions based on the data that had been collected and had gone through the reduction stage.

RESULTS AND DISCUSSION

The results of the field study show that Citra Cemara Elementary School uses the independent learning curriculum from grades 1 to 6 in the subject of music arts. Music arts learning follows the independent curriculum structure where each level is divided into 3 phases, namely Phase A: grades 1-2, Phase B: grades 3-4, and Phase C: grades 5-6. Documents in the form of report card administration, teaching modules, CP, TP, and ATP have followed the provisions of the independent curriculum.

Table 1 Structure of Independent Curriculum Phase A, Phase B, and Phase C

No	Phase	Class
1	A	1-2
2	B	3-4
3	C	5-6

Table Source Independent Curriculum

PHASE A (Grade 1-2)

In phase A, students learn by singing. The materials that students learn in this phase are rhythm, beats, and singing national songs and simple children's songs. In learning rhythm and beats, students use their body parts such as clapping their hands. Before singing, students do warm-ups such as vocalizing, humming, and facial exercises. The learning achievement of this phase is that each student is able to sing with the right technique and tone accompanied by a musical instrument, namely a keyboard. Some of the national songs that have been learned in this phase are Indonesia Raya and Garuda Pancasila. The simple children's song materials that are learned are Dua Mata Saya and Aku Anak Indonesia.



Figure 1. Music Arts Learning in Phase A
Image Source Researcher Observation

PHASE B (Grade 3-4)

In phase B, students are introduced to melodic musical instruments, namely the pianica. The initial material is introduced to students with finger numbering, then students are given an understanding of the C Major scale with the correct finger position. Students learn number notation, and various time signatures such as 2/4, 3/4, and 4/4. Students play the note values of 4 beats, three beats, two beats, and one beat. After students learn the basics, then students play simple songs, and national songs. One example of a national song studied in this phase is The Silent Moment, and an example of a simple song studied is Do-Re-Mi. The learning achievement in this phase is that students individually / in groups play the pianist to perform national songs and simple children's songs accompanied by a musical instrument, namely the keyboard.



Figure 2. Music Arts Learning in Phase B
Image Source Researcher Observation

PHASE C (Grades 5-6)

In phase C, students learn melodic wind instruments, namely the Recorder. The recorder used is a soprano recorder. The material studied by students in the early stages is recorder fingering with a C Major scale with the correct finger position. Reviewing the number notation, as well as the time signatures 2/4, 3/4, and 4/4. Blowing the recorder with a note value of 4 beats, three beats, two beats, one beat, and 1/2 beat. After learning these basics, students play national compulsory songs and regional songs. Some examples of national compulsory songs are Bagimu Negeri and Pantang Mundur. In addition, some examples of regional songs learned by students are Bubuy Bulan and Manuk Dadali. The learning achievement in this phase is that students, both individually / in groups, can play the recorder and perform national compulsory songs, and regional songs accompanied by musical instruments, namely the keyboard.



Figure 3. Music Arts Learning in Phase C
Image Source Researcher Observation

In each phase, what differentiates is the mastery of musical instruments, and the level of difficulty of the songs played. The final result of learning music art, students perform songs that have been taught at the Chinese New Year event, the art festival held by Citra Cemara Elementary School every year, and the Citra Cemara Elementary School Open House.



Figure 4. Music Arts Learning in Phase C
Image Source Researcher Observation

Citra Cemara Elementary School Learning Model, Bandung

The learning model applied at Citra Cemara Elementary School from phases A, B, and C uses several models, including direct instruction, cooperative learning, experiential learning, the Kodaly model, and the Dalcroze Eurhythmics model.

In direct instruction, the teacher demonstrates a technique or musical art skill directly to students. Then, students are taught to practice repeatedly to master the technique or the song to be played. At Citra Cemara Elementary School, direct instruction is applied in each phase. The teacher gives a direct example in front of the class, such as the teacher singing in phase A, the teacher playing the pianist in phase B, and the teacher playing the recorder in phase C. Then, students in each phase follow what the teacher exemplifies repeatedly. The effect of direct instruction in phase A shows that students can follow the melody sung by the teacher. The melody sung is the melody of a simple children's song, and a national mandatory song so that learning outcomes are achieved in mastering a song. In phases B and C, fingering scales on the pianist and recorder can be followed directly by students. Research results (Yuniasri, 2020) show that direct instruction increases effectiveness for students because teachers play an active role and interactions between teachers and students are well established.

Cooperative learning is where students learn in groups to achieve goals in this case, namely playing a similar ensemble, whether vocal, pianist, or recorder; the goal here is to play a song. At Citra Cemara Elementary School, cooperative learning is clearly visible where each student from each phase learns the same song at each level, and students sing or play the song together in unison following the teacher's instructions. The influence of this cooperative learning makes Citra Cemara Elementary School students work together in teams. The cooperative learning model teaches students to work together, adjust to each other, and support each other to produce harmonious musical notes (Respati & Fuadah, 2018).

Experiential learning in students in learning music art can be seen from how students directly experience the practice of art. If the teacher only provides information or material in the form of lectures, then only the cognitive aspect will develop and will reduce the activity of students to experience art. Meanwhile, it is important for students to get art experience because it forms the students' complete competence (Wibisono et al., 2024). The Experiential learning method is in line with the elements of music art learning in the elementary school independent curriculum, namely experiencing. At Citra Cemara Elementary School, students not only learn music theory abstractly but also experience directly how students sing and play musical instruments. The influence of the experiential learning model on Citra Cemara Elementary School students is that in addition to practical skills, character is formed from this learning process. The characters formed are concentration and discipline where students regularly practice and focus on song material.

The kodaly method used by teachers in learning music arts at Citra Cemara Elementary School is singing, where students learn music through singing regional songs in their mother tongue, and practicing solfeggio. In addition to singing, the Kodaly method used by teachers is through body movements such as clapping and moving students' bodies according to the music to understand the beat value and rhythm. The influence of the Kodaly method on Citra Cemara Elementary School students is that students are able to understand rhythm and beats in singing or playing musical instruments in songs so that the song can be sung or played with the right and correct tempo both individually and together. Where indirectly, this method provides stimulus in musical intelligence. The Kodaly method aims to improve students' musicality (Rahayu, 2017).

Dalcroze eurhythmics's a learning model for developing musical and movement skills where Citra Cemara Elementary School students sing and play musical instruments while doing movements that express themselves in the songs being played. These activities are referred to as movements and songs in the Chinese New Year performances held by Citra Cemara Elementary School. The influence of this method for Citra Cemara Elementary School students is as a means of expressing themselves creatively and emotionally which fosters self-confidence to be able to appear on stage. "The Euretika method is oriented towards the formation of students' musical sensitivity and perception through the activity of listening to the sound of music and reacting to the sound of music with spontaneous movements, patterned movements, and improvisational movements (Serani, 2019)."

Of all the methods used, each method has its own advantages in the learning process. So, no method is better than the other methods. Each method complements each other and completes each other to achieve learning that provides a holistic influence. Each method provides benefits in terms of cognitive, musical skills, emotional development, and character development where the four aspects become a holistic unity in the learning process.

Citra Cemara Elementary School Student Assessment Process

Some of these methods are used to meet learning outcomes. Learning outcomes are measured by taking grades. Assessment of musical arts in the elementary school independent curriculum can be done by measuring students' abilities in various aspects, such as reading number notes, singing, and playing musical instruments. (Ministry of Education and Culture, nd). Based on the aspects of the independent curriculum music art assessment, the assessment process that occurs at Citra Cemara Elementary School is that in one semester, there are 5-6 grades taken

with different variations of songs in each phase. In phases A, B, and C, each month, one song is studied; in the 2nd week of each month, practice grades are taken, and students are still allowed to see song notation or song lyrics. After that, in every 4th week, test grades are taken where students are not allowed to see song notation or song lyrics while playing them. At the end of the first quarter before the Mid-Semester Exam, music art lessons hold a test to take practice grades where the grades are weighted more than the practice grades and monthly test grades. In the second quarter, grades are taken the same as in the first quarter. Based on the process of taking in one semester, the usual value processing at Citra Cemara Elementary School is practice grade = 20%, test grade = 30%, and practice grade = 50%. Creativity assessment is seen from how students express themselves by creating movements while singing that are in accordance with the song being performed. Collaboration assessment is seen from the adjustment between the song that students play, whether vocal, pianist, or recorder, with the song accompaniment played by the teacher.

Each phase, A, B, and C, has its own assessment rubric. In Phase A, the assessment rubric assessed vocal technique, expression and interpretation, harmonic balance, and performance ability. The following are the assessment categories in phase A. Very Good (90-100): Participants demonstrate excellent singing ability, with proper vocal technique, strong expression, and good balance. Good (80-89 points): participants demonstrate good singing ability, with fairly good vocal technique, fairly strong expression, and fairly good balance. Enough (70-79 points, participants demonstrate sufficient singing ability, with vocal techniques that need to be improved, less strong expression, and poor balance. Poor (0-69 points, participants demonstrate poor singing ability, with vocal techniques that really need to be improved, very strong expression, and very poor balance. Phases B and C have the same assessment rubric because the learning objective is to play musical instruments with a pianist and recorder. The assessment criteria are mastery of musical instruments, beats, tones/notations, dynamics, or loudness of sound. The following are the assessment categories in phases B and C from each aspect. Very Good (90-100): Students are able to master all musical instruments well in all their performances, master the correct beats in all their performances, master the correct notations in all their performances, and show appropriate dynamics in all their performances. Good (80-89): Students are able to master most musical instruments in all their performances, master the correct beats in most of their performances, master the correct notations in most of their performances, and show appropriate dynamics in most of their performances. Sufficient (70-79): Students are sufficiently able to master musical instruments in all their performances, sufficiently master the correct beats in all their performances, sufficiently master the correct notation in all their performances, and sufficiently show the appropriate dynamics in all their performances. Less (0-69) Students are less able to master musical instruments in all their performances, less able to master the correct beats in their performances, less able to master the correct notation in their performances, and less able to show the appropriate dynamics in their performances. From the results of the overall assessment process for the odd and even semesters, the music arts report card scores at Citra Cemara Elementary School show scores exceeding the minimum completion criteria, namely 75 in phases A, B, and C. These results indicate that the independent curriculum that is implemented and the methods used have achieved quite good learning outcomes.

Resources of Citra Cemara Elementary School Bandung

"Teachers are an important and primary factor in the education process, because teachers are the people who are responsible for the physical and spiritual development of students, especially in schools, to achieve student maturity so that they become complete human beings and have knowledge of their duties as human beings." (Listari et al., 2022). The availability of human resources, in this case, the music art teacher at Citra Cemara Elementary School, is adequate. The SBdP (Music Art) teacher at Citra Cemara Elementary School is Ms. Merry Christianty, S.Pd., S.Pd.SD with a background in music art education at the Indonesian Education University in Bandung, and a bachelor's degree in elementary school education at the Open University. It can be concluded that Ms. Merry Christianty, S.Pd., S.Pd.SD. Already has in-depth competence in music education plus has in-depth competence in being a teacher in elementary school. In addition, the



SBdP (Fine Arts and Drawing) teacher at Citra Cemara Elementary School is Ms. Sherly Wijaya, S.Ds., S.Pd.SD. took a bachelor's degree in design at the Harapan Bangsa Institute of Technology and took a bachelor's degree in elementary school education at the Open University. Each art subject at Citra Cemara Elementary School already has its own teacher who is in accordance with their field.



Figure 5. Interview with Citra Cemara Elementary School Music Teacher
Image Source Researcher Interview

Another factor that supports the process of learning music is the availability of space. Citra Cemara Elementary School has a music room equipped with various musical instruments such as keyboard, bass, drum, guitar, mic, cajoon, mixer, speaker, television, and air conditioner. With the availability of music room facilities, learning music at Citra Cemara Elementary School makes students more expressive because they do not worry about disturbing the learning process of other classes. Citra Cemara Elementary School's music room is quite soundproof and is in a different location from other classrooms where teaching and learning activities are taking place. Freedom of expression encourages self-expression and creativity in music. Equipped with air conditioners, it creates a comfortable and conducive environment for students as well as provides learning motivation where students are more enthusiastic and excited because learning is carried out in a different place, not in class. All existing facilities are used to support the teaching and learning process at Citra Cemara Elementary School. With the availability of other musical instrument facilities, students visually enrich their knowledge with a variety of musical instruments.

Along with the development of the times, of course, it is inseparable from technological advances. Citra Cemara Elementary School facilitates the room with the internet. Internet facilities are used by teachers well in introducing materials or songs that will be taught through media such as YouTube which is presented via television and speakers. After students watch the material given by the teacher, it can be seen that several students are able to follow the song material that the teacher wants to teach. This shows that the use of technology is effective in helping students understand and master learning materials. The use of this technology also has an impact on students in learning. Students can review the teachings given by the teacher at home via the Internet. This is in line with the principle of the independent curriculum, which forms the character of students to be independent.



Figure 5. Interview with Citra Cemara Elementary School Music Teacher
Image Source Researcher Interview

Other Challenges and Efforts

Music arts learning at Citra Cemara Elementary School faces several challenges, including students who do not bring musical instruments, students are not allowed to borrow musical instruments from their friends because the musical instruments used, both pianist and recorder, are attached to the mouth directly so that students who do not bring musical instruments cannot participate in teaching and learning activities. The efforts made by the teacher are that the teacher gives warnings and punishments by standing in front of the class to teach discipline. At the beginning of learning, there are still students who do not bring musical instruments, but the teacher has tried to inform them at the initial parent meeting where parents are encouraged to prepare the musical instruments that will be used according to their phase. In addition, the efforts made by the teacher are to provide direct examples specifically of the musical instruments that will be used. This shows that parental collaboration in realizing learning is an important factor. In addition, another effort is for the school to procure musical instruments that can be included in the school budget.

If it rains, the learning process is slightly disrupted because the distance between the class and the music room is quite far. On the way to the music room, there is no roof to protect from the rain. In addition, the impact felt if students do not have access to study in the music room, students will feel bored if learning is done in class, so their motivation to learn decreases. Decreased learning motivation causes freedom of expression to decrease because students refrain from being too noisy for fear of disturbing other classes that are carrying out teaching and learning activities. The efforts made by the teacher are to ask for help from the security guard to cross students using umbrellas even though this method takes quite a lot of time. In addition, other efforts are the school improve facilities and infrastructure, such as building a connecting roof between the classroom and the music room. Alternatively, the school can provide enough umbrellas for use by students.

There is no information on teacher training or seminars aimed at improving teaching skills in SBdP (Music Arts) subjects at SD Citra Cemara. Efforts made by teachers are to identify what training needs are needed such as innovative learning methods, the use of technology in music learning, or the development of teaching materials. After knowing their own needs, teachers plan and implement training, by attending workshops, seminars, or distance (online) training. By attending training, the school, as a facilitator, provides a budget for teacher training activities. In addition, other efforts that can be made are to collaborate with other parties such as campuses.

Music arts learning at Citra Cemara Elementary School, with the independent learning curriculum that has been implemented in each phase, has achieved quite good learning outcomes. Most students are able to practice musical instruments and demonstrate good singing skills. Apart from having good skills in singing and playing musical instruments, music arts learning at Citra Cemara Elementary School forms positive character and traits. For example, training students' patience. A concrete example is students queuing when they are going to practice playing musical

instruments. Another positive character is fostering student discipline where students practice at home and bring musical instruments when they are going to take music arts subjects. Perseverance, where students are trained to be diligent in memorizing number notation, and memorizing song parts. Students have a sense of responsibility when practicing in groups because they have their respective roles in playing musical instruments or singing a song. In a group, students are taught to work together.

The reality of music art learning at Citra Cemara Elementary School has fully used the independent learning curriculum from phases A, B, and C. The implementation of the independent learning curriculum in SBdp (Music Arts) prioritizes student-centered learning. This is a concept of the independent learning curriculum where schools and teachers are given the freedom to design their own learning models that are centered on students.(Yunaini et al., 2022). Students play an active role in receiving learning, such as singing, playing the piano, and playing the recorder directly. In addition, students also collaborate with each other in playing a similar ensemble. One of the characteristics of student-centered learning is that students are able to think critically and do not close themselves off from collaborating with other students. (Walidaini, 2023).

Music art teachers at Citra Cemara Elementary School use a combination of various learning models to achieve these learning objectives. The results of the combination of various learning models make students understand and master song material better by singing, playing the piano, and playing the recorder. This achievement can be successful with a holistic assessment, in addition to assessing students' abilities in singing, playing the piano, and playing the recorder. Teachers assess aspects of creativity, expression, and student collaboration. This assessment is carried out by means of classroom observation and student performance. The results of the study from(Tresia Oktari & Desyandri, 2023) show that through music arts education, students' characters are formed into discipline, perseverance, responsibility, creativity, self-expression, and cooperation between students. In addition, research from(Madina et al., 2021)shows that the emergence of character values in music arts learning, there are 14 character values consisting of religious values, discipline, tolerance, love of reading, honesty, creativity, responsibility, independence, curiosity, democracy, hard work, respect for achievement, social concern, and friendly/communicative.

The availability of adequate human resources and facilities, such as the music room at Citra Cemara Elementary School, supports the implementation of the independent curriculum in music arts learning. Teachers expect training information from the government to improve their competence in teaching music arts based on the independent curriculum. It is very important to hold training and coaching for elementary school teachers, so that teachers become more innovative in teaching music materials.(Suprayitno et al., 2023).

CONCLUSION

Based on the research results, music arts learning at Citra Cemara Elementary School has used the independent learning curriculum from Phase A, namely grades 1-2, Phase B, grades 3-4, and Phase C, grades 5-6. The music arts learning model that combines the direct instruction approach, cooperative learning, experiential learning, the Kodaly model, and the Dalcroze eurhythmics model has proven effective in achieving good learning outcomes for Citra Cemara Elementary School students. The results of this study conclude that continuous evaluation and coaching, as well as support from the government through training and facilities, are important for the successful implementation of the Independent Curriculum. The implementation of the independent curriculum not only improves musical competence but also the positive character of students, such as discipline, independence, cooperation, and creativity. This research is expected to be the basis for the evaluation of the government in developing better arts curricula and education policies.

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