



Design of Music Learning Methods Based on Traditional Music for Children with Special Needs (Autism)

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Abstract

Music education is the right of all humans, including children with special needs such as autistic people. This research aims to design music learning in classrooms that are in accordance with the characteristics of autistic people so that they are able to feel and interpret music in education. This research relies on the researcher as an instrument where the phenomena found in the field will be interpreted. The researcher designed and explained the cycle and pattern of learning music for children with special needs. Researchers designed a model of musical ideas with therapy, a model of listening to music, and arrived at the concept of its application. There are four cycles designed in music learning for autistic children, namely listening to music, singing Bolelebo songs, rhythmic movements, and playing musical instruments. These four cycles have two stages of implementation, namely planning and action. Researchers also designed a classroom suitable for music learning for autistic children. This learning design allows autistic children to gain musical experience in simple forms.

Keywords: *Music Learning Methods; Traditional Music; Autistic Children*

Introduction

The current education system is actually still experiencing many obstacles, especially in its use in the teaching and learning process. This is because the education system is made for the benefit of human beings themselves in the context of students and teachers. Humans have a dynamic nature, so there are often changes or revisions in the system education always happens. The education system itself must keep up with developments and Human needs that change based on developments in the era of globalization. Many sides which is an aspect of discussion in the field of education, namely from the aspect of the curriculum system that valid, teaching duration time, learning topics to learning models or techniques which is used by educators for students (Shaw, 1960).

Problems in the field of education are also felt directly in the field of art education in Indonesia. The basic concept of art education itself is almost the same as the basic concept of education in general, where students are expected to be able to receive learning, understanding and applying it in daily life in accordance with the context of the discussion in the field of education.

Learning and education, especially in the art of music, are also currently facing various kinds of problem situations. Problems such as people's assumptions about art subjects especially music, topics of discussion in learning musical arts, techniques or ways of educators in teaching music arts to the learning model presented by educators in music arts education learning. In addition to technical matters, the students' interest is also very effect the ongoing process of learning music art inside and outside class. Until now, the process of the music education system in Indonesia is still experiencing several obstacles, one of which is the pattern of applying music art learning for children with special needs (autism).

An autistic child is a child with a behavior that focuses on himself and his existence behavior of repetition of movements or monotonous behavior (Siegel, B 1996: 9). Based on this opinion, the prevalence or emergence of autistic children is estimated at 10 children to 15 autistic children out of 10,000 school-age children (Siegel, B. 1996: 12; Sutadi, 1997: 13; Widyawati, 2001:1). There are still other things related to autism that need to be resolved, for example, lack of information and negative perception of some people towards children with autism. Even though behind the limitations or obstacles in communication, not a few children are born in the condition or state of autism actually has special talents and achieves tremendous success in adulthood.

Music education for children with special needs is currently still experiencing a lot problems, such as the lack of design of musical arts learning patterns that match the characteristics they. In fact, the Independent Curriculum encourages teachers to be more flexible in designing and carry out learning for students with special needs. Concept of Independent Curriculum in line with the principles of learning in special education. Teachers can freely Develop learning schemes that can accommodate a diversity of characteristics and needs Learners. Teachers must have the skills to carry out learning development which is creative, innovative, adaptive, and accommodating for students with special needs. It is so that students with special needs can get the right treatment.

Nowadays, books in schools are often used as the main source or source the only one for teachers in designing learning for students with special needs. This is very unfortunate because learning for students is not in accordance with needs and conditions of students. For example, the learning materials provided are too high so that students do not get meaning from what they learn. Teachers are required to continue to develop themselves in making learning innovations which is in accordance with the characteristics of the students and the carrying capacity they have.

Research Methods

This research uses a qualitative approach. Qualitative research seeks to explore and find the meaning behind the apparent events. This research relies on researchers as an instrument where phenomena found in the field will be interpreted. Researchers design and explain the cycle and pattern of learning music art for children with special needs.

Discussion and Results

Design and Model of the Researcher's Idea

The main object of study in this research is children with special needs (Autism). the main focus of this research is those who are classified in the SLB (special school) type C class or commonly referred to as Tunagrahita. Tunagrahita is a condition when a person experiences obstacles in intellectual and mental development, resulting in an impact on cognitive abilities and adaptive behavior. Tunagrahita can be seen at birth or during childhood and continues into adulthood. Children with learning disabilities can learn, but they require a special and tailored approach to learning.

Based on several background problems and theoretical studies, the researcher formulated to study music in the aspect of health science, especially music as a medium in assisting treatment or therapists for children with special needs (autism) through the music art learning path. The researcher uses several procedures or arrangements as a design model in answering the formulation of ideas in this study, namely the following.

The idea model used in this research is a development model from the results of the ideas designed. Researchers use several arrangements or arrangements in answering the formulation of ideas in this study, namely as follows.

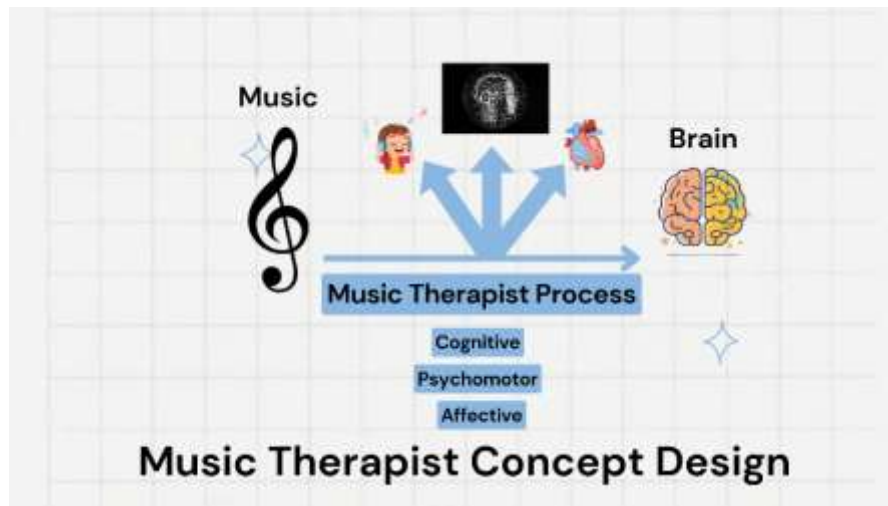


Fig. 1 Music therapist concept design
(Source: doc. Benediktus Molo, 2024)

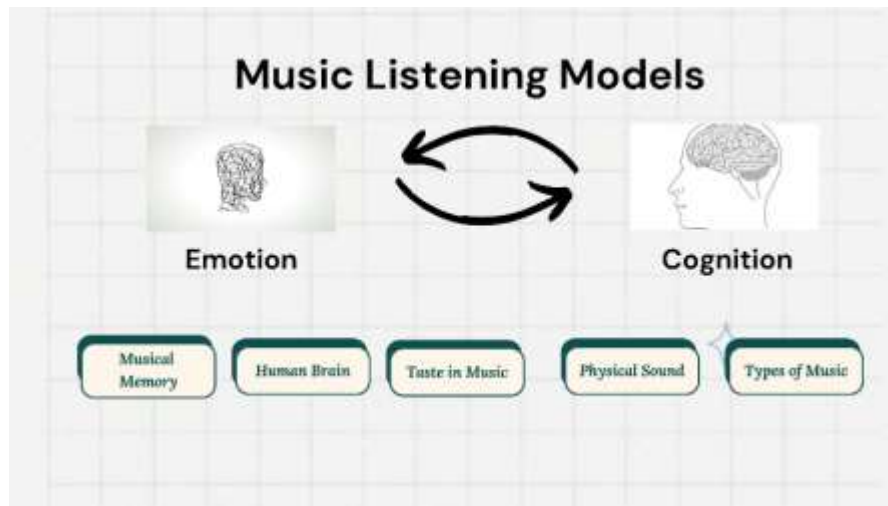


Fig. 2 Music listening models
(Source: doc. Benediktus Molo, 2024)

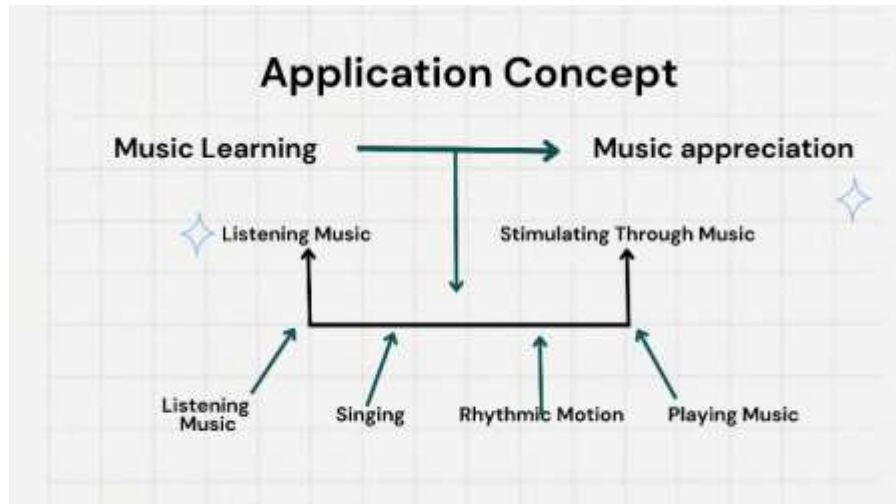


Fig. 3 Application concept
(Source: doc. Benediktus Molo, 2024)

Music Learning Cycle in Children with Autism

Based on the results of analysis and observation of the characteristics and criteria of autistic children, the author compiled several cycles in learning music. This cycle starts from the planning stage accompanied by action by considering several theoretical studies, literacy and guidance from several previous researchers.

1. Cycle I (Listening to Music)

a. Plan

Stimulate and focus students' audiotorial performance

b. Action

Playing the song Bolelebo using a music player or audio media with music software media in the form of Fl Studio.

2. Cycle II (Singing)

a. Plan

Stimulate or simulate sensory capture in the form of singing to improve memorial capture and train students' breathing patterns.

b. Action

Invite students to sing the Bolelebo song that they have heard in the learning room (singing does not have to be precise).

BOLELEBO

Traditional Song from Rote Island



Fig. 4 Bolelebo sheet music
(Source: doc. Benediktus Molo, 2024)

3. Cycle III (Rhythmic Motion)

a. Plan

Focusing learning activities on rhythmic motion patterns to simulate collaboration between students' brain power towards a movement or pattern (from learning media).

b. Action

Play back the song Bolelebo (audio) assisted by video (visual) to arouse the passion of students to follow the song with regular hand clapping or foot movements through media and persuasive from the teacher.

4. Cycle IV (Playing Music)

a. Plan

After the process from cycle one to cycle three is applied; in this final cycle, students are expected to create psychological nuances into several types of musical instruments. This last cycle is done when students already have good musical ability and have the ability to play musical instruments.

b. Action

Placing several types of musical instruments (how to play) which will be given the freedom for students to choose their preferred musical instruments, then together played in the learning space by following the music and visuals played or displayed.

Classroom Design for Music Learning for Children with Autism

Based on the results of analysis and observations related to learning and the atmosphere in learning for autistic children, the researcher can conclude a design or structure that is appropriate and effective for use in learning music for autistic children.

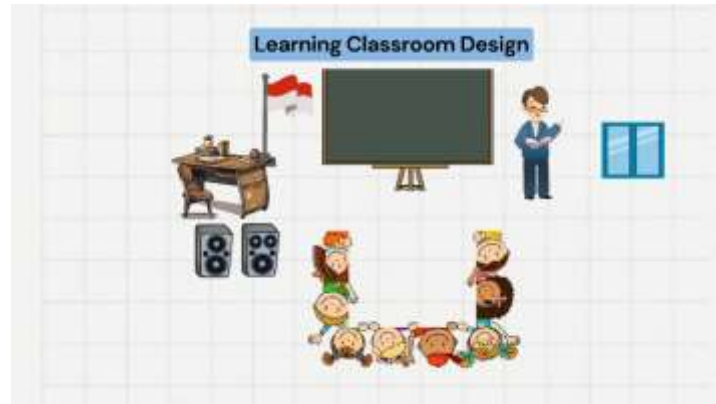


Fig. 5 Classroom design for music learning
(Source: doc. Benediktus Molo, 2024)

Conclusion and Suggestions

Based on the results of analysis and observation in this study, the researcher can personally conclude that education, especially music, is a right that should be felt and passed by humans, not least for children with special needs such as autistic people. Because of this phenomenon, the researcher here tries to try to initiate an idea about how to implement an effective and enjoyable music learning for autistic children and design learning space patterns for autistic children in the teaching and learning process.

The main contextual goal of this research is not the achievement of music learning competently but an initial and sustainable stage for autistic people in feeling and interpreting music in education. Thus, proficiency in this idea is not the main value but the pleasure of the learners in question, namely autistic children.

Acknowledgments

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