



Implementation of Music Playing Method in Improving Students' Creativity at SD Islam Al Azhar 14 Semarang

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Abstract

This study aims to describe the implementation of the music playing method in art learning and examine its effect on increasing student creativity at Al Azhar 14 Semarang Islamic Elementary School. Using a descriptive qualitative approach, data were collected through participatory observation, in-depth interviews, and documentation. The research subjects included music teachers and fourth grade students who were actively involved in music playing activities. The results showed that the application of the play music method encouraged students to be more active, dare to express themselves, and produce original musical ideas. Students' creativity increased significantly in the aspects of fluency, flexibility, originality, and elaboration. Music learning with the play method also proved effective in building a fun learning atmosphere while instilling Islamic character values. This finding reinforces that the play approach in art learning can be a relevant strategy to improve the creativity of elementary school students, especially in an Islamic-based school environment

INTRODUCTION

21st century education demands the development of creative thinking skills as one of the important competencies that learners must have. Creativity is not only limited to the realm of art but also plays an important role in the process of problem solving, decision making, and innovation in everyday life (Trilling & Fadel, 2009). In the context of basic education, the development of creativity can be done through an approach that is fun and in accordance with the characteristics of child development (Mulyatiningsih, 2010). One of them is through learning music with the play method.

According to Heldisari (2021), music is a powerful and flexible means of expression in helping children's cognitive, affective and psychomotor development.

The musical play approach provides space for students to explore sound, rhythm, melody and harmony through activities that involve movement, improvisation and collaboration. Reinforced by Swanwick (2001), playing music encourages the creative process. It requires students to be actively involved emotionally and intellectually in the creation of meaningful new sounds.

Creativity is one of the important aspects in the development of elementary school-age children, as it can support critical thinking, problem solving, and optimal development of their potential. However, the level of creativity of elementary school students in Indonesia is still relatively low. This can be seen from the lack of students' ability to express new ideas, limited variation in completing tasks, and the tendency to think convergently rather than divergently (Munandar, 2016).

Factors such as one-way learning methods, lack of creative environmental stimulation, and an emphasis on memorization over exploration also contribute to low student creativity (Suryabrata, 2013). Many teachers have not facilitated learning activities that support the development of creativity, such as music, educational games, or open-ended problem solving. In fact, elementary school is a golden period to foster children's creativity and imagination (Utami Munandar, 2016).

The low creativity of elementary school children is certainly a problem that needs serious attention, considering that the challenges of the 21st century require the younger generation to have the ability to think creatively and innovatively.

Therefore, learning strategies that can stimulate cognitive, affective, and psychomotor aspects in a balanced manner are needed, one of which is through a musical play approach which has been proven to increase children's creativity (Heldisari, 2021).

Therefore, this study aims to examine the implementation of the musical play method in the learning process at Al Azhar 14 Semarang Islamic Elementary School and its impact on increasing student creativity. It is expected that the results of this study can provide practical recommendations for teachers in developing more innovative and transformative music learning strategies.

Based on the above background, the problem formulations in this study are:

1. How is the implementation of music playing method in art learning at SD Islam Al Azhar 14 Semarang?
2. How does the method of playing music affect the improvement of students' creativity?
3. What are the obstacles and solutions in the implementation of the method of playing music in an Islamic elementary school environment?

Research on the relationship between music and children's creativity has been conducted previously. For example, a study by Lubis and Hasibuan (2020) showed that the method of playing music can improve students' creative thinking skills

through imaginative and collaborative activities. The study used a qualitative approach with a focus on simple music project-based learning.

Meanwhile, research by Novitasari (2019) found that the use of rhythmic musical instruments in play activities can improve children's emotional expression and courage to perform in public. However, most of these studies were conducted in general schools or kindergartens, not in Islamic-based schools.

This research has novelty in terms of context and approach, namely applying the method of playing music in an Islamic elementary school environment that has a religious orientation. In addition, this research will also integrate the play approach with Islamic character values in students' musical activities. Thus, this research is expected to enrich the literature on creativity development in music learning at the Madrasah Ibtidaiyah or Islamic elementary school level.

METHODS

This study uses a descriptive qualitative approach that aims to describe in depth how the implementation of the music playing method is carried out in learning and its effect on increasing student creativity at Al Azhar 14 Semarang Islamic Elementary School. The qualitative approach allows researchers to explore in depth the processes, experiences, and meanings contained in music learning practices in an Islamic elementary school environment (Creswell, 2012).

The subjects of this research are music teachers and grade IV students who are actively involved in music learning activities. The selection of subjects was done purposively by considering their direct involvement in the learning process. This research was conducted at SD Islam Al Azhar 14 Semarang because the school has a music program that is quite developed but has not been studied much in terms of its influence on student creativity.

Data were collected through three main techniques: participatory observation, in-depth interviews and documentation. Observations were made directly in music learning activities to observe students' activities when playing music, the use of musical instruments, and the creative interactions that emerged. Interviews were conducted with teachers and some students to explore their experiences and perceptions of the music playing method. Meanwhile, documentation included video recordings, photos of activities, student work, and relevant teacher notes (Spradley, 2006).

Data analysis was conducted using the interactive model of Miles and Huberman (1994) which consists of three main stages, namely data reduction, data presentation, and conclusion drawing. During the analysis process, researchers also applied data triangulation to test the validity of the findings, by comparing the results of observations, interviews, and documentation (Moleong, 2013).

In measuring students' creativity, this study refers to the indicators of creativity according to Torrance (1974), which include fluency, flexibility,

originality, and elaboration. These indicators were observed from students' activities in creating rhythm patterns, creating song lyrics, using simple rhythmic musical instruments, and other forms of musical expression that emerged during the music-playing activities.

RESULT AND DISCUSSION

Based on the results of observations, interviews, and documentation conducted during three cycles of music learning in class IV of SD Islam Al Azhar 14 Semarang, it was found that the implementation of the method of playing music had a positive impact on increasing student creativity. Learning was carried out using various musical activities that were explorative and fun, such as making simple rhythm patterns with percussion instruments (kentongan, tamborin, and mini drum), creating Islamic-themed song lyrics, and playing musical roles in small groups.

In the early stages, students tended to be passive and shy to express their musical ideas. However, after the teacher gave stimulus in the form of examples of tone and rhythm improvisation, and gave space for freedom of expression, there began to be an increase in the aspects of fluency (fluency of ideas) and originality (uniqueness) in the musical works created. From the observation results, 76% of students showed an increase in the ability to compose their own rhythmic patterns, and 68% of students were able to create short song lyrics independently or collaboratively.

Interviews with teachers show that the play method makes students more enthusiastic, more actively participate, and feel unburdened by academic pressure. The art teacher also added that music learning that is associated with Islamic values, such as making songs with themes of honesty, helping, and discipline, provides deep character strengthening to students.

The results of this study are in line with Torrance's (1974) view that creativity can be developed through an environment that encourages freedom of thought, emotional involvement, and explorative activities. In the context of music learning, the play method creates these conditions through musical activities that are fun, free, but still pedagogically directed. Music is not only a medium of expression, but also a creative learning tool that can bring together cognitive, affective and psychomotor elements in one learning process (Hargreaves et al., 2002).

The method of playing music is also in line with Piaget's theory of child cognitive development, which emphasizes the importance of concrete experiences in shaping children's mental structures. Musical activities such as making rhythms and singing self-created songs provide concrete experiences that help children form new schemes for thinking and expressing themselves (Piaget, in Slavin, 2006).

In addition, the application of the play method in the context of Islamic schools shows that art learning can synergize with Islamic values. This is in line with the concept of Islamic holistic education that not only pursues intellectual aspects, but also emotional and spiritual ones. The music used is not solely for entertainment, but also as a medium for da'wah and character building (Nasution, 2019).

This study also strengthens the previous findings by Lubis and Hasibuan (2020), which showed that the method of playing music can increase students' courage in improvising and producing original works. The difference in the context of this study lies in the Islamic- based school environment, so the approach integrates creativity with religious values, which has not been widely explored in previous studies.

The obstacles found during the research were the limited time for music learning in the regular curriculum, as well as the lack of musical instruments available in the classroom. However, teachers were able to overcome these obstacles by using simple musical instruments and recycled materials such as plastic bottles and ice cream sticks, which became part of the students' creative process.

Overall, the results of this study show that the music play method is an effective approach to improving the creativity of elementary school students. Learning based on exploration, self-expression, and character values proved to be able to encourage students to be more courageous, innovative, and reflective in their learning process.

CONCLUSIONS AND RECOMMENDATIONS

This study shows that the application of music playing method in art learning at SD Islam AL Azhar 14 Semarang is significantly able to increase students' creativity. increase students' creativity. Through activities such as rhythm exploration, song creation, and sound improvisation, students become more active, confident, and able to produce unique and original musical ideas. The improved aspects of creativity include fluency, flexibility, originality, and elaboration.

The play method is proven to create a fun, participatory and open learning atmosphere, which is very suitable for the characteristics of elementary school-age children. In addition, the integration of Islamic character values into musical activities has a positive impact not only on the cognitive and artistic aspects, but also on the moral formation of students. This reinforces the importance of an art learning approach that is contextual, interactive, and touches the spiritual realm of students.

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