

VOCAL CHORDS LEARNING MODEL AT THE PRIMARY BASED ON THE NATION CHARACTER AND LOCAL VALUE

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Abstract

Vocal chords learning model at the primary based on the nation character and local value, aims to nurture the learners of how to gain the skills of singing for the purpose of forming their strong character and enhancing the local value, as well. The implementation of character based vocal learning, starting from the song (lyric) mastery all out according to the rhythm and melody. Nurturing which is dealing with the nation character based development, can develop the learners' five powers such as: Faith of God, Creation, Feeling, Idealism, and Artificial, which are implemented throughout belief and receiving, love and friendliness, empowering, straight action of nurturing, leading and role-modeling. The rhythm and melody mastery of the students can form their character of faith, disciplinary, and aware of the signals covered in the song. Finally, the strong character, faithfulness, disciplinary and awareness are nurtured in the learners' personality, subconsciously or unsubconsciously.

Keywords: Vocal Learning, Character and Local Value.

A. BACKGROUND

Education has a powerful role in enhancing and developing the learners personality, especially for the purpose of nation and the country improvement.

The aim of the education generally is to fulfill the students needs to help them to explore and expand their aptitude, ability optimally, to exist their personalities, and function themselves dealing with their needs, as well as the social needs (Munandar, 1999: 6).

Basically, every learner has different aptitude and ability, reasonably, they need different education or knowledge. Education takes a responsibility to identify and educate, develop and improve their aptitude, especially for those who have special aptitude. Teachers as the role model in education, have central position in learning process. It can be proclaimed that the teachers are the key agents in positioning and developing the students aptitudes to make them to possess good attitude and human values.

Possessing good attitude and human values, can be gain through developing the basic ability such as hidden aptitude which is sometimes can be found among the students, but it can be develop by educating them.

Each of the learners has different character innately. Character deals with spirit, soul, attitude, morals (Saptono, 2011: 17). The character could be sharpen positively throughout the formal education, from Kindergarten up to the university.

Building the Nation character is a huge idea derived from the nation heroes who possess huge will to make the nation bases on good character since this nation has plural ethnics, with various local characteristics, that is why, it needs a holistic and universal view about character, to maintain the culture of the nation.

This is very important since it deals with the unity of perception, point of view, movement, in gaining the nation prosperity, and commonwealth of all Indonesian.

Building the Nation character is a means of the citizens quality which is driven toward the strong positive side, as to pursue the belief in Single God, as one of the five of Indonesia Country basic, and the other four are: fairness in humanism, Indonesian unity, citizenship which is led in policy at some (representative) conferences, Social fairness all over the Indonesian citizen. The nation character figuring out the character of the massive citizen universally, which is bias in their personality through the action in doing things, attitude, and responses, locally or nationally, as the product of managerial of mind, feeling, attitude, physic and, psychic.

In Indonesia educational system, Primary is the basic school for learning vocal subject under the music art subject, and will continuously to the upper level until to the advance level at the university.

According to Jamalus (1991: 12) said that vocal learning or singing learning is a kind of art to express or explore the thought, feeling, throughout the voice.

Moreover, Nicholson (1985: 1-6) stated that vocal practice is the ability of how to settle the up-down of the voice concords to the breath, and together with the pattern of the emotion and inspiration, the vocal and consonant pronunciation, diction and chromatics.

Singing activity is interesting for almost all ages, social status, gender, and so forth. It can be said that only a few person who are uninterested in singing, because of voiceless or deaf-mute. Primary period is like a gold period for the kids to explore and expand their potencies. According to the Convergence theory, the innate potencies they have can be an outstanding potencies if they have well responses to the environment, it is called sensitive period. Sensitive period is the period of maturing the organ of physic and psychic against the responses sources from the environment. This gold period is the opportunity for kids to develop the ability of: physic, cognitive, language, social, self concept, disciplinary, esteem, art, morale and religious value.

As the real fact, the ability of the primary learners in vocal practice is still low, and even failed. It can be indicated through the practice they have, for instance, when they sing the compulsory national song, they frequently have some mistakes of rhythm and melody, besides, lack of memorization of the songs (national, local, and compulsory national song).

Such a disability is not yet respected or figured out by the school stakeholders, especially the teachers. That is why, the writer initiate to conduct a research dealing with the case above, to plan and implement Character Based Vocal Learning, to improve the students ability in rhythm and melody as the fundamental element of vocal chords. Besides, the students' low ability in symbol notation and its duration (numeric and symbolic pitch).

The cases above indicate that the teachers teach vocal chords to the learners only by using imitative method by involving audio-media strategy (playing the cassette, then asking the students to repeat and imitate the singer in the cassette). In this case, the teachers do not realize the impacts of this methods, of which the students' voices characteristics are different to the voice in the cassette.

Dealing with this case, there are 3 main things that should be mastered by the teachers before doing teaching, they are: Rhythm, Melody, and Lyric.

First is rhythm, dealing with the time (action in time); that is long and short sound of a pitch marking by the bars or meter. The second is melody, dealing with the space (action in space); that is about short – long, low – high of the pitches. Learning vocal practice is a kind of skills learning which needs planned, frequent, systematic, and continual practice.

In fact, now on vocal learning at the primary level tends to use electronic media, such as tape recorder. It is not suitable since the students have varied and distinguished ways of learning. The practical and effective strategy in teaching vocal is by engaging the students to understand and familiarized the musical notation. This strategy is much more effective than teaching the lyric of the song by imitating the voice in the cassette. The other important thing in learning vocal chords is the rhythm beats (ketukan lagu), continue to the frequency of pitches, and then the lyric.

Due to the learning material at the primary level, a music /vocal teacher should be able to select the proper methods related to the material, so that through the learning process, the teacher have planted, asserted, and embed the character value to learners both local and national value. According to Prayitno (2009:14), stated that one of the Indonesia Educational Pillar, the teachers use the high technology in teaching process, that is called 'wiyata' consists of: material, methods, media, environment, assessment of learning. Due to the primary school level is the basic level in learning music or vocal chords, it is suggested the teachers must be able to select the proper methods in teaching vocal chords for the purpose of embedding the strong value of characters to the students.

It can be claimed that not all the songs are suitable and relevant to the students of primary. The suitable and proper songs for the primary students are those which are educative and easy catchable meaning lyric. The easy catchable meaning lyric in the means of the melody, rhythm, and the lyric itself.

To create a positive and conducive learning circumstance, the teacher as the manager and mediator of learning must be able to settle all the whilst activities and engage all the students, conversely, the students are actively involved learning to do.

Learning vocal chords needs a skill to manage the voice. Even though the domain of the learning is skill, but the teacher can combine various methods to teach to make the learning process be interesting for the students. The strategic steps that can be applied are as follow:

1. The teacher displays the whole song, and sing the lyric.
2. The teacher exemplifies how to read the whole rhythm of the song or partly.
3. The teacher sounds the melody of the whole song or partly.

The aim of these steps is to make the students be able to absorb the skills from the teacher, and the positive character as well. The main cores of the vocal chords learning are:

1. Disciplinary in learning
2. Respect in learning
3. Responsibility in learning

The disciplinary of the students can be formed by listening and eying all the activities that the teacher creates during the learning process. Obedience and respect can be arisen whilst the learning process within the teachers and the students. And the responsibility of the students can be measured from their mastery against the material transferred by the teacher.

B. LEARNING

In every learning, there are five dimensions of learning that should be mastered by the students through the education, they are:

- a. Knowing dimension: starting from unknown to well-known
- b. Able dimension : starting from unable to well-done
- c. Will dimension : starting from no will to full will
- d. Familiar dimension : starting from unfamiliar to well-familiar
- e. Sincere dimension : starting from no sincere to full sincere

The five dimensions above are rarely applied in the classroom, especially at the primary level. Generally, the homeroom teachers teach arts to the primary students by substituting with drawing and free singing.

The teachers do not realize that the very important thing in singing is not all about master and not master the lyric, but much more important is the ability of balancing the lyric, rhythm, and the melody of the song.

As doing so, the five powers of learning as stated formerly are broken, especially the power of: creation, feeling, and artificial, because of the teacher shortage in methods, competence and policy.

Reasonably, to make the philosophy of learning be on the right position, that is the efforts of doing something to master the new things from a subject matter, so it is suggested to the teachers for not only teaching the students in free song, but much more important is how to master the lyric based on the rhythm and the melody of the song, togetherly, they are also taught and embedded the positive character. The follows is an example of a proper song for the primary students which can nurture good attitude for them.

1. The Process of Vocal Chords Learning

The process of vocal chords learning, needs seriousness from both the teacher and the learner sides. The unprofessional teacher in teaching vocal chords can weir the students' potencies of feeling, aesthetics, and thoughts. Learning vocal chords is a very interesting subject matter for students, since the material and the potencies that would be created can be found in the students' personality. In singing a song, there are some regulations that are needed dealing with the voice production:

1. Breathing
2. Technique of breathing
3. The mastery of rhythm and melody
4. Expression

To maintain the effectiveness of the process of vocal chords learning at the primary level, the teacher should be able to select the proper approach, strategy, method, technique, and media of learning.

- a. The suitable approach in teaching vocal chords is Teacher Centered Learning (TCL), since this learning is the initial learning of musical or vocal for the students, they have no experience yet about the technique or strategy of breathing, musical components, and expression.
- b. The strategy of singing is the systematic sequences of the rules, such as letting the students to listen to the whole song with proper rhythm and melody.
- c. Some of the methods which can be implicated such as: exemplifying method, imitation method, demonstration method. Exemplifying method can be done by the teacher by using the electronic media. Imitation technique can be done by imitating the sounds produced. Demonstration technique can be done by singing the song by the teacher.
- d. Media and equipments used in vocal chords learning such as: DVD, tape recorder, and the keyboard used to mediate the teacher's voice when singing through the chart.

The follows is an example of a model song which is suitable to the primary students physic and psychic development, and nurturing the strong character through the song lyric internalization.

Trimakasih Ku

Andante

8 Tri ma Ka sih ku Ku u cap kan, Pa da gu ru ku ya ng
15 tu lus Il mu ya ng ber gu na sla lu di lim pah kan, un tuk be kal
23 ku nan ti, Se tiap ha ri di bim bing nya, A gar tum buh
28 lah ba kat ku Kan ku i ngat slalu , na
se hat gu ru ku, Tri ma ka sih ku ucap kan

The first step, while controlling the attitude of the students, the teacher displays the whole lyric of the song on a chart and hangs it up at front of the class.

Singing the song accompanied by a keyboard to make it interesting and to motivate the students, dealing with the purpose of learning.

The second step, the teacher teach the rhythm of the song. In the control group, the teacher teach the rhythm per phrase without showing the elements and the parts of the rhythm itself. In the experimental group, after introducing the whole rhythm of the song, then continue to partially rhythm of the song into rhythm per phrases, then introducing the sub phrases and the motif of the rhythm, and finally imitating by the students.

At the end of the learning process, the teacher elaborates the students to re-synthesize all the components of the rhythm until they understand the pattern of the rhythm they learned.

Motif Motif Motif Motif

Tri ma ka sih ku ku u cap kan pa da gu ru ku yang tu lus

Sub frase Frase I Sub frase

Motif Motif Motif

Il mu yang ber gu na sla lu di lim pah kan un tuk be kal ku nan

Sub frase Frase II Sub frase

Trima Kasih Ku

Frased I

Tri ma ka sih ku ku u cap kan pa da gu ru ku yang tu lus

Sub frase Sub frase

9 Frased II

Il mu yang ber gu na sla lu di lim pah kan un tuk be kal ku nanti

Sub frase Sub frase

17 Frased III

se tiap ha ri di bin bing a gar tum buh lah ba kat ku

Sub frase Sub frase

25 Frased IV

A kan in ngat sla lu na se hat gu ru

29 Sub frase

ku Tri ma ka sih ku u cap kan

Sub frase

The fourth step, teaching the students starting from the sub phrases of the lyric then continue to the phrases of the song. After that, the teacher conduct the students to sing the lyric of the second phrase with the same pattern. After practicing the 1st and the 2nd phrases partially, then the students sing altogether the 1st and the 2nd phrases as a unity.

2. Vocal Learning Model based on the Nation Character

Every learning activity at school is done consciously and well programmed to create a conducive circumstance, to enhance the students to expand their potencies and gain the positive character. The teacher of Art and Culture is the responsible agent to build the students character through the learning process. There are some essential policies that should be embedded to the students dealing with the positive character, they are: policy, fortitude, self controlling, love, hard working, integrity, humbleness. The elements stated above are in a great deal with the categorical of educational pillar, they are Authority (high touch) and updated (high tech.). The main important thing is how to implement in whilst vocal learning to build the positive character for the students.

- Policy. The teacher should possess the policy In selecting the song as the material for learning, and selecting the approach, strategy, method, technique, and media for learning. For instance, from the side of selecting the song, the teacher should select the simple and easy catching lyric and melody of the song for the students. From the lyric side, it is suggested to select the simple and familiar lyric for the students, to have joyful learning.
- Fortitude. The teachers should be able to teach the students in faith and patient attitude. It must be realized that all the students in the classroom is pluralism, distinguished one another; some of them can be fast, slow and middle power of learning, there are some kinesthetic (psychomotor), audio, or some are visual.

- Due to this variation, the teacher have to able to teach the various talented students from the starting point to manage the voice till they really know how.
- c. Self Control. Prior to learning, the teacher should be able to detect the students' weaknesses in learning so as to find the proper strategy to overcome such problems they have, for the result of students motivated to learn. In fact, there is no reason for the teacher to be angry, or boring with the reason of students do not understand the lesson given since the teacher has to measure and take the feedback of the approach, strategy, method, technique and the media she used.
 - d. Love. The teacher shares the equivalent love fo all the students without discrimination. The way of implication is through daily activities, no anger, no threat, and no intimidation.
 - e. Hard working. The teacher is well resource, able to program, implement, manage, and evaluate all educational field. The Primary students in Indonesia generally are blank about musical or vocal chords subject matter, they do not familiar with the rhythm and the melody of the song, and the technique of singing. Reasonably, it is very important for the teacher to select a proper method such as: imitation, exemplifying method, demonstration method, during the whilst learning. This is suggested to do to make the students be interacted, participative, effective and joyful..
 - f. Integration. The teacher must be able to motivate the students to master the material of learning both the concept and the theory as well, in order they can develop in their life.
One of the real integrity action from the teacher is by mastering the concept, practice of the song which is taught to the students, as well as the strategy implied. The teachers who are not able to teach the strategy of singing, are indicated as unable teachers in teaching and using high technology.
 - g. Humbleness. The teacher should be able to balance the condition of the fast, moderate and slow absorbing students in the classroom. The teacher should realize that the student's ways of learning are different one another.
 - h. Educative disciplinary. For the students who look like non participative in the classroom such as; disturbing the friends, in and out of the class, or those who tacit, so the teacher should put a straight action to overcome such a problem, for example. Finding the reason of why they don't want to study.
 - i. Learning Environment. Creating the learning environment which is participative, active, creative, effective, and joyful depends upon the approach or strategy the teacher applied during the learning process. Learning vocal chords for instance, if it is uncontrolled it can disturb the other classroom because of the noisy production. To anticipate such a problem, the teacher should be able to manage the classroom effectively, selecting the suitable song for the class, applying the proper methods, and involving the proper media of learning (like keyboard), doing evaluation.
 - j. Directing and Role Modeling. Vocal chords teacher is known as a disciplined teacher. His personality is existed by his disciplinary in learning the songs (rhythm and melody) as well as possible. Practically, the teacher must be able to direct the students and be a role model for the students especially in singing.

Besides the above indicators, learning vocal chords also aims to nurturing the nation character and local value as stated in the Indonesia Five Basic; Single God, as one of the five of Indonesia Country basic, and the other four are: fairness in humanism, Indonesian unity, citizenship which is led in policy at some (representative) conferences, Social fairness all over the Indonesian citizen.

Nation character is collective attitude of a nation which is integrated in awareness, understanding, feeling, creation, institution and nation attitude, as the result of thought organizing, heart organizing, feeling, creation and physics organizing.

- a. Vocal chords teaching by the teacher through the model songs brings the educational value for the students, they will realize that the passage of the song has a high value.
- b. Good understanding against the lyric of the song will bring them toward good attitude.
- c. Through the value they obtained from the song they will respect to all people without distinguishing.
- d. Through the song, the students can organize their initiation
- e. Through vocal chords learning, the school culture of aesthetic and politeness based can be gained.
- f. By vocal chords learning, the students can implicate tolerant attitude, togetherness, through the group activity in learning musical song.

C. DISCUSSION

In all the steps of learning vocal chords, the teacher and the students are hand in hand to practice the rhythm, melody, and lyric of the songs, the teacher as the leader. Along the interaction, the teacher and the students are engaged togetherly. That is why, the proper methods of learning vocal chords such as;exemplifying method, demonstration method, imitation method, they all involve the teacher and the students, of which the teacher displays the practical song, directing the students to practice the rhythm or rhythmic motif, practicing the melody or rhythmic melody, teaching the students to organize the words become lyric of the song from sub phrase into phrases of the song.

Through the teacher direction, the students obtained cognitive domain such as: the mastery of concept, formula, theory and the rules of singing. Then the domain of psychomotor, such as; displaying the song suitably to the voice character, it also can develop the students Affective domain and social domain, as well. To build the nation character in the process of vocal chords learning, it is implemented in the 2 educational pillar, they are: Authority (high touch) and updated (high tech.) in which the teacher should respect the students variations, hearted educating, giving reinforcement, nurturing disciplinary, directing and role modeling. Besides, the teacher also should be able to select the proper material, selecting suitable methods, using the media of learning and creating conducive circumstance of learning and evaluating.

D. CONCLUSION

Vocal chords learning by using the methods such as: demonstration method, exemplifying method, and imitation method can be done by displaying the lyric of the song based on the rhythm and melody. Then continue to displaying per phrase, next to the sub phrase and then until to the motif of the rhythm. The next step, the students synthesize the rhythm starting from the smallest one namely from the motif to the phrase of the rhythm. If the rhythm and the components of melody have been mastered, it will ease them to understand the others.

Learning the melody as a whole, continuing to displaying per phrase, then to sub phrase, until to the motif. Mastering both the rhythm and the melody will automatically help the students to understand the meaning of the lyric of the song. To create participative, active, discipline, aware, serious and joyful learning, the teacher should apply innovative approach and strategy such as (a). the teacher analyze the students characteristics prior to learning for the purpose of selecting the proper song to be learnt. (b). the teacher is positioning the students as the subject of learning, and the teacher roles as facilitator and mediator. (c). having the class as the Student centered. (d). the teacher should be able to select approaches, strategies, methods, media, and the evaluation which are properly applicable.

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