



Revitalizing cultural heritage: Strategies for teaching Indonesian traditional music in elementary schools

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ABSTRACT

This study focuses on the integration of Indonesian traditional music education at the elementary school level as a strategy for promoting culture in Indonesia. It recognizes the significance of social capital, cultural capital, and knowledge capital as the foundation for fostering a comprehensive and systematic approach to cultural development. The research employs interview, observation, and literature review methods to gather data, guided by three key questions: (1) the current state of traditional music teaching in Indonesian elementary schools, (2) the strategies employed in integrating traditional music education, and (3) the outcomes of the Archipelago Traditional Music pre-congress in 2021 within the paradigm of elementary school music education. The analysis is primarily based on the implementation of previous policies and programs, particularly those managed by the Ministry of Education and Culture. The study's findings reveal several important aspects, including: (1) the need for statutory regulations supporting the conservation of traditional music programs, (2) fostering active collaboration between teachers and traditional artists or musicians through open participation, (3) providing necessary facilities and infrastructure to create an ecosystem conducive to traditional music education at the elementary school level, (4) implementing training programs to enhance the traditional music competence of elementary school teachers, and (5) involving the traditional music community in the design of the curriculum for traditional music education in elementary schools. These results underscore the importance of integrating traditional music education at the elementary school level to promote Indonesian culture. By implementing the suggested strategies, policymakers and educators can contribute to the preservation and development of traditional music, creating a stronger cultural foundation within Indonesian society.

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1. Introduction

Monday, 30 August 2021, marked the end of the Nusantara Tradition Music pre-congress with the topic, "Establishment and Duties of the Archipelago Traditional Music Collective Management Institute (LMK). This was raised in the context of handling work registration, submission of royalties from users, distribution of performance royalties to members, preparation of the Articles of Association (AD)/ Bylaws (ART), and advocacy. One of the results of the discussion was an agreement to jointly build an Archipelago Traditional Music ecosystem involving all stakeholders, from the central government to regional governments and potential stakeholders. The role of government in promoting cultural institutions and the role of all stakeholders in developing culture were discussed and debated during the session. The government, through the Director of Labor

Development and Cultural Institutions, Directorate General of Culture, Ministry of Education and Culture of the Republic of Indonesia, argued that the promotion of culture is an effort to strengthen cultural resilience and Indonesia's cultural contribution to world civilization through the protection, development, utilization and development of culture [1].

The question is how to achieve this goal. Meanwhile, integrating the learning of traditional Indonesian music at the elementary school level requires good governance of the traditional Indonesian music ecosystem and a solid foundation, is the foundation built with adequate strength, and take into account the structural and construction aspects of a solid arts education policy? This question is the reason why this study was conducted. This study aims to find out what kind of strategy integrates learning Indonesian traditional music at the elementary school level. As a starting point, first, this study will provide an overview of the situation of traditional music education in Indonesia. Second, this study also wants to emphasize the advantages of integrating traditional Indonesian music at the elementary school level.

This study sees that elementary school education is a vital instrument in building the quality of human resources from an early age in the sector of cultural development through music, and this could be one of the answers to the above questions. Why is the protection, development, utilization and development of culture carried out at the elementary school level? This is because of an effort to create the durability of traditional Indonesian music from an early age. The Indonesian government also used this method in 1972, where music education was identified as a means of preserving a rich and diverse culture and, at the same time, as a means of fighting the effects of Westernization [2]. The strategy of introducing traditional Indonesian music traditions at the elementary school level is a contributive effort to building multicultural awareness from an early age.

The elementary school teacher also plays a dual role; apart from being a teacher, he also serves as a promoter in introducing the diversity of Indonesian musical traditions to build multicultural awareness among elementary school students. Reading the history of music education in Indonesia, music education in 1970 was a mandatory component of the curriculum in elementary schools. The government requires that 10 per cent of teaching time be spent in music lessons; even the principal can determine the frequency of class meetings and can determine the policy for the need for a full-time music teacher if needed [2]. Goolsby's explanation shows that the process of integrating traditional Indonesian music learning at the elementary school level is actually not new, but it has been carried out since the 1970s in elementary education units, so the question is, what are the models and strategies for integrating traditional Indonesian music learning at the school education level? basis after the Pre-Congress of Nusantara Traditional Music in 2021?

After the 2021 Archipelago Traditional Music Pre-Congress, efforts to integrate traditional Indonesian music at the elementary school level are a strategic move. There are a number of studies on the role of basic education. Their findings are quite diverse, as Villodre's research results show that the primary education level is the period in which students learn to shape their behaviour and lifestyle. According to Villodre's point of view, material for traditional Indonesian music that is taught at the elementary school level will form an initial understanding and build a basic pattern for introducing the diversity of Indonesian traditional music culture. Their mindset is greatly influenced by historical development and the education they receive throughout their childhood [3]. Goolsby, Moya and García's research provide a theoretical view of schooling. Their findings show that schools are understood as transformative and socializing places, not only as transmitters but as spaces for reflection, socialization, and shared cultural reconstruction [2], [4].

This view is the basic reason why building an archipelago traditional music ecosystem must start from the elementary school level. The findings of de Villiers' research show that the program of integrating traditional Indonesian music at the elementary school level is an effort to fight against the dominant hegemony of Western music culture, which is often used as a standard for making music and institutionalized in the education system, national curriculum and national assessment practices [5]. In addition, Wong's research findings explain that the practice of traditional music in elementary school education in a sociocultural context will encourage students to have personal experiences in experiencing traditional music. According to Wong, the experiential dimensions of traditional music include the body's response to music and the space for interaction between students, which is practically capable of increasing self-confidence and forming an inner relationship between students and the music being played [6].

The results of this study demonstrate the importance of educational institutions, particularly at the primary school level, in implementing the plan for the development of the archipelago's traditional music ecosystem. Law Number 5 of 2017 concerning the Promotion of Culture and the Menkumham Decree Number HKI.02.OT.03.01-04 of 2016 concerning the Ratification of Instructions for Withdrawal, Collection, and Distribution of Song and Music Royalties serve as the legal foundation for the Archipelago Tradition Music Ecosystem Development programme, and the research contribution is as a form of implementation of these laws and regulations while also serving as a model for the promotion of culture through a strategy of integrating the learning of Indonesian traditional music at the elementary school level.

2. Method

This study uses a literature approach taken from various reputable international journals as a force for finding strategies for integrating traditional music learning at the elementary school level. The researcher collects a number of studies related to this topic, and the results of this literature investigation are separated based on the differences and similarities in the research results stated by previous researchers. The strategy for finding reference sources is carried out using specific terms and is searched consistently by using the terms music education, traditional music learning strategies, elementary school music education, and music education management policies in developing countries. This method is to get results of literature searches that are relevant and contextual to the topics studied in this research. The articles identified and analyzed are articles from various perspectives regarding the management of music education in elementary schools. The researcher looks for sources containing information regarding this research problem to maximise the findings of the study.

The researchers additionally attempt to link the search results to those from earlier studies. In building the research paradigm, there are several key questions raised by researchers, including (1) how is traditional music learning in elementary schools in Indonesia today; (2) what strategies are used in integrating traditional music education in elementary schools; (3) what are the results of the Archipelago Traditional Music pre-congress in 2021 in the paradigm of music education in elementary schools. These questions were constructed to make it easier to obtain primary data, which is the main strength of this research. The way to get information to answer the first question is to conduct school observations and interviews with actors or educators in elementary schools. Observations and interviews were carried out by taking samples from several elementary schools in Indonesia, including elementary schools in western Indonesia, Central Indonesia and Eastern Indonesia. Researchers used a network of elementary school teacher-educator associations in Indonesia to obtain these data.

In order to get an answer to the second question, data were obtained using a literature review technique and also strengthened by conducting a contain search on the Indonesia Mengajar platform, Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, to get the third answer, the data was obtained by interviewing artists who were involved in realizing the policy for the Formation and Duties of the Collective Management Institute (LMK) for Nusantara Traditional Music. The results of these data are then analyzed by emphasizing the formation of a strategy map and priorities regarding implementation in integrating the learning of traditional archipelago music at the elementary school level in Indonesia. In addition, it is also based on previous policies and program implementation, especially those carried out by the Ministry of Education and Culture. The results of the analysis from this study are used to assist decision-makers in finding and recognizing opportunities for integrating traditional archipelago music education in elementary schools in Indonesia so that it can be valuable for the future.

3. Results and Discussion

3.1. The challenge of integrating the learning of traditional Indonesian music at the elementary school level

The challenge of integrating the learning of traditional archipelago music at the elementary school level lies in the current situation related to the existing ecosystem of traditional archipelago music. This is because the traditional music education ecosystem that is built is an important step in forming a pattern of uninterrupted interactive relationships between schools and cultural communities. This interaction is an effort to maintain the vitality of traditional Indonesian music on the scale and scope of elementary school education. In this perspective, the awareness of all stakeholders, from the central

government to local governments and all school components, in maintaining the potential of traditional music is very important. They must understand that the traditional music of the archipelago, with all its sociological and psychological attributes, is a series of the very important cultural history of the Indonesian nation. Thus, integrating the learning of traditional Indonesian music at the elementary school level through the establishment of an ecosystem for traditional Indonesian music needs to be built and placed as the last bastion in maintaining the vitality of traditional Indonesian music in the future.

In order to achieve this goal, supporting capacity in the form of legislation is needed, such as Law Number 5 of 2017 concerning the Advancement of Culture and Menkumham Decree Number HKI.02.OT.03.01-04 of 2016 concerning Ratification of Instructions for the Withdrawal, Collection and Distribution of Song and Music Royalties. and Law Number 20 of 2003 concerning the National Education System. In the context of integrating traditional Indonesian music at the elementary school education level, the challenges that must be faced are not easy, including (1) the competence of music teachers are not evenly distributed; (2) Very few elementary school teachers receive comprehensive traditional music education; (3) The majority of elementary school teachers only know popular music; (4) Basic education teachers' understanding of the historical context of traditional music culture is almost non-existent [7]. The capital of success and challenges in carrying out an archipelago traditional music ecosystem development program at the basic education level can be seen in Fig 1.

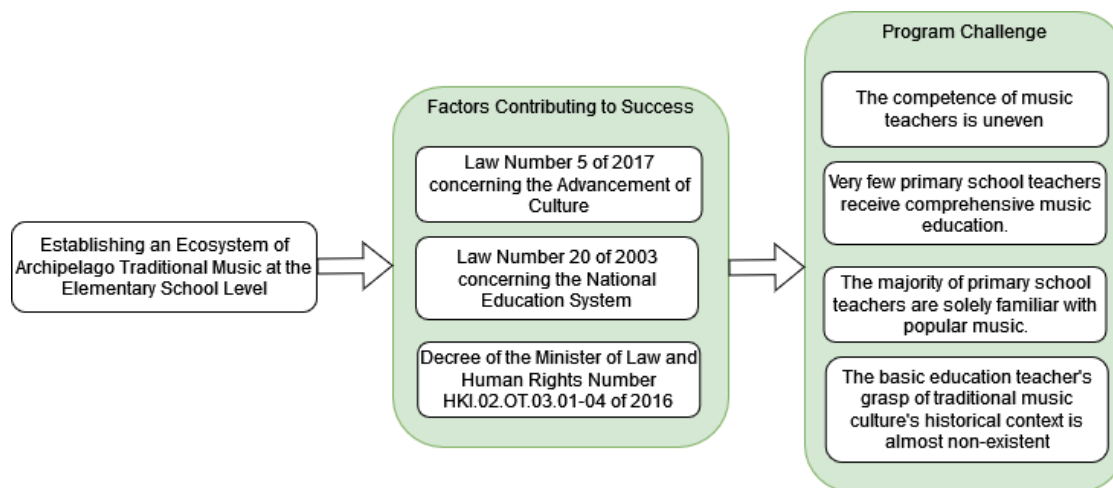


Fig. 1. The capital of success and challenges in carrying out the development program for the governance of the archipelago's traditional music ecosystem at the elementary school level

This study notices that the internalisation of learning Indonesian traditional music through integrating traditional Indonesian music learning with the Indonesian music education ecosystem covers both the supply chain of the traditional music learning process in the classroom and how the teacher's efforts involve the music community surrounding the domicile school. Collaboration between teachers and practitioners of traditional music can enhance both sides' skills [8]–[10]. Through diverse pedagogical processes in varied contexts of educational approaches, teachers can learn about traditional music and convey that information to students [11]. This pattern of organisms develops their abilities and roles together.

This collaborative role provides advantages for teachers in developing their competencies through several stages of ongoing activities, such as (1) Teachers are actively involved in various pieces of training to increase historical knowledge and insight into the culture of Indonesian traditional music; (2) Teachers form networks with traditional music communities; (3) Through the network that is formed, the teacher arranges the archipelago traditional music laboratory program as a joint learning centre; (4) Through the archipelago traditional music laboratory at the basic education level, teachers can produce innovations in learning traditional archipelago music; (5) Monitoring and evaluation of the program in order to open up new possibilities for the adaptation process carried out between teachers and members of the traditional music community. This stage must be carried out properly; if it fails to implement these stages, it will open up opportunities for the death of the archipelago's traditional music ecosystem at the elementary school level. The stages of developing the archipelago's traditional music ecosystem at the elementary school level can be seen in Fig 2.

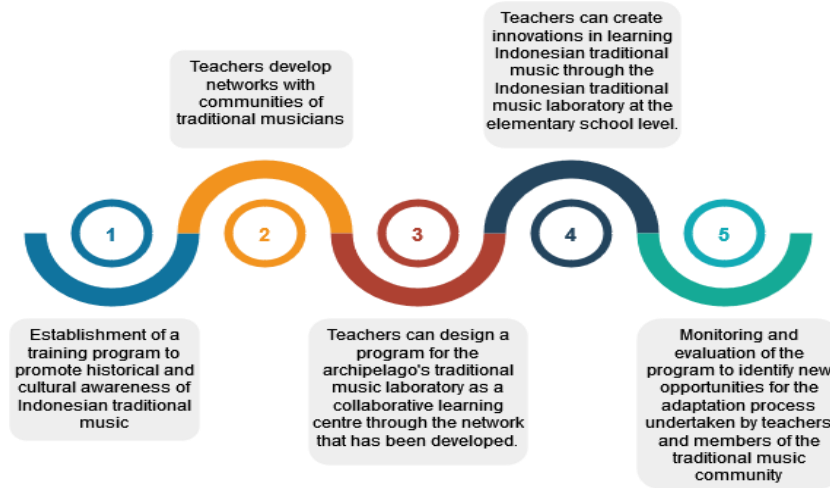


Fig. 2. Stages of developing governance of the archipelago's traditional music ecosystem at the elementary school level

At the elementary school education level, school principals must have sufficient knowledge of traditional Indonesian music culture so as to be able to facilitate programs integrating traditional music education, prepare facilities and infrastructure, support the creation of traditional Indonesian music curriculum designs, be involved in creating school creative resources, devise plans and financing, supporting the development of traditional music curriculum, being open to opening music culture networks, designing teacher training programs, and designing traditional archipelago music laboratories. The causal loop diagram (CLP) analysis for the development of governance of the archipelago traditional music ecosystem at the elementary school education level, which has been described, can be seen in Fig 3.

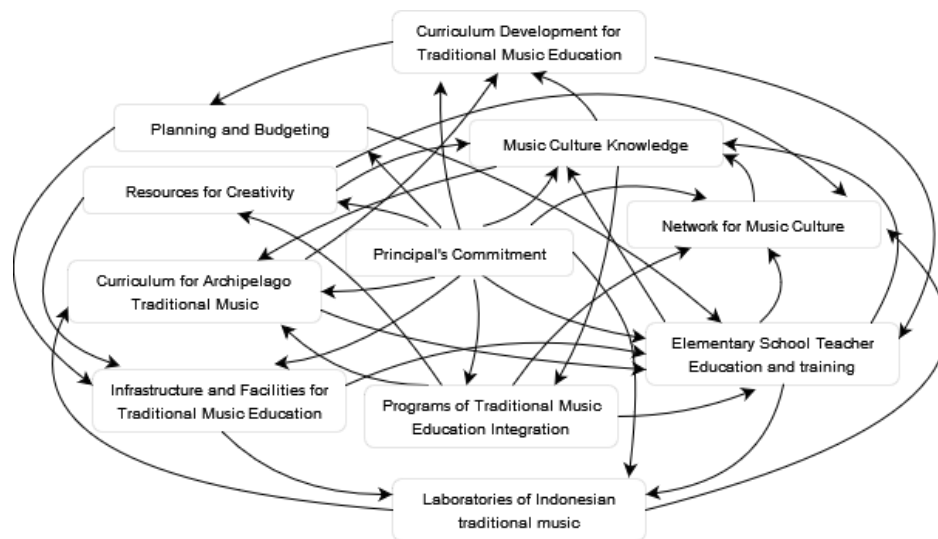


Fig. 3. Causal Loop Diagram (CLD) Analysis of the Development of Archipelagic Tradition Music Ecosystem Management at the Elementary School Level

3.2. Building an archipelago traditional music ecosystem as an effort to reconceptualize learning Indonesian traditional music

In Indonesia, traditional music has a vital role in all aspects of culture. Almost all traditional music has a significant meaning and has become part of everyday life [12]. The Indonesian government even often talks about the cultural values of the archipelago's music in various forums. The formation of this ecosystem is also an effort to reconceptualize music learning. In the previous concept, the teacher became the only source of knowledge. In building a traditional music ecosystem, teachers are encouraged to form partnerships with traditional music institutions or communities in their respective regions, and school principals need to encourage the emergence of a teaching artist program. The

issues are that school finances are typically insufficient to hire them and that Indonesia's education system does not recognise the value of having artists teaching in the classroom. Principals can implement a policy of seeking volunteer artists from various communities to strengthen appreciation for student creativity [13]. District and city stakeholders must pay attention to and support this fact if traditional music ecosystem governance is to be effectively established. The involvement of traditional music musicians in learning music at school is very important, and this is because their knowledge is quite complete generally; traditional artists spend their lives playing music when they come to school, they bring experiences, perspectives and ideas that can be given to teachers and students at the same time.

This explanation shows that, in practice, the ecosystem model in the development of traditional music manifests in interaction. Interactions can produce structure or behaviour. The formation of a traditional music ecosystem can produce a musical culture, and this is an opportunity for traditional music to survive. These simple rules are built from the basic principles of the future tradition of musical life. Ecosystem dynamics must be able to produce a diversity of musical cultures in the classroom so that music that is built in the minds of students has a strong meaning for multicultural awareness. This traditional archipelago music ecosystem model is very suitable for forming interactive behaviour; agents of natural traditional music in this context create music through interaction with a variety of traditional music in their environment [14]. This ecosystem model has the capacity to encourage interactive behaviour between agents in a population through evolution, and this interactive behaviour can be transferred to the real world [14]–[16]. Schools do not have all the resources needed to create a traditional music ecosystem. They need external stimulus and support. Teachers are generally not trained or not ready to provide traditional music material. Schools must be able to create long-term partnerships between traditional music communities and schools. The traditional music ecosystem, in its early stages, must be able to combine traditional music musicians with class teachers. Developing a traditional music curriculum and pedagogy by involving students in-depth and linking traditional music learning with multicultural awareness must be prioritized [17]. Fig 4 is the governance design of the archipelago's traditional music ecosystem at the elementary school level.

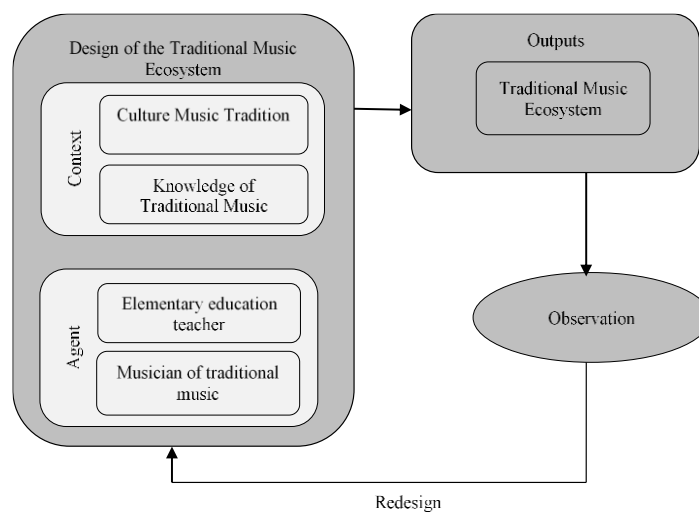


Fig. 4. The governance design of the Archipelago Traditional Music ecosystem at the elementary school level is adapted from O. Bown and J. McCormack [14]

3.3. Traditional Music Competence Improvement Training for Elementary School Teachers

At the elementary school education level, the teacher is the main actor in carrying out the program for developing the archipelago's traditional music ecosystem. However, this is not easy because teaching activities are very complex behaviours and require teachers to be able to apply various kinds of knowledge [18]. The amount of time Indonesian teachers spend finishing administrative tasks is another frequently arising issue. As a result, teachers do not have time to advance their knowledge competence. Thus, contextually, training programs to improve traditional music competence are very vital. His problem must be overcome by making rules that are more open, thus opening up opportunities for teachers to improve their knowledge. This is the obligation of teachers; they must gradually and continuously improve their knowledge and pedagogical competencies on a regular basis. In order for the traditional music competence improvement program to be successful, the

training program to increase knowledge of the history and culture of traditional archipelago music must become a mandatory program. The school principal's policy must ensure that the program runs without obstacles so that improving the quality of teacher performance in the development of traditional Indonesian music learning can run smoothly, and teachers can adjust their work. This policy is a condition for success in organizing teacher training to improve the competency of learning traditional music in elementary schools.

The added value of this training program is that teachers get benefits, for example, such as having knowledge of basic facts about the life of traditional Indonesian music, knowing the features of traditional musical styles, and being able to explain this knowledge in class. In Indonesia, it is rare to find training held regularly with the theme of traditional music education at the basic education level, so teaching traditional Indonesian music material to elementary education teachers is important. Reconceptualization of music learning can be done with training programs with training materials such as; (1) Knowledge of Traditional Music Culture; (2) Pedagogical Knowledge; (3) Learning Knowledge in Basic Education; (4) Content of Traditional Music Culture in Basic Education; (5) Pedagogical Knowledge of Traditional Music Culture in Basic Education; (6) Pedagogical Knowledge of Traditional Music Culture; (7) Content of Pedagogy and Knowledge of Traditional Music Culture in Basic Education. Knowledge of traditional music culture, when it intersects with pedagogical knowledge, will increase Pedagogical knowledge in Traditional Music Culture, while Knowledge of learning content in Basic Education, if it intersects with pedagogical knowledge, will increase Pedagogical Knowledge of Traditional Music Culture in Basic Education, Learning Knowledge in Basic Education if intersecting with Knowledge of Traditional Music Culture will increase knowledge of Pedagogical Content and Knowledge of Traditional Music Culture in Basic Education. The implementation of the seven aspects of traditional music competency improvement training for elementary school teachers must be based on the cultural context of the local community. This is because Indonesia has a diverse and rich culture, so the provision of material will differ from one region to another. The concept of this training material can be seen in Fig 5.

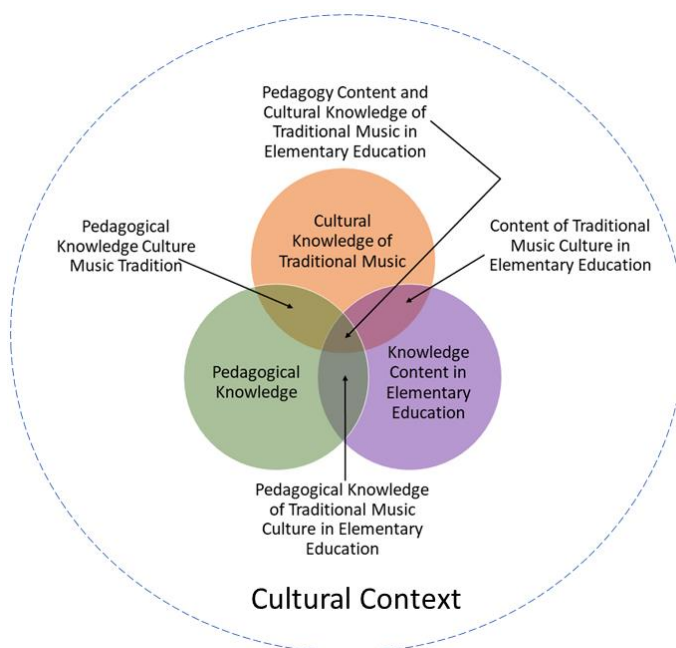


Fig. 5. The concept of training material for the Traditional Music Competence Improvement for Elementary School Teachers model was adapted from Bauer [18]

This pedagogical knowledge of traditional music includes understanding learning strategies for traditional music culture [19]. Teachers must understand the conceptions and preconceptions brought by students of various ages and cultural backgrounds into learning traditional music [20]. Training materials must be able to ensure that teachers can identify preconception events that occur in students [21]. If there is a misconception at the preconception stage, then the teacher must know the best strategy that has a chance of success in increasing students' understanding. Teachers' perceptions of traditional music are shaped by their experiences teaching in everyday classes. Elementary school teachers must be able to build good relationships with several parties, including (1) building

relationships with their colleagues as a means of sharing experience and knowledge; (2) building relationships with traditional music communities as partners; (3) building relationships with various professional organizations, both elementary school teachers and music education teachers.

3.4. Traditional Music Curriculum at Elementary School Level

Music education has long been faced with a fundamental problem; in general, the status of music is considered low in the curriculum [22], so the paradigm of understanding the music curriculum must be reviewed for its urgency. This research specifically explains the peculiarities of the traditional music curriculum in elementary schools; this is because traditional music education in elementary schools has a basic knowledge base for children, so the traditional music curriculum must refer to cultural and societal influences on children's musical behaviour, and aspects that must be considered when compiling a traditional music curriculum are identifying the social and musical aspects of traditional music [23]. We define this traditional music curriculum design as the development of music learning in elementary schools, where the traditional music community is involved in increasing the ability of traditional music knowledge and the musicality of teachers and even students.

The aim of the traditional music curriculum for teachers is to master the knowledge of Indonesian traditional music culture, including knowledge of traditional music pedagogy, traditional music learning practices, and traditional music learning strategies in elementary schools. This traditional music curriculum paradigm is made with an emphasis that teachers pay attention to the quality of traditional music teaching and improve the quality of learning Indonesian traditional music so that the acceptance of traditional music and cultural values for all students can be optimal. Elementary school teachers must pay attention to strategies for instilling traditional music knowledge in effective teaching methods and remain focused on improving teaching practice skills and training elementary school students' learning abilities both collectively and independently. The traditional music curriculum must be designed humanely and involve traditional arts practitioners or the traditional arts community so that the teacher's authority can be disbursed more so that the relationship between teachers, students and instructors from the arts community is closer. The preparation of the traditional music curriculum is expected to have implications for improving the quality of acceptance of traditional music learning materials and can provide a stimulant for elementary school students to increase aesthetic, moral and spiritual awareness, as well as increase innovative abilities in learning traditional music.

The existence of national education regulations in Indonesia, with the concept of "Freedom to Learn", provides an opportunity for teachers to pay more attention to the practice of instilling traditional musical and cultural values, such as mutual cooperation, respect, respect, maintaining balance, and maintaining harmony so that the process of inheriting traditional music can be implemented through the practice of developing a traditional music curriculum in elementary schools, and this is in line with the needs of the state in caring for and maintaining the nation's cultural identity. The traditional music curriculum is not easily assessed by the standards of assessment of Western music but must be understood as a distinctive musical culture from certain cultural loci in Indonesia, this must be proven in teacher professional development programs, where the curriculum is understood as quality education [24], and the teacher must understand that the conceptualization of the traditional music curriculum must lead to a process of musical interaction, this stage is carried out after a collection of traditional music cultural knowledge is conveyed to all students. Teachers must be able to focus on traditional music learning practice activities because the focus on music learning activities is a basic principle that is often found in music education literature [25]. Finally, the designed traditional music curriculum must be connected with traditional arts performers, so teachers and students can maximally accept the empirical knowledge of traditional artists.

4. Conclusion

In closing this paper, it can be concluded that the strategy of integrating traditional Indonesian music learning at the elementary school level requires the support of several things, including; (1) support for statutory regulations that support the running of the archipelago's traditional music conservation program; (2) open active participation as a form of collaboration between teachers and traditional artists or musicians; (3) providing facilities and infrastructure that support the creation of an ecosystem for traditional music education at the elementary school level; (4) there is a training program to improve traditional music competence for elementary school teachers; (5) involve the traditional music community in designing the traditional music curriculum design at the elementary

school education level. Through this strategy, the model for developing the governance of the archipelago traditional music ecosystem at the elementary school level, as an effort to support the project for protecting traditional archipelago music as an object of promoting culture in Indonesia, can be maximized.

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- Conflict of interest** : The authors declare no conflict of interest.
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