



The Role of National Anthems in the Context of Arts Education Case Study at SMP Negeri 1 Mlati Sleman

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<http://dx.doi.org/10.18415/ijmmu.v11i11.6131>

Abstract

This research aims to explore the role of national songs in the context of arts education. The focus of this research is to describe the phenomenon of Pancasila learning in the Yogyakarta Middle School domain. This research was conducted at SMP Negeri 1 Mlati, Sleman. The methods used are case studies, participatory observation techniques, interviews, and analysis of the texts of national songs and student responses to the material. The instruments used to collect data are a recording device and also a G-Form. The data used as the object of analysis are the results of interviews in the form of student responses to the material. . Obtaining data uses a questionnaire in G-form which is given to students. According to students' opinions, it can be concluded that learning methods involving national songs are seen as effective and helpful in understanding other arts lesson material. The use of national songs has been proven to have a positive influence on students' learning motivation in Indonesian arts and culture subjects, as well as increasing students' learning motivation at SMP Negeri 1 Melati. The measurement dimensions use indicators such as the results of vocal technique teaching. Emphasis, dynamics and interpretation of emotions according to the context of the lyrics. Implementation of this technique also enables students to explore more artistic expressions. In addition, the use of national songs develops artistic skills. National songs also build national identity and increase feelings of love for the country among students so that people feel proud of their identity and understand their role in preserving and respecting national cultural heritage.

Keywords: *National Anthem; Arts Education; Case Study*

Introduction

A national anthem is a song that is recognized as the official and symbolic song of a country or region. Cerulo (1989: 76-99); (1993: 243-271) explains that the national anthem and flag are symbols of identity. National songs can shape a country's national identity and can be used as an expression to express feelings of nationalism and patriotism. The national anthem is recognized by the constitution, Law no. 24 of 2009, and also on community concessions. According to Susilo & Sudarsono (1966), the song Indonesia Raya was originally a struggle song, then became a national anthem and is also known as functional music. The ritual function is more emphasized on aesthetic value, is ceremonial in nature, and does not always have to meet the requirements of perfect composition techniques such as symphonic

works. Popular psychologist Gordon Allport in Mulayana (2004: 9-10) states that values are beliefs that a person acts based on his choices. This is in line with the opinion of W.R Supratman, the composer of the song Indonesia Raya. W.R. Supratman believes that national songs have the power to unite and inspire the nation, fostering a sense of pride and responsibility towards the country.

The creation of the song Indonesia Raya according to Susilo & Sudarsono (1966) began with the patriot attitude of W.R. Supratman, a nationalist, journalist and artist, was moved after reading an article in the Fajar Asia newspaper which said "who can create the national song Indonesia Raya that can raise everyone's spirits." In a western perspective, the national anthem is a song that must be respected in all circumstances because the song reflects the struggle that has been carried out and also the national ideology. This requires every citizen to respect it politely and politely, in words and actions. Intravia (2018: 1058-1068) explains with the example of a protest incident that occurred in America at the opening of the "National Football League" which was accompanied by a wave of protests, but they still listened to the national anthem solemnly. This reflects the strong national character of the citizens of that country. In fact, from a western and eastern perspective the national anthem has the same function, it is proven that citizens have the same response when listening to the national anthem.

The perspective of the national obligatory song is in a different position from the National Anthem. However, this song has a very important role in forming national character because the national anthem is a song about the nation's struggle. Students must memorize this song. According to Lyra, et al (2023), mandatory national songs are seen as products or creative works of Indonesian culture in the field of music that are integrated with the soul of Indonesian society, and have complex functions in the community's cultural activities. It is one of the cultural symbols of Indonesian society. Indonesian struggle songs are considered functional music created for the national interest. According to Mintorogo (2001), the main function of Indonesian songs is as a means of ritual, in which the position of performers and participants in performing arts must be involved, so that this type of performing arts can be called participatory art. According to Mintorogo (2001), the secondary function of struggle songs is as a means of political agitation, namely to raise the spirit of struggle against oppression, and songs of this genre were often found in Indonesia during the War of Independence.

In its application in the world of education, Gunawan, et al (2023) stated that national songs and struggle songs are called mandatory songs, taught from elementary school to university level and must be known by all Indonesian people. Understanding the song as a mandatory song from this perspective means that the entire younger generation and students from all over the country must understand it comprehensively; research, interpret and appreciate the content and contents. Based on the school curriculum Law no 2003; Ministry of Education and Culture, Research and Technology (2021); Anggara, et al. (2023) stated that students should learn national songs, but according to research by Ababil, et al. (2023) unfortunately many students are not interested in national songs while on the other hand teachers also do not teach traditional Indonesian songs. In the context of school arts education in Indonesia, national songs play an important role as mandated in Law Number 20 of 2003 concerning the National Education System and supported by the policy of the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) in 2021 which will emphasize the importance of learning national songs as part of the school curriculum.

One of the reasons for the lack of motivation to love national songs is that students find national songs less interesting. Thus, the lack of teaching national songs to students makes them less aware of and less interested in ethnic music. The school environment also does not encourage students' interest in music. Unfortunately, music for entertainment only in schools has not been well developed. According to Refiana, et al. (2021) students' lack of interest in national songs can indirectly weaken national identity. The failure of the younger generation to recognize and love national songs can result in a lack of national enthusiasm for their homeland. National songs should be a source of pride and cannot be abandoned. Community participation is very important to strengthen national identity. With a strong identity, the

Indonesian nation will be more dignified to be able to advance its role and even compete actively in global life.

Arts education according to Komala, I., et al. (2022) is one part of the Merdeka Curriculum and is a mandatory subject in schools, from elementary, middle school and high school/vocational school levels. The inclusion of this subject aims to ensure that children not only use the left hemisphere of the brain, but also the right brain. With this balance in the learning process, it is hoped that a generation will be produced that has broad knowledge of science and technology, sufficient faith and high character. Thus, arts education in schools is a vehicle for students to develop talents and creativity through sound (music), movement (dance) and color (rupa).

Art learning at school, according to Fadillah, C. N., et al. (2022) is a vehicle for children to be able to appreciate, develop, and foster an attitude of tolerance towards differences within the framework of the nation and state. This is important to do because currently the Indonesia nation has not been able to accept differences as a gift. We can actually avoid conflicts related to SARA if every student from an early age is taught about the wisdom and meaning of differences. The differences between a person, ethnicity, language, customs, art, and so on are priceless riches. This must be used as capital to build the future. God did create this universe full of differences so that they need each other and complement each other for the survival of their lives. According to Garcia (2020: 20-32), this feeling of solidarity and solidarity is formed from the common history that the people in a country go through and the common goals that their citizens want to achieve. It discusses how national songs are used as educational tools in arts lessons at SMP Negeri 1 Mlati, Sleman. This research examines the role and influence of national songs in forming patriotism, cultural and aesthetic values in students, as well as how teachers use national songs to increase art appreciation and national awareness among students.

Methods

This research uses a qualitative method with a case study approach. Data was collected through observation, interviews and document analysis. The research subjects were art teachers and students of class VII and VIII at SMP Negeri 1 Mlati Sleman. Observations were made during musical arts learning activities involving national songs.

Discussion

The implementation of national songs in arts learning at schools received strong support from the majority of students. The results of the questionnaire show that the majority of students consider the method of teaching national songs to be effective, while only a few state that this method is less or not effective. The results of my research are inversely proportional to the research of Refiana, R., Baedhowi, S., & Widyaningrum, A. (2021), namely that students' lack of interest in national songs can indirectly weaken national identity. Learning national songs is also considered to help students understand other arts subject matter. The most commonly used teaching method was singing together, as indicated by the majority of students (84.1%). Additionally, other methods used include listening to recordings, watching videos, and using musical instruments. The majority of students also support the integration of national songs in arts learning at school. Although the frequency of teachers' teaching of national songs in arts lessons varies, the majority of students experience national song teaching at least once a week. Extracurricular activities related to the national song in schools also vary, with choral activities being the most common. Overall, the majority of students had a very positive view of the use of national songs in various contexts at school, including in ceremonies, indicating strong support for the use of national songs as an integral part of Indonesian culture and arts.

National songs have an important role in the context of arts education, especially in enriching students' understanding of Indonesian culture. Based on the results of the questionnaire answered by students, it can be seen that the majority of them feel that the national song helps in understanding Indonesian culture. The majority of students also consider national songs important to learn at school, because they are considered to have an important role in education. In addition, the majority of students believe that national songs can increase feelings of love for the country. They also agree that national songs can improve their understanding of the art of music, and that learning national songs can have a positive impact on their closeness to national values. The results of this research are also in line with Sasongko (2019) who stated that traditional songs are a window for students to get to know the diversity of Indonesian culture. Apart from that, students believe that national songs can be an effective medium for introducing Indonesian art and culture to the younger generation, and can be an inspiration for creative works of art.

Thus, national songs are not just songs sung at official events or ceremonies, but also have important educational value in forming an understanding and love for Indonesian culture and national values. Therefore, it is hoped that the use of national songs in the context of arts education can continue to be improved and utilized optimally in an effort to enrich arts learning in schools.

The use of national songs in arts learning has a positive influence on students' learning motivation. This is evident from several findings in this research. The majority of students felt that national songs increased their appreciation of the art of music. Students also show diverse interests in learning the lyrics and meaning of national songs.

In addition, some students feel more connected to national values through learning national songs. This shows that learning national songs has a positive impact in strengthening students' relationships with national values. Thus, the use of national songs in arts learning can be considered effective in increasing students' learning motivation, especially in deepening their understanding of the art of music, interest in understanding the lyrics and meaning of national songs, as well as connection with national values.

Conclusion

The implementation of national songs in arts learning at SMP Negeri 1 Mlati Sleman involves several strategies that are integrated into the arts education curriculum. First, teaching national songs is carried out through music lessons, where students are introduced to the history, meaning, and correct vocal techniques for singing national songs. Music teachers use a variety of creative methods, such as choir practice and playing traditional musical instruments, to improve students' musical skills.

The role of national songs in the context of arts education at SMP Negeri 1 Mlati Sleman is very important in forming character and increasing students' appreciation of Indonesian arts and culture. National songs are used as an effective learning tool to introduce students to national values and national history. Through learning the art of music, students not only learn vocal and musical techniques, but also explore the meaning and historical background of national songs. This encourages the growth of love for the country and pride as part of the Indonesian nation. Apart from that, national songs are also a medium for developing students' creativity in creating works, such as creating new arrangements, digital art projects and performing arts performances. Thus, national songs play a dual role, namely as a means of artistic education as well as forming students' character and national identity.

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