



## The Making of Percussion Instruments from Used Goods as A Media for Developing Elementary School Music Arts Creativity

Isnaini Khalimatus Sa'diyah<sup>1</sup>✉, Nuning Zaidah<sup>2</sup>  
<sup>1</sup>PGSD, Universitas Muria Kudus, Kudus, Indonesia  
<sup>2</sup>Universitas PGRI Semarang, Indonesia  
✉ [diyahisnaini04@gmail.com](mailto:diyahisnaini04@gmail.com)

Submitted: 2022-12-05. Revised: 2022-12-17. Accepted: 2023-01-08

### Abstract

Creativity is something that children must have. Music art is one of the sub-themes in Cultural Arts and Crafts (SBDP). The research method uses a qualitative approach with a narrative type that applies interview data collection, observation, and documentation. The results of students' creativity in learning music can be done through making musical instruments from used goods which are later expected to become one of the media to increase students' creativity in music. In addition, making percussion instruments can solve students' boredom in learning the art of music. This article aims to explain the importance of student creativity in learning music and how to apply it to learn the art of music, so it doesn't get boring and monotonous. Hopefully, this article will provide a reference for teachers or prospective teachers in making rhythmic music learning media.

**Keywords:** Music Art, percussion, musical instrument, secondhand, and creativity

### INTRODUCTION

Creativity is something that children must have. A child's creativity can be obtained from many things, one of which is through the art of music. Music art is one of the skill sub-themes incorporated in the subject of Cultural Arts and Crafts (SBDP), which is carried out thematically with other learning themes. In the article (Sari et al., 2022), it can be concluded that the art of music is an expression and appreciation that is expressed in the form of a beautiful sound. Music art education in the elementary school environment significantly contributes to developing children's abilities (Ridho & Wahyuni, 2022).

Learning the art of music in elementary school can also be a factor in developing student

character in many aspects, such as cognitive, aesthetic, psychomotor, and affective (Madina et al., 2021). In addition, music education must also be balanced with children's creativity. This creativity can be used to continue to support the level of children's knowledge about music. In this case, musical intelligence needs to be developed. Musical ability is students' ability to capture or respond to music and understand musical techniques (Liana et al., 2022). Music is part of art.

Nowadays, the level of children's creativity is decreasing. Many children lack interest in art because their level of creativity is low, and the learning media is monotonous. This motivates teachers and prospective teachers to develop learning media that can increase children's imagination in the art of music. Media is a container or tool used to assist the learning

process in achieving learning objectives (A. Purwanto et al., 2019). One of the things that is done is to create learning media that students are interested in. Therefore, this article will explain the development of children's creativity in music through the use of used goods. Products made from used goods are simple musical instruments that students can make themselves and play together to minimize boredom in learning the art of music.

**METHOD**

This research article uses a qualitative approach with a narrative research type. Narrative research applies results based on individual experiences and rewrites them as a chronology of events. The expertise of researchers is more focused on retelling and describing the steps and results obtained from the phenomenon in detail (Cresswell, 2014). The procedure for narrative research flow can be seen in Figure 1 as follows.

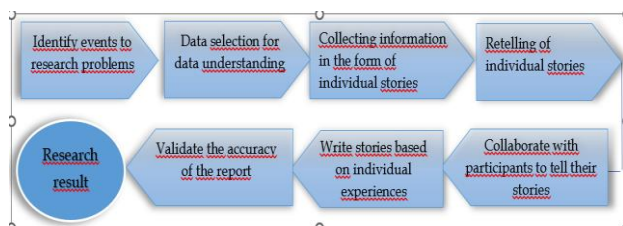


Figure 1. Narrative Research Flow

Data collection techniques using interviews, observation, and documentation. Interview data collection was carried out by aesthetic subjects in the process and results of making art. The statement is used to record aesthetic activity when making works of art. Documentation is done to visualize the work of art. Data collection techniques using interactive models. It consists of three pieces of training that coincide: data reduction, data presentation, and concluding/verification (Miles, 1994).

**RESULT AND DISCUSSION**

Making musical instruments from used goods is one alternative to developing students' musical and artistic creativity. Musical instruments are a collection that can produce sounds or musical sounds (Rianto et al., 2021). Music is always associated with learning the sound of tools or instruments (S. Purwanto,

2019). Besides increasing children's creativity by utilizing used goods, it teaches children to love the environment by recycling used goods into fun, simple musical instruments.

In making this musical instrument, it is devoted to percussion instruments. A percussion instrument is a musical instrument that can be used as a starting point for students to study music because percussion games can use any tapa style (Kurniawan, 2019). Several musical instruments, such as maracas, drums, drums, and kentongan, were made.

Table 1. Percussion Instrument

Picture	Explanation
	The picture on the side is a maracas musical instrument. The maracas musical instrument stimulates children's music learning (Nurcahyati & Mayar, 2022). This maracas music is made from used bottles covered with colored cardboard. The way to play it is how to play the maracas, namely by shaking both hands, producing a rustling sound.
	The kentongan musical instrument is one of the traditional musical instruments. Apart from being used in developing children's creativity in the art of music, kentongan is also an appropriate medium for introducing traditional music culture (Fandanu et al., 2021). Kentongan is made of bamboo, which is cut into the desired size. There is a hole in the middle, and the bamboo used for that hole is used as a beater.



The musical instrument on the side is a simple form of the drum. The drum is one of the oldest musical instruments played by being hit (Arifin, 2020). This homemade drum is made from used milk cans lined with Astro paper. Then as a circular grip using an old plastic bag that is threaded so that it becomes a single solid rope. These little things make children think more creatively to make musical instruments as good as possible according to their creativity.



Musical instruments besides are the most straightforward musical instruments. The way to play it is also effortless, namely being hit using a metal bat. When hit, this instrument produces a loud sound.



This musical instrument is a musical instrument that has the same function as drums. Traditionally, drums produce around 12 sounds (Setiawan & Setyoko, 2022). However, the artificial musical instrument only relied on one sound produced by the wasp and made from used pipes wrapped in wrapping paper. Then, in the closing part, use used cardboard covered with asturo paper.

The musical instruments above are some implementations of using used goods to become percussion instruments. Its simple construction means that all students can participate every step of the way. In addition, this tool is a superficial

learning medium for introducing music and learning media channels scientific information from teachers to students (Tafonao, 2018).

One of the forms of creativity from the learning media above is using used materials. Apart from teaching children to make simple musical instruments, it is also a lesson for children to be able to use used materials around them. Coupled with other colorful ornaments, this simple musical instrument has become one of the fields for children's creativity in music and begins acquaintance with the art of music. Inventions formed at the age of children needs to be increased so that later it can support children's thinking in music and other fields of science.

Teachers play an active role in enhancing children's musical creativity. It is hoped that teachers can provide innovations in children's learning media so that the art of music can be fun and even become something children look forward to when learning. The teacher is a facilitator for students, and the result is the activity and creativity of the students themselves (Zulkarnain & Farhan, 2019).

## CONCLUSIONS

Creativity is something that needs to be honed as early as possible. Through the art of music, teachers can increase children's creativity. Media that can be used are used goods, such as milk cans, used drink cans, bottle caps, and so on, which can be used as an alternative to making percussion instruments. Percussion instruments are the most straightforward tools that can be introduced to children as a start to understanding the art of music. It is hoped that teachers can innovate using theme learning media to increase students' creativity in music.

## REFERENCES

- Arifin, M. I. (2020). Penggunaan Alat Musik Multi Pad Percussion bagi Seorang Pemain Drum. *Repertoar*, 1(1), 70–80.
- Cresswell, J. W. (2014). *Penelitian Kualitatif dan Desain Riset: Memilih Di Antara Lima Pendekatan*. Pustaka Pelajar.
- Fandanu, R., Lestari, W., & Suharto, S. (2021). Diversitas Pendidikan Multidimensional dalam Pertunjukan Kentongan Bambu Laras Banyumas Jawa Tengah. *Virtuoso*:

- Jurnal Pengkajian Dan Penciptaan Musik*, 4(1), 20–30.  
<https://doi.org/10.26740/vt.v4n1.p20-30>
- Kurniawan, E. Y. (2019). Pendidikan Berbasis Kreativitas Pada Mahasiswa PGPAUD Melalui Pemanfaatan Media Barang-Barang Bekas Dalam Pembelajaran Musik Perkusi di Universitas Muhammadiyah Tangerang. *Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini*, 7(2), 1–11.  
<https://doi.org/10.31000/ceria.v9i2.1272>
- Liana, M., Gunara, S., & Nusantara, H. (2022). Pembelajaran Ritmik Melalui Alat Musik Perkusi di SD Negeri 2 Sidamulih. *SWARA – Jurnal Antologi Pendidikan Musik*, 2(2), 33–48.
- Madina, A., Ardipal, A., Hakim, R., & Miaz, Y. (2021). Pendidikan Karakter dalam Pelaksanaan Pembelajaran Seni Musik di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3134–3141.  
<https://doi.org/10.31004/basicedu.v5i5.1293>
- Miles, M. B. and A. M. H. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. Sage publication.
- Nurchayati, V., & Mayar, F. (2022). EFEKTIVITAS PERMAINAN ALAT PERKUSI MARAKAS DALAMMENINGKATKAN KEMAMPUAN SENI MUSIK ANAK USIA 5-6 TAHUN DI TAMAN KANAK-KANAK NEGERI 1 KECAMATAN KOTO VII KABUPATEN SIJUNJUNG. *Jurnal Pemikiran Dan Penelitian Islam Anak Usia Dini*, 4(2), 296–307.
- Purwanto, A., Widaningrum, I., & Fitri, K. N. (2019). Aplikasi Musicroid sebagai Media Pembelajaran Seni Musik Berbasis Android. *Khazanah Informatika: Jurnal Ilmu Komputer Dan Informatika*, 5(1), 78–87.  
<https://doi.org/10.23917/khif.v5i1.7772>
- Purwanto, S. (2019). Penanaman Nilai Karakter pada Anak Usia Dini melalui Pembelajaran Berbasis Musik dan Lagu Model. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 3(1), 1–15.  
<https://doi.org/10.21043/thufula.v3i1.4663>
- Rianto, N., Sucipto, A., & Gunawan, R. D. (2021). Pengenalan Alat Musik Tradisional Lampung Menggunakan Augmented Reality Berbasis Android (Studi Kasus: SDN 1 Rangai Tri Tunggal Lampung Selatan). *Jurnal Informatika Dan Rekayasa Perangkat Lunak (JATIKA)*, 2(1), 64–72.  
<http://jim.teknokrat.ac.id/index.php/informatika>
- Ridho, R. A., & Wahyuni, E. (2022). Kreativitas Musik Perkusi Dalam Pembelajaran SBDP Untuk Meningkatkan Kemampuan Multiple Intelligence Siswa Di UPT SDN 3 Gadingrejo. *Jurnal Pendidikan Dan Konseling*, 4(3), 1505–1510.
- Sari, H., Sukmayadi, Y., & Gunara, S. (2022). PEMBELAJARAN RITMIK MELALUI MEDIA ALAT MUSIK BERBASIS LINGKUNGAN UNTUK SISWA KELAS VI DI SD LABSCHOOL UPI. *Berajah Journal*, 2(4), 907–920.
- Setiawan, S., & Setyoko, A. (2022). Organologi dan Bunyi Kendang Jawa. *Jurnal Mebang: Kajian Budaya Musik Dan Pendidikan Musik*, 2(2), 75–90.
- Tafonao, T. (2018). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103–114.  
<https://doi.org/10.32585/jkp.v2i2.113>
- Zulkarnain, I., & Farhan, M. (2019). Meningkatkan Kreativitas Siswa dengan Memanfaatkan Sampah Bekas menjadi Barang yang bernilai Ekonomis. *J-ABDIPAMAS (Jurnal Pengabdian Kepada Masyarakat)*, 3(2), 25–32.  
<https://doi.org/10.30734/j-abdipamas.v3i2.527>