

Improving the Ability to Read Rhythms in Music Learning Through the Application of the Takadimi-ORFF Method in Elementary Schools

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Keywords: Takadimi Orff Method, Rhythm Member Ability, Music Learning.

Abstract: This research is conducted to improve the ability to read musical rhythms by applying the Takadimi-Orff method in elementary schools. The research used literature studies by reviewing several journals. The review results of several journals were analyzed, compared, and described in this study. The results showed that applying the Takadimi-Orff method can improve students' reading skills in elementary school. The application of rhythm learning through the Takadimi-Orff method is carried out in 2 steps; namely, imitation is carried out by imitating rhythms exemplified by teachers and other students. Step two, namely exploration, applied through the notation pattern of takadimi rhythms with hard-soft dynamics and fast, slow tempos and adjusted rhythms to regional music that is often heard. This research is conducted to improve the ability to read musical rhythms by applying the Takadimi-Orff method in elementary schools. The research used literature studies by reviewing several journals. The review results of several journals were analyzed, compared, and described in this study. The results showed that applying the Takadimi-Orff method can improve students' reading skills in elementary school. The application of rhythm learning through the takadimi-Orff method is carried out in 2 steps; namely, imitation is carried out by imitating rhythms exemplified by teachers and other students. Step two, namely exploration, applied through the notation pattern of takadimi rhythms with hard-soft dynamics and fast, slow tempos and adjusted rhythms to the often heard regional music. **Keywords:** Takadimi-orff method, rhythm ability, music learning.

1 INTRODUCTION

Music is a language of emotions that have the nature of universality (Jamalus 1988). In other words, humans can express every emotion with other humans. Human beings are born to have competence towards sound stimulation. Through this hearing, music is understood and perceived the meaning and impression contained in it. Music is a unity that cannot be separated from human life and always follows human existence.

Music has a strong position in the intellectual growth and development of children. Many studies have shown that children who receive regular musical training can demonstrate better motor, math, and reading skills than classmates who don't get musical skills. Oerstein mentioned that music involves two brains: the right brain and the brain. The left brain controls activities of an analytical nature, such as mathematics, logic, and language. At the same time,

the right brain controls more perceptual activities, such as imagination—daydreaming, painting, music, and rhythm. Thus, stimulus in musical training can provide benefits for students to improve intellect in music and function in providing a balance of work of the right and left brains (Budinarsih 2022).

One of the formal educational institution's functions is stimulating the form of music in elementary school. Elementary school is a primary educational institution that develops behavior and skills in the essential knowledge and skills needed by children to survive in society and their readiness to follow the subsequent educational development. Thus, knowledge and efficiency, especially in music, are needed in developing students' skills of the age of interests, talents, and child development. Music learning in elementary schools is categorized into cultural arts and skills (SBK) learning (Harianti 2007). The Ministry of National Education stated that cultural education and skills are given in schools because they have unique characteristics, meanings,

and benefits to the suitability of student development needs, who can receive aesthetic experience in the form of expression and appreciation activities through learning cultural arts.

In the study of the art of music, a certain amount of basic knowledge is learned about music. The knowledge of music requires elementary school students' musical skills, interests, talents, and intellectuality. This knowledge is needed for students to move on to the next level. Students need to gain essential learning that students receive to develop their abilities and skills to the next level. One of the basic musical knowledge that students need is knowledge of rhythm. Rhythm knowledge is an essential thing in playing music. Playing music is the same as playing rhythm. Rhythm gives students an understanding (Rahman 2005) of the short length of the sound and the differentiation of accents in the music. Knowledge of the short length of sound is essential before students are given knowledge of melody and harmony.

One of the methods applied in improving cultural arts learning in the time of music is the takadimi-Orff method. This method is a method that collaborates between the takadimi method and the method. The takadimi method is needed to train students in introducing rhythms that focus on beats in the form of syllables, including ta-ka-di-mi. In contrast, the orff method is music learning that focuses on the child's behavior, such as singing, singing, music, making improvisations, and creative movements. This stage is connected to the stages of the orff method, which is the method of imitation and exploring music by giving students the freedom to be creative. By collaborating, the merger of these two methods can improve the knowledge of rhythm reading required by students in elementary school (Wulandari, 2016).

2 METHOD

The use of the method in this study is a literature study conducting a study on Improving the Ability to Read Rhythms in Music Learning through the Application of the Takadimi-ORFF Method in Elementary Schools. Data collection using methods related to Improving Rhythm Reading Ability in Music Learning through applying the Takadimi-ORFF Method in Elementary Schools. The data was obtained from a review of several journals on Improving the Ability to Read Rhythms in Music Learning by applying the Takadimi-ORFF Method in Elementary Schools. Based on reviewed journals, the literature study in question is to analyze the

Improvement of Rhythm Reading Ability in Music Learning by applying the Takadimi-ORFF Method in Elementary Schools. This literature study is needed to examine improving Rhythm Reading Ability in Music Learning by applying the Takadimi-ORFF Method in Elementary Schools (Sugiono 2016).

3 RESULTS AND DISCUSSION

Here are some explanations about the use of theory in this paper. Music is a work of art in the form of sound that is realized in songs and music (Jamalus 1988). It can express thoughts and feelings through the music element as a unit. Soeharto (1992) stated that music could express ideas and ideas with sounds, with essential elements in the form of melody, rhythm, and harmony, through the help of element ideas, properties, and sounds (Sanaky, 2013). The above opinion concludes that music is the result of Bunti's work in music that can make a person hear it, which is expressed with thoughts and feelings that create through elements of melody, rhythm, and harmony used in music.

The musical elements consist of rhythm, melody, harmony, lyrics, structure, and other elements (Jamalus, 1988). The explanation of this element of music focuses on rhythm. Rhythm is called rhythm. Rhythm is a sequence of motion that is transformed into music and dance (Jamalus, 1988). Rhythm in music is formed based on the combination of several sounds based on time, length-short, rhythm pattern, and rhythmic swing, rhythm is seen, heard, and felt.

Music learning in elementary school is categorized as the subject of cultural arts and skills (SBK). The defense of cultural arts forms pleasant student personalities by focusing on child development that can target personal, interpersonal, visual, musical, linguistic, mathematical logic, naturalist and spiritual and moral, and emotional intelligence (Balitbangdiknas, 2007).

Mamud (Balitbangdiknas, 2007) mentioned that music plays a role in (1) stirring up thoughts and feelings in aspects of intelligence, social, emotional, and psychomotor; (2) fostering the spirit of the human soul; (3) shaping character and morals (Harianti 2007). The purpose of teaching music in elementary schools is to increase skills about the beauty that students have through musical experiences, the ability to express themselves through music, and the ability to provide information about music through intellectuality and artistic relevant to the nation's culture to increase sensitivity to the surrounding community. Music learning in elementary school

differs from the usual acquisition of music education. Music education is not a goal but a tool to achieve goals (Campbell 2002)

The theory of music learning originated from Piaget (1896-1980) on the cognitive development of the human being. Piaget is a developmental psychologist from Switzerland who is interested in developing human cognitive capacity. Piaget categorizes the stages of cognitive development into four (Budiningsih 2022), namely

1. Sensorimotor stage (0-2 years), there is a development of motor activity and simple assumptions in children. The characteristics of development are in the actions and stages, the skills possessed, including (a) being able to see oneself as a being different from other objects; (b) finding stimulation from lights and sounds; (c) being able to provide attention for a long time; (d) be able to find the meaning of den manipulative of it; (e) able to find and change places objek
2. In the preoperative stage (2-7/8 years), there are developmental features characterized by symbols and language that begin with the foundation of intuition. The stages divided into two are preoperative and intuition.
 - (a) During Preoperative (2-4 years), and can develop simple language, and there are errors in understanding the object. It is a unique feature such as (1) self-counter protrusion; (2) the ability to distinguish objects; (3) the ability to collect goods based on their criteria correctly; (4) the ability to sort objects in order.
 - (b) Intuition (age 4-7 or 8 years), the child can gain knowledge according to the impression obtained. Able to make sense of intricate without being expressed through words. Therefore, children can express their hearts symbolically, especially by having experiences. This stage is (1) able to create categories of objects; (2) able to create attachments to a complex; (3) able to make ideas and ideas; (4) able to conceptualize well.
3. Concrete Operational Stage (age 7 or 8-11 or 12 years: the specific development characteristics in this section appear in the child's ability to have a good mindset, draw conclusions, and develop hypotheses. Children can think by (a) collaborating; (b) incorporating the analysis; (c) having the ability to think proportionately; (d) being able

to make basic generalizations about a type of content.

In general, children at the age of elementary school in Indonesia are aged 7 to 12 years. Piaget's theory concludes that elementary school students belong to the concrete operational classification. Piaget's follower was Bruner, who developed the theory of the development of cognitive function. Bruner focuses on the impact of culture on individual attitudes, known as free discovery learning. Bruner mentioned that the learning process could be carried out if the teacher provides opportunities for students to find solutions from a foundation, theory, rule, or example in life. Piaget suggests that cognitive development impacts individual language development (Budiningsih 2022). According to Bruner, cognitive development goes through three stages based on circumstances, namely, enactive, iconic, and symbolic.

1. Interactive stage: a person performs activities in seeking and understanding his surroundings. In other words, to understand its surroundings using motor knowledge, such as bites, touches, handles, and others.
2. In the iconic stage, a person is understood as an object or other through images and verbal visualizations. In this case, the anal understands the surroundings the child learns through the formation of parables and comparison.
3. The symbolic stage is when the child can have ideas, and ideas impact the student's ability to express them through language. Children learn through the use of symbols, language, and others. Interacting is implemented with the use of symbols. The maturity of thinking is evident in the use of its symbol system. That way, it doesn't mean the system is enactive and iconic. The use of media in learning activities is part of what is needed in the infective and iconic system in the learning process, eroding Takadimi-Orff.

The takadimi-Orf method is the takadimi method and the orff method. The takadimi method can introduce students to a rhythm complete with syllables and beats. The Orff method is music learning that focuses on the child's attitude in singing, singing, music, and performing creative movements. Collaboration of the takadimi method consists of syllables, beats, elements of imitation, and exploration (Putra, Ferdian, and Hidayat 2021). This concrete method can internalize sounds through

hearing and rhythm concretely through syllables with vision. In addition, this method can help teachers in providing rhythmic material to their students (Amelia 2021). The takadimi-orff material includes simple rhythmic patterns by empowering syllables obtained from takadimi. Then, Simple notation patterns are relevant to elementary school students' proficiency. The collaboration of these two methods can improve elementary school students' rhythmic reading power (Rahman, 2015).

The research results from several journals state that the first stage of applying the takadimi-orff method is imitation (Hakim, Supriatna, and Sutanto 2022). The imitation stage imitates the rhythm given by the teacher, starting from the easy to the difficult. In addition, this stage is applied by imitating the student's rhythm (Wulandari 2016). The next stage is an exploration applied through the notation pattern of takadimi rhythms with loud and debit and fast and slow tempos using used bottles. Notes are made by making loud sounds denoted by forte and soft denoted by piano—students who play with rhythmic notation into folk songs often heard by students. The orff method is applied to folk songs often heard by the child through a percussion device to train the child's rhythm (Campbell 2002). Learning musical rhythms is carried out with the features of syllables and beats obtained from the takadimi method (Suwece and Kusuma 2021).

Other studies state that the takadimi method can reveal a complete rhythm in the form of syllables. Students perform rhythmic pronunciation as a concrete form and pronunciation in hearing and sight. In its application, students play musical instruments when they see the rhythm of the music (Gustina 2019). This method is based on hearing beats derived from sound through translation and oral description. Applying the takadimi-orff method with Bruner's theory states that the cognitive stage uses enactive, iconic, and symbolic stages. Rhythm learning begins with the movement of the hands and body by visualizing the shape of the rhythm pattern (inactive), then exemplified by images in the form of rhythm notation exemplified, ending with the reading and writing of notation in musical time notation.

Rahman (2005) states that applying the takadimi-orff method provides enthusiasm and encouragement for students to play music by using used bottles in the imitation and exploration stage. Another opinion Sanky mentioned is that LCD and power points have a unit presentation technology that can relieve student boredom by combining audiovisuals with colors, animations, sounds, and other files (Sanaky 2013). At this exploration stage, students are free to sing and

narrate. It can stimulate hearing and vision through the rhythmic notation of takadimi and the song's tempo. However, an obstacle in applying the takadimi-orff method is the inefficiency of group formation. It is due to the discomfort of psychological closeness between students with each other. Ian's obstacle is in the form of a rhyme pattern that is difficult for students to understand, such as TAKADIMI TA, DIMI TAKADA, then in the form of TAKA0M, TA0DIMI, and TA00MI.

4 CONCLUSIONS

The results showed that applying the takadimi-orff method can improve the ability to read elementary school rhythms in music learning. Learning musical rhythms through the takadimi orff method is applied with two stages: imitation and exploration. This imitation stage is given to students to create an imitation of the rhythm the teacher gives to the students. The exploration stage is carried out by applying the takadimi-orff time notation pattern. Both of these stages can be done well, but there are obstacles found, are the formation of groups in the classroom and difficulties in understanding specific rhythm patterns such as TA 0 IN MI, TA KA 0 MI, and TA 00 MI.

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