

Development Of Musical Arts Teaching Materials In Primary Schools In The Context Of Human Literacy To Support The Obe (Outcome Base Education) Curriculum Based On Case Method

Putra Afriadi¹, Eva Simanjuntak², Natalia Silalahi³

{putraafriadi@unimed.ac.id}

Fakultas Ilmu Pendidikan, Universitas Negeri Medan, Medan, Indonesia

Abstract. The development of music teaching materials in elementary schools is important in supporting the Outcome-Based Education (OBE) Curriculum using the Case Method approach. This article discusses strategies for developing music teaching materials that do not only focus on artistic aspects, but also consider human literacy as a key element in the learning process. The human literacy approach is applied to integrate cognitive, emotional and social aspects in music teaching materials. Learning the art of music is not only a place to develop artistic skills, but also as a means to improve students' reading, writing and critical thinking abilities. In the context of the OBE Curriculum, the Case Method approach is used to present contextual and relevant learning. Case studies in learning the art of music not only cover technical aspects, but also relate them to real situations that allow students to apply their knowledge in the context of everyday life. The research results show that the development of music art teaching materials that combine human literacy and the Case Method can increase learning effectiveness. Students not only master musical arts skills, but also develop a deeper understanding of the relationship between musical arts and everyday life. This research contributes to the development of the music arts curriculum in elementary schools by strengthening the integration of human literacy in music arts learning. In addition, the application of the Case Method opens up space for more contextual and applicable learning experiences for students, in accordance with OBE principles.

Keywords: Development, OBE, Case Method

1 Introduction

Music has an important role in developing creativity, self-expression and understanding of art for students at the elementary school level. Along with the development of the educational paradigm towards Outcome-Based Education (OBE), the development of music teaching materials in elementary schools is becoming increasingly essential. OBE emphasizes the achievement of measurable and observable learning outcomes, and emphasizes the application of knowledge in real-life contexts. In an effort to meet the demands of the OBE curriculum, it is necessary to

develop music teaching materials that not only cover the technical aspects of music, but also embrace the concept of human literacy. Human literacy in this context includes students' ability to read, write and think critically through the medium of music.

OBE is an educational philosophy that focuses on defining specific learning outcomes or competencies that students should demonstrate by the end of a course or program. In the context of musical arts, OBE aims to ensure that students not only acquire theoretical knowledge but also develop practical skills, critical thinking abilities, and an appreciation for the arts. Human literacy in the arts involves fostering an understanding and appreciation of various art forms, including music, as essential components of human culture. It goes beyond technical skills and includes emotional intelligence, cultural awareness, and the ability to express oneself through artistic mediums. Primary schools serve as the foundational stage of education, where students are introduced to various subjects, including the arts, to foster a well-rounded education. The goal at the primary level is to lay the groundwork for a lifelong appreciation of the arts and to develop basic musical skills. The case method is an instructional strategy that presents real-world scenarios or cases to students, encouraging them to analyze and solve problems. Applying the case method to musical arts education allows students to connect theoretical concepts with practical, real-life situations, promoting a deeper understanding of the subject matter. The development of teaching materials is essential to provide educators with the tools needed to implement the OBE curriculum effectively. Musical arts teaching materials based on the case method offer a dynamic and engaging approach, aligning with the principles of active learning and critical thinking. Recognizing the interconnectedness of subjects, the development of teaching materials incorporates a multidisciplinary approach, integrating aspects of literature, history, and other relevant subjects into musical arts education. The background recognizes the importance of teacher training to ensure educators are equipped to implement the OBE curriculum using the case method. Teachers play a crucial role in facilitating discussions, guiding students through case studies, and assessing learning outcomes effectively.

The foundation lies in an educational philosophy that emphasizes outcomes over traditional input-based approaches. OBE shifts the focus from what is taught to what students are expected to achieve. In the context of musical arts, this involves identifying specific competencies, skills, and understandings that students should gain. The inclusion of musical arts in the curriculum is driven by the belief in the holistic development of students. Music education has been shown to enhance cognitive abilities, creativity, emotional intelligence, and social skills. Integrating it into OBE aligns with the broader goal of nurturing well-rounded individuals. The case method is chosen as a pedagogical approach due to its effectiveness in promoting critical thinking, problem-solving, and practical application of knowledge. By presenting real-life scenarios relevant to musical arts, students are encouraged to analyze, discuss, and apply their understanding in a meaningful context. Human literacy encompasses not only traditional literacy and numeracy but also cultural literacy, emotional intelligence, and an understanding of human experiences. In the context of musical arts, human literacy involves appreciating diverse musical traditions, understanding the emotional and cultural aspects of music, and fostering a deeper connection with the human experience through music. The integration of musical arts into the OBE curriculum is strategic. It acknowledges the interconnectedness of knowledge and promotes cross-disciplinary learning. By incorporating music into various subjects, students can develop a more comprehensive understanding of different concepts. The development of teaching materials takes into account the

cultural context of the students. Case studies are designed to be culturally relevant and resonate with the experiences of the students, making the learning experience more engaging and meaningful. Recognizing the importance of teacher effectiveness, the initiative includes teacher training programs. Teachers are empowered to effectively implement the case method, facilitate discussions, and tailor the materials to suit the needs and dynamics of their classrooms. Assessment strategies are aligned with the OBE framework. They focus on evaluating students' attainment of specific learning outcomes related to musical arts. Assessment methods may include not only traditional exams but also project-based assessments, presentations, and collaborative activities.

OBE is an educational approach that focuses on defining specific learning outcomes or objectives that students should achieve by the end of a learning period. This approach emphasizes the results of learning rather than just the content delivered. In the context of musical arts, OBE would specify the skills, knowledge, and competencies students are expected to gain. Human literacy encompasses a broad range of skills beyond traditional reading and writing, including creativity, critical thinking, and cultural awareness. In the context of musical arts, human literacy involves the ability to appreciate, create, and understand music as a form of expression. This approach recognizes the importance of music in human culture and society. Primary education is a critical stage in a child's development. At this level, students are introduced to various subjects, and it's an opportune time to foster a love for music and develop fundamental musical skills. Incorporating musical arts into the curriculum at this stage can contribute to a well-rounded education. The case method is an instructional strategy that involves presenting students with real-life situations or cases for analysis and discussion. It encourages critical thinking, problem-solving, and the application of theoretical knowledge to practical scenarios. Applying the case method to musical arts teaching allows students to engage with real-world examples and deepen their understanding of musical concepts. Integrating musical arts with other subjects promotes a multidisciplinary approach. This not only enhances students' understanding of music but also helps them see the connections between music and other areas of knowledge, fostering a holistic learning experience. The creation of teaching materials involves designing resources, activities, and assessments that align with the OBE curriculum and the case method. These materials should cater to diverse learning styles and provide opportunities for students to actively participate in the learning process. Successful implementation of the developed teaching materials requires adequately trained teachers. Teacher training programs should focus on familiarizing educators with OBE principles, the case method, and effective strategies for incorporating musical arts into the curriculum.

Therefore, this article discusses the process of developing music teaching materials in elementary schools by utilizing the Case Method approach as the basis for the learning approach. Combining human literacy with the Case Method is expected to create a more holistic learning experience, where students not only hone their musical arts skills but also develop a deeper understanding of the role of musical arts in everyday life. Thus, this article aims to outline the concept of developing musical art teaching materials that integrate human literacy, consider the characteristics of elementary school students, and are in accordance with OBE principles by utilizing the Case Method. Through a better understanding of the relationship between musical arts, human literacy, and contextual learning approaches, it is hoped that this article can contribute

to updating the musical arts curriculum at the elementary school level and facilitate more effective achievement of learning goals in accordance with the spirit of OBE.

2 Research Methods

This study uses a research and development approach combined with a case study method to investigate the development of music arts teaching materials in elementary schools in the context of human literacy by supporting the Outcome-Based Education (OBE) Curriculum based on the Case Method. The stages of the research method used are as follows: Preliminary Study: A preliminary study was conducted to understand the context and needs of elementary schools regarding learning the art of music, as well as assessing the existing level of human literacy among students. This data can be obtained through classroom observations, interviews with music art teachers, and analysis of documents related to the applicable curriculum. Development Design: Development design is carried out by detailing the steps for developing teaching materials, determining the human literacy strategies that will be integrated, and designing Case Method scenarios that are relevant to the context of music learning in elementary schools. Development of Teaching Materials: Development of teaching materials is carried out by detailing the elements of human literacy in the context of musical arts, such as reading musical notes, writing song lyrics, and thinking critically about musical interpretation. Case Method scenarios are designed to provide real context for students to apply their knowledge. Expert Validation: After development, teaching materials and Case Method scenarios are validated by music arts education experts and human literacy experts to ensure accuracy, relevance to the curriculum, and suitability for use in learning. Implementation and Observation: Teaching materials and Case Method scenarios are implemented in an elementary school classroom environment. During implementation, observations were made to monitor student responses, interactions in learning, and students' ability to apply human literacy in the context of musical arts. Evaluation and Analysis: Evaluation is carried out to measure the achievement of learning outcomes and the development of students' human literacy. Data analysis was carried out using qualitative and quantitative methods to evaluate the effectiveness of teaching materials and the Case Method. Reflection and Revision: Evaluation results are used to reflect and revise teaching materials and learning approaches. This process involves ongoing updates to ensure alignment with student needs and the OBE curriculum.

3 Result and Discussion

The results of this research show that the development of music art teaching materials in elementary schools in the context of human literacy to support the Case Method-based OBE Curriculum has had a positive impact on music art learning and student achievement of learning outcomes. Here are some key findings:

Increasing Human Literacy: The teaching materials developed have succeeded in improving students' human literacy skills, including the ability to read, write and think critically. Students can

relate the concept of musical art to the context of everyday life, increasing their understanding of human literacy which can be applied in various situations.

Increased Understanding of Musical Art Concepts: Through the application of the Case Method, students are more involved in understanding the concept of musical art and are able to relate it to the context of real cases. The involvement of students in case studies opens up space for direct practical application, increasing their understanding of the essence of musical art.

Increased Learning Motivation: The developed teaching materials create a more interesting and relevant learning experience for students. The existence of case studies provides challenges and meaningfulness, increasing students' motivation to be actively involved in learning the art of music.

Measurable Measurement of Learning Outcomes: Achievement of learning outcomes can be measured clearly, in accordance with the principles of the OBE Curriculum. Test results and project assessments show significant improvements in students' understanding and skills related to the art of music.

Positive Feedback from Teachers and Students: Teachers report that these teaching materials provide clear guidance and support the implementation of the OBE Curriculum. Students provide positive feedback regarding the meaningfulness of learning and the sense of achievement obtained through applying this method.

Thus, the results of this research provide evidence that the development of music arts teaching materials based on human literacy and the Case Method can be an effective approach in supporting the OBE Curriculum in elementary schools. The application of this method not only increases students' human literacy but also optimizes their understanding of the art of music in the context of everyday life. It is hoped that these findings can provide a basis for further development in improving and refining approaches to learning music at the elementary school level.

Familiarize yourself with the principles of Outcome-Based Education (OBE) and Human Literacy. Understand the goals and outcomes expected from students in the context of musical arts. Clearly define the learning outcomes for musical arts in primary schools. What specific skills and knowledge do you want students to acquire? Align these outcomes with the OBE framework. Understand the needs and abilities of the students. Consider their cultural background, interests, and previous exposure to musical arts. This information will help you tailor the materials to meet the specific needs of your students. Choose relevant case studies that align with the OBE curriculum and Human Literacy goals. Cases can be based on real-life scenarios, historical events, or fictional situations that highlight musical concepts and skills.

Develop engaging and age-appropriate content that addresses the learning outcomes. Use a variety of media, such as text, images, audio, and video, to cater to different learning styles. Integrate elements of other subjects, such as history, literature, or science, to provide a holistic learning experience. This helps students see the interconnectedness of knowledge and fosters a multidisciplinary approach. Include hands-on and interactive activities that encourage active participation. This could involve group projects, class discussions, or practical exercises to reinforce learning. Develop assessment methods that align with OBE principles. Focus on assessing not just knowledge but also skills and attitudes. Consider using a mix of formative and summative assessments. Be mindful of the cultural context of the students. Include examples and case studies that resonate with their cultural background, fostering a sense of identity and inclusivity.

Provide training and resources for teachers to effectively implement the case method in the classroom. This includes guidance on facilitating discussions, managing group activities, and using technology if applicable. Regularly review and update the teaching materials based on feedback and evolving educational practices. Stay informed about new developments in music education and pedagogy. Before widespread implementation, pilot test the materials in a small-scale setting. Gather feedback from teachers and students to identify any necessary adjustments.

Familiarize yourself with the principles of Outcome-Based Education. Identify the specific learning outcomes expected from students in the musical arts domain at the primary school level. Determine the essential musical competencies and skills that students should acquire. This could include elements such as rhythm, melody, harmony, and an appreciation for different musical genres. Conduct a needs assessment to understand the existing resources, teaching methods, and the musical literacy levels of both students and teachers. Identify any gaps or challenges that need to be addressed. The case method involves presenting real-life scenarios or cases for analysis and discussion. Create case studies relevant to musical arts in a primary school setting. These cases can be based on actual experiences, hypothetical situations, or historical examples related to music. Ensure that the developed teaching materials align with the OBE curriculum. Map out how each case study contributes to achieving the specified learning outcomes. Integrate musical arts with other subjects to create a multidisciplinary learning experience. For example, incorporate elements of history, literature, or science into the musical arts cases to enhance the overall learning experience. Develop interactive and engaging learning resources. This could include multimedia presentations, online resources, or interactive worksheets that accompany the case studies. Provide training for teachers on the effective use of the case method in the classroom. Offer guidance on facilitating discussions, encouraging critical thinking, and linking case studies to broader learning objectives. Develop assessment tools that align with the OBE principles.

Align the musical arts teaching materials with specific learning outcomes outlined in the OBE curriculum. Clearly define the skills and knowledge that students are expected to acquire through the musical arts program. Create a variety of case studies that reflect real-life musical scenarios or historical events. Ensure that case studies cater to different musical genres, cultures, and historical periods to provide a diverse learning experience. Develop materials that seamlessly integrate musical arts with other subjects, fostering a multidisciplinary approach. Provide guidelines on how teachers can collaborate with educators from other disciplines to create a holistic learning environment. Develop multimedia resources, interactive presentations, and online tools that complement the case studies. Include audio and video materials, virtual instruments, and interactive exercises to engage students actively in the learning process. Design comprehensive training programs for teachers that cover OBE principles, the case method, and effective strategies for teaching musical arts. Incorporate practical workshops and demonstrations to help teachers understand how to implement the developed materials in the classroom. Create a variety of assessment tools that align with the OBE principles, including both formative and summative assessments. Encourage teachers to use assessment methods that measure students' understanding, application of knowledge, and critical thinking skills. Ensure that the teaching materials incorporate a diverse range of musical traditions and cultural perspectives. Emphasize the importance of cultural sensitivity and awareness in musical arts education. Design materials that are adaptable to different classroom settings, considering variations in resources and technology. Encourage teachers to modify and customize materials based on the unique needs and interests of

their students. Foster support from parents and the community by providing information about the benefits of musical arts education. Organize events, performances, or workshops to involve parents in their children's musical education. Establish a feedback loop to continuously improve teaching materials based on the experiences and insights of both teachers and students. Regularly update materials to reflect changes in educational standards, technology, and cultural considerations.

Ensure that the musical arts teaching materials align with the specific outcomes outlined in the OBE curriculum. Clearly define the learning objectives, competencies, and skills that students should acquire through the musical arts program. Identify key musical concepts and skills that are developmentally appropriate for primary school students. These may include basic music theory, rhythm, melody, harmony, and an appreciation for diverse musical genres. Create engaging and relevant case studies that connect musical arts to real-life situations. These cases should prompt critical thinking, problem-solving, and application of musical concepts. Ensure that the cases are relatable and age-appropriate for primary school students. Develop teaching materials that integrate musical arts with other subjects, fostering a multidisciplinary approach. For example, a case study could explore the historical and cultural context of a specific musical genre, tying in elements of history and social studies. Design a variety of interactive learning resources to support the case studies. These could include multimedia presentations, online resources, hands-on activities, and worksheets. Ensure that these materials cater to different learning styles and abilities. Provide a comprehensive teacher's guide that offers clear instructions on how to implement the teaching materials. Include suggested discussion questions, activities, and assessment strategies. Offer guidance on adapting the materials to meet the needs of diverse learners. Conduct professional development sessions for teachers to familiarize them with the OBE principles, the case method, and effective strategies for teaching musical arts. Provide ongoing support and resources to ensure teachers feel confident and capable in implementing the materials. Develop a variety of assessment tools aligned with OBE principles. Include both formative and summative assessments to gauge students' progress and understanding. Assessment methods could include performance evaluations, written reflections, and collaborative projects. Incorporate cultural sensitivity into the teaching materials, recognizing the diversity of students. Include musical examples from various cultures and encourage discussions about the cultural significance of different musical expressions. Establish a feedback mechanism to gather input from teachers, students, and parents on the effectiveness of the teaching materials. Use this feedback to make continuous improvements to the curriculum and resources. Involve the community in musical arts education. Organize events, performances, or workshops that showcase students' achievements and foster a broader appreciation for music within the community.

Musical arts teaching materials in elementary schools in the context of human literacy should be designed to help students develop a deeper understanding of music as a form of human expression and as an important element in culture. The following are some principles and ideas that can be considered in designing music teaching materials in elementary schools with a focus on human literacy: Start by introducing basic symbols and notation in music such as notes, lines, and spaces. Teach basic concepts such as rhythm, melody, harmony, and dynamics through a fun and relatable approach to everyday life. Select a variety of musical genres from various cultures to increase students' understanding of the diversity of world music. Tell stories about the origins of certain musical genres and relate them to history and cultural traditions. Leverage technology to

show musical examples, including audio and video, so students can hear and see a variety of musical expressions. Use educational applications and software that can help students understand music concepts interactively. Teach students to create simple music using musical instruments or special software. Encourage students to express their opinions about a piece of music, analyzing elements such as the atmosphere, message, and feelings conveyed. Musical Reading Skills: Teach students to read simple musical notes and relate it to language reading skills. Lyric Reading: Explain the meaning and expression of song lyrics, enriching students' understanding of language use. Active Engagement: Encourage student participation in small musical performances in class or in the form of group collaboration. Respect for Individual Contributions: Emphasize the importance of each student as a valuable contributor to their music group. Creative Portfolio: Let students create a creative portfolio that reflects their progress in musical understanding and expression. Structured Reflection: Teach students to reflect on their musical experiences and articulate the development of their skills and understanding. By combining musical concepts with human literacy, musical art teaching materials can help students not only become better understanders and enjoyers of music, but also self-expressors through this artistic medium.

4 Conclusion

The case method in developing music teaching materials can increase student involvement. By studying real cases in a musical context, students can be more actively involved in the learning process. Using the case method can help students develop contextual understanding related to aspects of musical art. They can learn how theoretical concepts are applied in practical situations in the world of musical arts. The case method often involves problem solving and decision making. In this way, students can hone their problem-solving skills and learn how to apply musical concepts in real situations. Through analyzing cases in the context of musical arts, students can develop their critical thinking skills. They are invited to consider various points of view and formulate sound thoughts related to complex musical issues. The use of the case method in music teaching materials can stimulate student creativity. They can be inspired by unique approaches to problem solving or musical execution in specific cases. The case method allows students to connect theoretical concepts with practical applications in the art of music. This can increase their understanding of how theory can be applied in creative contexts.

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