

Music Arts Teachers' Strategies in Developing Students' Creativity: A Descriptive Study at the UPT of SMP Negeri 3 Lintau Buo Utara

 <https://doi.org/10.31004/jele.v11i2.2008>

*Nesya Amalyah, Fuji Astuti, Ardipal^{abc}

¹²³Art Education Study Program, Padang State University, Indonesia

Corresponding Author: nesyaamalyah5@gmail.com

A B S T R A C T

Music arts education plays a strategic role in developing the creativity of junior high school students, but is often hampered by monotonous approaches and limited facilities. This study aims to describe the strategies of music arts teachers in developing student creativity at the UPT SMP Negeri 3 Lintau Buo Utara. Using a descriptive qualitative approach, the study population consisted of music arts teachers and students in grades VII-VIII, with a purposive sample of one teacher and 6-8 students. Instruments included observation, semi-structured interviews, and documentation, analyzed through data reduction, narrative presentation, and triangulation. The results show that teachers implemented direct practice strategies (learning by doing), creative exploration, group work, and simple media such as recorders and pianicas, increasing active involvement and student confidence. It was concluded that these strategies were effective in creating conducive learning, although limited to generalizations in the local context.

Keywords: *Creativity, Merdeka Curriculum, Music Education, Student Engagement, Teacher Strategies*

Article History:

Received 19th January 2026

Accepted 03rd March 2026

Published 04th March 2026



INTRODUCTION

Arts education plays a strategic role in shaping the character, aesthetic sensitivity, and creativity of junior high school students. Through arts education, students not only acquire technical knowledge but also develop creative, expressive, and appreciative thinking skills for works of art (Fadriawan & Khairaty, 2024; Riyadi, 2025). Music, as a core discipline, provides students with the opportunity to express their emotions and imagination through singing, playing instruments, and creating simple rhythms (Aqilma Kholifadya et al., 2022; Nainggolan, 2019).

This phenomenon is increasingly relevant in the era of the Independent Curriculum, where music arts instruction in junior high schools emphasizes the integration of theory with creative expression to support students' holistic development. Field observations show that musical activities such as improvisation and collaboration can naturally foster students' creative potential (Fazz, 2025; Ramadhan, 2023).

However, music instruction is often monotonous and teacher-centered, hindering students' active participation in exploring original ideas. This leads to a lack of courage to express themselves and optimal creativity, especially in schools with limited resources (Endayani et al., 2020; Efrillia, 2025).

The problem is further complicated by the fact that music teachers often struggle to design innovative, contextual strategies, such as hands-on practice or sound exploration, due to a lack of training and adaptation to 21st-century challenges. As a result, students tend to be passive, lack confidence, and produce few new musical works (Steven et al., 2024; Santoso, 2024).

Teachers need a variety of strategies, including group work and simple media, to effectively stimulate creativity based on the characteristics of junior high school students. Without this approach, the potential for developing cognitive, affective, and psychomotor aspects will not be achieved in a balanced manner (Situmorang & Irdhan Epria Darma Putra, 2024; Fidrianti, 2025).

This study aims to describe the strategies of music teachers in developing student creativity at the UPT SMP Negeri 3 Lintau Buo Utara. The urgency of this research lies in the need for practical references for teachers and schools to improve the quality of music arts learning at the junior high school level, in line with the demands of the Independent Curriculum (Herliani & Heryati, 2020; Nugroho & Rifki, 2024). The novelty of this study is its descriptive focus on the specific context of the school, which provides an empirical picture of contextual strategies for developing holistic creativity (Rahayu et al., 2025; Putri & Muhid, 2025).

METHOD

Types and Methods of Research

This study uses a qualitative approach with a descriptive design to describe the strategies of music arts teachers in developing student creativity in depth based on natural conditions at the UPT SMP Negeri 3 Lintau Buo Utara (Siti Romdona et al., 2025; Sugiyono, 2021). A descriptive qualitative approach was chosen because it allows researchers to explore phenomena without manipulating variables, thus producing a contextual understanding of the music arts learning process that emphasizes practice, exploration, and collaboration (Creswell & Poth, 2021; Emzir, 2022). This method aligns with the characteristics of arts research that focuses on authentic student experiences, as applied in similar studies at the junior high school level (Sudaryono, 2023).

Data Analysis Instruments and Techniques

The research instruments included observation guidelines, semi-structured interviews, and documentation sheets to collect relevant data on teacher strategies and student responses to music learning (Nasution, 2018; Sugiyono, 2021). Observations captured direct classroom interactions, interviews explored teacher and student perceptions, and documentation supplemented teaching materials and student work, ensuring source triangulation for data validity (Creswell & Poth, 2021; Emzir, 2022). Data analysis was conducted qualitatively through data reduction, narrative presentation, and conclusion drawing, with triangulation of techniques and sources to enhance the credibility of the findings (Sudaryono, 2023).

Population and Sample

The study population consisted of music teachers and seventh and eighth grade students at the UPT SMP Negeri 3 Lintau Buo Utara in the first semester of the 2024/2025 academic year, with teachers as the primary informants and students as supporting informants due to their direct involvement in the musical process (Sugiyono, 2021). The sample was selected purposively based on criteria of relevance to creative learning strategies, including one music teacher and six to eight representative students, in accordance with qualitative sampling principles that emphasize data depth (Creswell & Poth, 2021; Emzir, 2022). This approach ensures the sample reflects the dynamics of the music classroom in the school context (Sudaryono, 2023).

Research Procedures

The procedure began with instrument preparation and ethical clearance, followed by data collection through three weeks of participant observation, in-depth interviews, and document analysis, including lesson plans and student work (Nasution, 2018; Sugiyono, 2021). Data were processed iteratively through transcription, categorization of strategy themes such as hands-on practice and group work, and validation through member checking for accuracy (Creswell & Poth, 2021; Emzir, 2022). The study concluded with an interpretation of the results, linking the findings to theories of musical creativity, ensuring systematic and ethical procedures throughout (Sudaryono, 2023).

FINDINGS AND DISCUSSION

Based on the results of research conducted at the UPT SMPN 3 Lintau Buo Utara, an overview of the strategies used by music teachers to develop student creativity in the learning process was obtained. Data were obtained through learning observations, interviews with music teachers, and documentation of learning activities. The results showed that teachers implemented various learning strategies oriented towards developing student creativity at the UPT SMP Negeri 3 Lintau Buo Utara.

One strategy implemented by teachers is the use of direct practice methods. The direct practice method is also called Learning by Doing. According to (Rahayu et al., 2025) *learning by doing* This is knowledge and skills acquired through real-world experience and direct practice in the field. Students understand concepts because they are directly involved in the process, such as trying, practicing, and reflecting on the results of their activities. In Music Arts lessons, teachers provide opportunities for students to actively participate through singing, playing simple instruments, and creating rhythmic and melodic patterns. This hands-on approach allows students to explore their musical abilities directly, making the learning process more meaningful and less theoretical.

In addition, teachers also implement exploration and creativity-based learning strategies. These strategies are explained in (Putri & Muhid, 2025) that In exploration and creativity-based learning, students do not only receive information from the teacher, but actively seek, try, and process learning experiences, through observation, experimentation, improvisation, and creation of works. Students are given the freedom to develop musical ideas according to their imagination, both individually and in groups. The teacher acts as a facilitator, guiding and directing students without limiting their creativity. This strategy appears effective in fostering students' courage to experiment with sound and come up with new musical ideas.



Figure 1. Direct Practice Method

Another strategy discovered was the implementation of group work in Music Arts lessons. Through group work, students are encouraged to collaborate in creating or performing simple musical pieces. Students learn not only the technical aspects of music, but also cooperation, responsibility, discipline, and communication. (Niltufarichah et al., 2024). Based on this, this activity not only develops students' musical creativity but also fosters social, communication, and collaboration skills. The teacher actively monitors the group work process and provides constructive feedback.



Figure 2. the Teacher Monitors the Student Group Work Process

In Music Arts learning at the UPT SMP Negeri 3 Lintau Buo Utara, teachers implement strategies to develop students' creativity by directly monitoring the process of practicing playing the recorder and pianica in class. This monitoring is carried out continuously

Music Arts Teachers' Strategies in Developing Students' Creativity: A Descriptive Study at the UPT of SMP Negeri 3 Lintau Buo Utara throughout the practical activities, starting from the introduction of basic techniques, practicing playing notation, to developing simple musical performances. Teachers not only act as material providers, but also as facilitators who provide direction, correction, and feedback on playing techniques, pitch accuracy, rhythm, and musical expression of students.

By monitoring the practice process, teachers can identify each student's abilities, difficulties, and creative potential. They provide individual and group guidance, encouraging students to explore variations in melody, tempo, and dynamics according to their abilities. This strategy allows students to learn actively (learning by doing), be willing to experiment, and optimally develop musical creativity in a conducive learning environment.



Figure 3. Music Learning Process Using Pianica and Recorder

The research results also show that teachers utilize simple learning media, such as musical instruments available at school, such as recorders and pianicas, to support the learning process. (Nugroho & Rifki, 2024) Simple learning media does not require sophisticated technology, but remains effective in supporting the learning process because it adapts to the needs, characteristics of students, and learning objectives. The use of these media helps students better understand the material and stimulates their interest and creativity in learning Music. Overall, students appear more enthusiastic, active, and confident in participating in the learning process.

The learning strategies implemented by the Music Arts teachers at the UPT SMP Negeri 3 Lintau Buo Utara play a crucial role in developing student creativity. The implementation of hands-on practice aligns with the characteristics of Music Arts learning, which emphasizes aesthetic experience and active student involvement. Through musical practice, students not only understand musical concepts but also develop creative abilities through sound exploration and musical expression.

The exploration-based learning strategy implemented by teachers provides students with the freedom to be creative. This aligns with the concept of arts learning, which prioritizes creativity. When students are given the opportunity to express their ideas and imagination, creative thinking can develop optimally. Teachers, acting as facilitators, are able to create a conducive learning environment and encourage students at the UPT SMP Negeri 3 Lintau Buo Utara to be more expressive.

The implementation of group work in Music Arts learning at the UPT SMP Negeri 3 Lintau Buo Utara also has a positive impact on the development of student creativity. Through collaboration, students can exchange ideas, combine musical concepts, and produce more varied works. Group work also supports social-emotional learning, which is a crucial part of arts education. Thus, the creativity developed is not only individual, but also collective.

The use of simple yet relevant learning media contributes to the success of teachers' strategies in developing student creativity. Learning media helps students understand the material concretely and sparks their interest in learning Music Arts. This demonstrates that limited resources are not a major obstacle as long as teachers are able to manage learning creatively and innovatively.

Overall, the strategies employed by the Music Arts teachers at the UPT SMP Negeri 3 Lintau Buo Utara have demonstrated systematic efforts oriented toward developing student creativity. Learning that emphasizes practice, exploration, collaboration, and the use of

Music Arts Teachers' Strategies in Developing Students' Creativity: A Descriptive Study at the UPT of SMP Negeri 3 Lintau Buo Utara instructional media creates an active and enjoyable learning environment. These findings confirm the teacher's crucial role in creating creative and meaningful Music Arts learning for students.

CONCLUSION

This study found that the strategies of music arts teachers at UPT SMP Negeri 3 Lintau Buo Utara, such as direct practical learning (learning by doing), creative exploration, group work, and the use of simple media such as recorders and pianicas, effectively increased student creativity through active involvement, courage to express themselves, and musical collaboration (Rahayu et al., 2025; Putri & Muhid, 2025). These findings emphasize the role of teachers as facilitators who create a conducive learning atmosphere, so that students are more confident in producing original works and developing cognitive, affective, and socio-emotional aspects holistically (Nugroho & Rifki, 2024; Niltufarichah et al., 2024). However, the study's limitations lie in its descriptive focus on a single school with a limited sample size, thus limiting generalizability to similar contexts. For future research, a cross-school comparative study or experimental approach is recommended to measure the long-term impact of this strategy on student creativity. Practically, these results imply the need for training music teachers based on the Independent Curriculum to adopt innovative strategies, as well as the provision of simple media in rural schools to support the holistic development of junior high school students' creativity (Situmorang & Irdhan Epria Darma Putra, 2024; Fidrianti, 2025).

REFERENCES

- Aqilma Kholifadya, H., Heryanto, & FH (2022). Evaluation of music arts learning on vocal technique material in grade VII of SMP Negeri 02 OKU. *IRJE: Jurnal Ilmu Pendidikan*, 3(1), 341-351.
- Creswell, J. W., & Poth, C. N. (2021). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications. <https://doi.org/10.4135/9781483391840>
- Emzir. (2022). *Qualitative research methodology: Theory formulation, procedures, and practical examples*. Pustaka Setia.
- Endayani, T., Rina, C., & Agustina, M. (2020). Demonstration method to improve student learning outcomes. *Al-Azkiya: Scientific Journal of MI/SD Education*, 5(2), 150-158. <https://doi.org/10.32505/al-azkiya.v5i2.2155>
- Fadriawan, AA, & Khairaty, NI (2024). The paradigm of progressivism in art education: Encouraging direct experience, creativity, and individual uniqueness. [Unspecified journal], 44(3), 27925-27929.
- Fidrianti, S. (2025). Arts and culture (music) learning strategy at State Senior High School 10 Padang. [Publisher not specified].
- Herliani, E., & Heryati, E. (2020). Independent learning module: Lesson 7: Developing student potential. In *Developing student potential* (pp. 147-167).
- Nasution, LM (2018). Research data analysis. *Jurnal Hikmah*, 15.
- Niltufarichah, N., Djatiprambudi, D., & Harmanto, H. (2024). Application of cooperative learning to improve music learning outcomes. *Journal of Madrasah Education*, 9(2), 219-224. <https://doi.org/10.14421/jpm.2024.219-224>
- Nugroho, SC, & Rifki, M. (2024). Pianica learning as a medium for understanding music arts learning to improve student creativity at State Vocational High School 6 Semarang. *Tonika: Journal of Art Research and Study*, 7(1), 62-78. <https://doi.org/10.37368/tonika.v7i1.707>
- Putri, D., & Muhid, A. (2025). Art exploration as a medium for developing student creativity: A scoping review. [Unspecified journal], 1(1), 232-242.
- Rahayu, P., Marja, & Winarsih, M. (2025). Learning by doing method in music arts learning (Descriptive study on music arts learning for grade VI SLB-A Pembina National Level). *Misterius: Publication of Visual Communication Arts and Design*, 2(2), 146-157.

- Music Arts Teachers' Strategies in Developing Students' Creativity: A Descriptive Study at the UPT of SMP Negeri 3 Lintau Buo Utara*
Situmorang, RK, & Irdhan Epria Darma Putra. (2024). Music arts learning strategies at SMA Negeri 4 Padangsidempuan. *Edumusika*, 2(3), 158–163.<https://doi.org/10.24036/em.v2i3.53>
- Siti Romdona, Silvia Senja Junista, G. (2025). Data collection techniques: Observation, questionnaire interviews. *Jurnal It Ui Ux*, 3(1).<https://sis.binus.ac.id/2023/10/31/teknik-pengumpulan-data-kuesioner/>
- Steven, K., Hartono, H., Taib, MF, & Saearani, B. (2024). Paradigms and issues in arts education: Strategies for developing relevant and sustainable approaches. *Didaktika*, 13(3), 3833–3846.<https://jurnaldidaktika.org>
- Sudaryono. (2023). *Qualitative & quantitative research methods for leadership research and educational research*. Pustaka Setia.