



Original Article

The Role of Teachers in Building Motivation for Learning Music through the Implementation of Interactive Learning Methods at SMP Negeri 3 Ungaran

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Abstract:

The phenomenon observed at SMP Negeri 3 Ungaran indicates that music education faces challenges in maintaining students' interest and active engagement, particularly with the changes in learning styles and the integration of technology. The role of the teacher as a facilitator capable of creating an engaging and interactive learning environment is crucial in fostering students' exploration and deep understanding of music education content. This study examines the role of teachers and the implementation of interactive learning methods in music education at SMP Negeri 3 Ungaran, as well as the challenges related to changes in learning styles and the integration of technology. The study employs a descriptive qualitative approach. Data were collected through participatory observation, structured interviews with teachers, students, and the school principal, as well as documentation. Triangulation techniques were used to ensure data validity, which was then analyzed through stages of data collection, reduction, presentation, and conclusion drawing. The results of the study at SMP Negeri 3 Ungaran show that the role of teachers in building motivation for learning music is essential, particularly through the use of interactive learning methods. The application of methods such as group discussions, collaborative projects, and the use of digital media successfully increased students' motivation, engagement, and self-confidence. Students also demonstrated improvements in musical skills and social cooperation, particularly in ensemble learning with the xylophone and recorder.

Keywords: Learning methods, learning motivation, teacher's role, music education



Introduction

Education is a planned process aimed at shaping individuals to lead a life in accordance with human values, encompassing intellectual, emotional, spiritual, and social aspects (Effendi et al., 2021). The Republic of Indonesia Law No. 20 of 2003 states that the purpose of education is to develop students' potential comprehensively,

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including spiritual strength, personality, intelligence, noble character, and skills. [Suningsih \(2018\)](#) further adds that education encourages changes in attitudes, behaviors, and skills towards maturity. This process forms a balanced personality in line with ideal values. Regarding morality, [Singh \(2019\)](#) emphasizes the importance of integrating moral values into educational policies with the support of all elements within the school.

Education and learning are two complementary concepts. According to the Indonesian Dictionary (KBBI), learning is the process or method by which individuals acquire knowledge, which goes beyond mere information absorption to include the development of knowledge, skills, and understanding through interaction with the environment. [Amri & Kurniawan \(2023\)](#) state that learning encompasses the enhancement of understanding and skills through real experiences and new learning methods. Additionally, learning involves various factors such as teachers, students, content, methods, and the environment ([Suardi & Nursalam, 2015](#)). In this context, the teacher plays a crucial role as a facilitator, who must foster effective communication and collaboration with students to create a conducive learning environment ([Groessl & Vandenhouten, 2019](#)).

The interaction between teachers and students during the orientation phase is a crucial moment in the learning process. In this phase, teachers prepare students physically and psychologically through apperception and problem introduction. This interaction aims to stimulate students' interest and engagement, as well as encourage deep understanding through challenges and the stimulation of creative thinking, particularly in music education ([Sutarto, 2022](#)). At the junior high school level, music education plays an important role in fostering musical interest and skills, as well as shaping an appreciation for cultural and aesthetic values ([Fitriani, 2014](#)). To achieve this, adequate materials and an understanding of various factors influencing the music learning process are necessary.

The role of the teacher in the process of music education is undeniably significant. As the primary actor in delivering content and guiding students, the music teacher is responsible for creating a learning environment that motivates and encourages musical exploration for students ([Harianto, 2018](#)). The teacher's competence in presenting material using engaging and challenging methods, providing constructive feedback, and stimulating active student participation has a substantial impact on students' interest in learning and their achievement in music education. Additionally, the teacher's ability to provide constructive and supportive feedback is a critical element in shaping and directing students' progress in music ([Sumarni et al., 2020](#)). Through an interactive and inclusive approach, the music teacher can motivate active student participation in the learning process, offering opportunities for exploration, expression, and the development of students' musical creativity. Therefore, the teacher's role in music education is not limited to the delivery of information but also includes the development of a strong relationship between students and music, inspiring them to continue learning and growing both personally and musically ([Wadiyo & Utomo, 2018](#)).

The selection of appropriate teaching methods is crucial in creating meaningful learning experiences in music education. Interactive methods have proven to be effective as they encourage active student engagement through discussions, group work, and practical activities ([Rusdewanti & Gafur, 2014](#)). This direct interaction creates a dynamic learning environment, enhances motivation, and deepens the understanding of concepts and musical skills ([Laksono et al., 2019](#)). By emphasizing active participation, this method supports a student-centered learning approach and enriches the learning process

([Noviyanti et al., 2021](#)).

SMP Negeri 3 Ungaran serves as a strategic location for researching the role of the teacher and teaching methods in music education. The teacher's role has proven to have a significant impact on student interest and academic achievement, while the application of appropriate teaching methods, such as interactive learning, creates meaningful learning experiences and encourages active student engagement. However, the dynamics of learning are becoming increasingly complex as students' learning habits and lifestyles evolve. This presents new challenges for teachers, particularly in maintaining student motivation in music education, which demands active participation and deep understanding.

Research on the dynamics of interaction between teachers and students in music education at SMP Negeri 3 Ungaran has broad implications. Understanding the role of teachers in motivating students through interactive teaching methods is locally relevant and has the potential to impact the broader educational landscape. By examining how teachers inspire and encourage student engagement, this study can provide valuable insights into best practices in music education at the junior high school level. This research has the potential to serve as a foundation for the development of more effective curriculum and teaching strategies, not only for SMP Negeri 3 Ungaran but also for other secondary schools. The findings could help address contemporary challenges in music education, such as changes in students' learning styles and the integration of technology. In addition to improving learning efficiency locally, this research could also contribute to the enhancement of music education quality at the junior high school level more broadly.

This research refers to the study by [Sambang et al. \(2022\)](#), which examines the role of Islamic Religious Education (PAI) teachers in shaping students' religious attitudes holistically. In that study, the PAI teacher functions as a material deliverer, advisor, motivator, and guide, coordinating with students' families, fellow teachers, and all members of the school. This study is relevant because it focuses on the teacher's role in education, despite being centered on a different subject. While the previous study focused on shaping students' religious attitudes, this research aims to explore the role of the teacher in facilitating the understanding and internalization of music education material by students.

The primary objective of this study is to gain a deeper understanding of the teacher's role and the application of interactive teaching methods in music education at SMP Negeri 3 Ungaran. This research aims to examine how music education is conducted at the school and how strengthening existing teaching practices can influence students' interest and skills. Additionally, this study seeks to address current educational challenges, such as changes in students' learning patterns and the integration of technology into the learning process. By gaining a better understanding of the dynamics of interaction between teachers and students, as well as the impact of implementing interactive teaching methods, it is hoped that best practices can be identified to enhance student motivation and musical skills at SMP Negeri 3 Ungaran.

Methods

This study employs a descriptive qualitative research method. Descriptive qualitative research aims to provide a detailed and in-depth description of phenomena without examining causal relationships. Data in this study were collected through interviews, observations, and document analysis, with a focus on understanding the context and the subjective meanings embedded in the phenomenon under investigation.

([Abdussamad, 2021](#)).

The focus of this research is the role of the teacher in fostering students' motivation to learn music through the implementation of interactive teaching methods at SMP Negeri 3 Ungaran. The research was conducted at SMP Negeri 3 Ungaran, located at Jalan Patimura No. 1-A, Suwatu, Bandarjo, Ungaran Barat District, Semarang Regency.

Data collection techniques used in this study include observation, interviews, and documentation. The type of observation employed was participatory observation, in which the researcher directly observed the field, specifically music education activities in Grade VII at SMP Negeri 3 Ungaran, with an emphasis on the teacher's role as a motivator in the use of interactive teaching methods. During observation, the researcher utilized tools such as a mobile phone and a laptop to record data.

Structured interviews were conducted with the music teacher, Sri Harni, S.Pd., Grade VII students, and the principal of SMP Negeri 3 Ungaran. These interviews aimed to gather information regarding the teacher's role in fostering motivation to learn music through interactive teaching approaches. The documentation technique involved recording and collecting relevant data related to all music education activities in Grade VII at SMP Negeri 3 Ungaran.

To ensure the validity of the data, this study employed technique triangulation by applying three different data collection techniques to a single research focus. When all three techniques yield relatively consistent results, the data are considered valid and suitable for further analysis. Data analysis was carried out in several stages, including data collection, data reduction, data presentation, and conclusion drawing.

Results

This section presents the findings of a research study conducted at SMP Negeri 3 Ungaran concerning the role of teachers in fostering students' motivation to learn music through the implementation of interactive teaching methods. The research findings were obtained through direct observation, in-depth interviews with teachers and students, as well as documentation gathered throughout the teaching and learning process.

The discussion in this chapter is focused on addressing the two previously formulated research questions: (1) how teachers play a role in motivating students in music education, and (2) how the implementation of interactive teaching methods enhances students' learning motivation in music subjects.

Sub 1 The Role of Teachers in Motivating Students in Music Education at SMP Negeri 3 Ungaran

Based on direct classroom observations and in-depth interviews with the music teacher and eight students from class VIII A, it was found that the teacher plays a crucial role in shaping students' learning motivation. The music teacher at SMP Negeri 3 Ungaran, Mrs. Sri Harni, S.Pd., employs a creative and humanistic approach in the teaching and learning process. Prior to beginning the lesson, the teacher initiates light activities such as singing together or playing simple musical instruments. These activities have been proven effective in creating a more lively classroom atmosphere and reducing students' discomfort, particularly among those who lack self-confidence. The teacher also makes it a habit to personally greet students, offering warm salutations and inquiring about their well-being, thereby fostering a positive emotional connection between the teacher and the students.



Source: Harfadme, 2025

Figure 1. Music Learning Activity 1

The teacher's role as a motivator is evident in the consistent praise and encouragement given to students who are willing to perform or attempt to play musical instruments. Even when students make mistakes, the teacher does not correct them in a harsh or direct manner, but instead adopts a supportive and constructive approach. As a facilitator, the teacher also provides access to various musical instruments available in the music room, such as the melodica and recorder. Students are given the freedom to choose which instrument they wish to learn, which indirectly fosters a sense of ownership and responsibility in the learning process. In the interview, the teacher remarked, *“Art must be felt, not just taught. If they enjoy it first, only then will they be willing to learn more deeply.”*



Source: Harfadme, 2025

Figure 2. Music Learning Activity 2

The teacher also plays the role of an inspirer, engaging students by performing songs with a guitar and sharing stories about the struggles and achievements of both local and national musicians. Students are introduced to music theory and encouraged to understand that music is an integral part of life. Many students reported feeling inspired to explore music more deeply after observing the teacher's example. One student mentioned that they began learning to play the guitar at home because they felt

challenged and aspired to be like Mrs. Sri Harni, who is proficient in playing various musical instruments.

From a learning theory perspective, the teacher's approach aligns closely with the principles of humanistic theory as developed by [Carl Rogers \(1961\)](#) and [Abraham Maslow \(1943\)](#). The teacher fosters an environment that values students' emotions, provides opportunities for self-actualization, and ensures a psychologically safe learning atmosphere. This approach also fulfills the four components of the ARCS model of motivational design proposed by [John Keller \(1987\)](#), namely: (1) Attention, as the teacher captures students' interest through engaging activities and the use of musical instruments; (2) Relevance, as the songs and materials used are closely related to students' everyday lives; (3) Confidence, as students are given the freedom to experiment without fear of making mistakes; and (4) Satisfaction, as students feel appreciated and experience emotional success.

The teacher's role in music education at SMP Negeri 3 Ungaran extends beyond delivering content; the teacher also serves as a motivator, a facilitator of self-expression, and a mentor who nurtures students' love for music.

Sub 2 The Implementation of Interactive Learning Methods in Enhancing Students' Learning Motivation

Music education at SMP Negeri 3 Ungaran during the even semester of the 2024/2025 academic year focuses on ensemble practice using melodic instruments, particularly the pianica and recorder. The implementation of interactive teaching methods for this material is carried out through a collaborative, exploratory, and reflective practice-based approach. The music teacher, Ms. Sri Harni, S.Pd., organizes students into small, heterogeneous groups and provides each group with a simplified score of a traditional song to be performed in an ensemble format.



Source: Harfadme, 2025

Figure 3. Music Learning Activity 3

In the learning process, the teacher provides one-way instructions but primarily acts as a facilitator. The session begins with a demonstration of basic techniques for blowing and pressing the pianica keys, as well as fundamental fingering techniques on the recorder. Afterward, students are given the opportunity to practice directly and engage in group discussions to determine role distribution—who will play the main melody, accompaniment, and counter melody. These activities foster a sense of

involvement and responsibility among students within their respective groups.

The ensemble practice sessions are also accompanied by inter-group evaluation activities. Each group takes turns presenting the results of their practice, while the other groups are asked to provide constructive feedback. The teacher guides the discussion to ensure it remains constructive and promotes mutual appreciation. Hesti Arafah, one of the students, shared her experience:

“Playing together was really fun, especially when all the instruments came together in harmony. It made me more excited to learn the recorder because I felt important in the group.” (Interview, March 17, 2025)

The method employed aligns with the principles of active learning, in which students are not merely passive recipients of material, but actively engage in the learning process through both physical and mental participation. According to [Bonwell and Eison \(1991\)](#), active learning encourages students to do something and reflect on what they are doing. In this context, students are not only playing musical instruments but also evaluating, refining, and perfecting their performance collaboratively with their peers.



Source: Youtube.com

Figure 4. Ensemble Performance Reference Video

To strengthen motivation and engagement, in Figure 4, the teacher uses audio-visual media in the form of an ensemble performance video from students of another school. In addition, the teacher utilizes the Flat.io application to collaboratively write music arrangements with the students. This application is very helpful for students to view the notation being played in real-time and revise specific sections as needed. This digital approach enhances students' confidence and broadens their understanding of musical structure.



Source: Flat.Io

Figure 5. Flat.io Digital Platform

The documentation of the observation results indicates that the majority of students demonstrated an increase in learning motivation during the ensemble learning process. This was evidenced by the students' enthusiasm during group rehearsals, improved attendance, and their willingness to bring personal musical instruments from home.

Below is the documentation of the field findings on the pianica and recorder ensemble lessons:

Table 1. Field Findings

Observed Aspect	Findings
Student attendance during ensemble sessions	On average, 98% attended and actively participated.
Student involvement in group discussions	26 out of 30 students actively engaged in group discussions.
Initiative to bring personal musical instruments (pianica/recorder)	70% of students brought their instruments from home.
Students able to perform the complete ensemble piece	23 out of 30 students (76%) performed confidently and accurately with the correct notation.

In the interview, Sri Harni, a music teacher, conveyed that the interactive ensemble-based method is highly effective in fostering motivation, as students feel like part of a musical unity:

“When playing in an ensemble, you can't do it alone. They learn to cooperate, learn to listen, and this makes them support each other. From that, I see that their enthusiasm for learning actually increases” (Interview, March 17, 2025).

The teaching approach implemented at SMP Negeri 3 Ungaran aligns with [Vygotsky's \(1978\)](#) socioconstructivist theory, which emphasizes the importance of social interaction in knowledge construction. Ensemble practices facilitate the occurrence of the zone of proximal development (ZPD), where more skilled students assist those still learning. This interaction not only enhances students' cognitive understanding but also encourages their social and emotional development. Additionally, the ensemble-based learning demonstrates Howard Gardner's theory of multiple intelligences, particularly musical and interpersonal intelligence. In these learning activities, students hone their musical skills (intonation, rhythm, harmony) while simultaneously developing teamwork abilities, conflict management, and communication within the group.

Conclusion

Based on the research conducted at SMP Negeri 3 Ungaran, it can be concluded that the teacher's role in fostering motivation for learning music is crucial, particularly through the implementation of interactive teaching methods. The teacher acts as both a content provider and a facilitator who creates an active and collaborative learning environment. The interactive teaching methods applied in the ensemble learning of pianika and recorder, such as group discussions, collaborative projects, and the use of digital media, have proven to enhance student motivation and engagement. Moreover, the implementation of these methods successfully boosted students' self-confidence, improved cooperation between groups, and provided opportunities for students to

express their creativity. In ensemble learning, students felt more involved, with high attendance rates and significant participation, and demonstrated clear development in their musical skills and social attitudes.

Suggestion

Based on the findings, it is suggested that teachers enhance their skills in interactive teaching methods, especially in ensemble learning, to foster a more engaging and collaborative classroom. Expanding the use of collaborative activities and integrating technology can further improve student motivation and involvement. Additionally, providing opportunities for student self-expression and promoting peer mentoring can boost confidence and creativity. Regular assessment of both musical skills and social development is essential for ensuring continuous growth. These strategies will contribute to a more dynamic and supportive learning environment in music education.

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