

Study of *Terebang Gede* music arts education educators in Serang City

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Abstract. This research aims to explore the role of educators in *Terebang Gede* music arts education in the city of Serang, Banten Province. This research method uses a qualitative approach with a case study method. Data collection techniques were obtained from observation, interviews, documentation and literature study. As for the stages data analysis was carried out thematically and inductively, which involved the stages of data collection, data reduction, data organization, and description leading to the conclusion process. Results from research shows that the role of educators in *Terebang Gede* music arts education is very important in facilitating students' understanding of the techniques of playing musical instruments and the cultural values contained therein. Educators are not only responsible for teaching musical skills, but also serve as guardians and transmitters of cultural traditions. The quality of teaching music is influenced by the qualifications and competence of educators, the availability of artistic facilities and resources, the relevance and diversity of the curriculum, and the development of students' social skills through the art of music.

1 Introduction

In general, education is one of the most dynamic and constantly changing fields in modern society. With rapid technological advances and changes in student needs, educators' needs continue to emerge. In the context of need, it is important to investigate why educators are still needed and play an important role in modern education. In principle, educators are part of the learning process to realize the ideals of the nation and society in Law no.14 of 2005 [1]. The need for guidance and support for students does not only require knowledge, but also guidance and support in their development as individuals. Educators provide more than just instruction; they also provide individual attention, motivate students, and help them overcome academic and social obstacles.

Although technology has played an increasingly large role in education, human interaction remains important. Educators create learning environments that support and encourage collaboration, discussion, and deep reflection. Every student has different needs and learning styles. educators have an important role in adapting their teaching to

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meet individual needs, providing extra help to students who need it, and challenging students who are developing quickly. The tendency for educators in other portions is not only responsible for conveying lesson material, but also for forming students' character and values. This contribution is what educators need so they can help students develop the social, leadership and moral skills needed to become productive and responsible members of society. Through their attitude, behavior and dedication, they can inspire and guide students to achieve their highest potential, not only in academics but also in life as a whole [2].

The relevance of educators in modern education at this time can influence changes in the learning paradigm so that it can organize the student learning process from traditional learning towards modern learning, so that in the end it can have the goals expected by both educators and society. The main aim of this paper is to understand the role of educators in the learning context not only to increase understanding of the learning and teaching process, but also to help students develop a deep understanding of various learning processes.

The categorization of educators based on specifications in music education can be divided into several sections, including: 1) Fine Arts Teacher, the role of educators can help students and develop technical skills in creating diverse works of art, as well as introducing them to various styles, techniques and art media. 2) Theater and Drama Teachers, educators can help students develop acting, improvisation, and collaboration skills, as well as introduce them to various theater genres and theatrical techniques. 3) Dance and Movement Instructors, educators help students understand rhythm, movement and emotion in dance, as well as develop choreography and stage performance skills. 4) Design and Fashion Advisor, educators help students develop creativity in designing and making fashion and design products, as well as introducing them to production techniques and industry trends. 5) Media Arts Instructors help students develop skills in creating works of art using modern technology, as well as understanding visual, narrative and aesthetic concepts in art media. and 6) Music Instructors help students understand musical concepts, develop skills in playing musical instruments, and express themselves through music [3].

In the context of Terebang Gede in the city of Serang with a focus on music educators, music instructors have an important role in preserving and teaching this traditional musical art to the younger generation. Through a deep understanding of the role of educators in music education, especially Terebang Gede, we can better appreciate the contribution of actors in maintaining cultural heritage while preparing students to face future challenges.

2 Research methods

This research uses a qualitative approach with a case study method to explore the role of educators in music education. The case study method was chosen because the focus of this research is on specific phenomena that occur in the typical Banten *Terebang Gede* musical arts education environment, so case studies allow researchers to explore contextually and specifically. Data collection was carried out through in-depth interviews with music art educators, participatory observation, document and library

analysis studies related to curriculum and teaching materials. Through thematic analysis carried out inductively, researchers were able to find main themes that describe the role and contribution of educators in music art education *Terebang Gede* and the challenges they face [4]. The stages of data analysis are carried out in the sequence of data collection, data reduction, organizing data into patterns, categories, and description into basic descriptions which lead to the conclusion process [5].

3 Results and discussion

3.1 Overview of arts education educators in Indonesia

Educators can cover deeper aspects from a humanistic and cultural perspective. Comprehensively, an educator in this context is someone who is not only responsible for teaching and guiding students in understanding subject matter, but also facilitating their understanding of the world, humans and cultural values. Furthermore, educators in the view of literary scholars will be considered as carriers and maintainers of cultural, historical and humanistic wisdom. They will strive to not only transmit knowledge, but also to motivate students to develop critical thinking, empathy, and a deeper understanding of the complexities of humans and society [6].

Conceptually, educators in Balinese Hindu mythology are also closely related to the concept of "Dharma", which includes a person's moral obligations and responsibilities in life. Educators here not only understand knowledge, but also about developing character in accordance with the ethical and moral principles inherited from the Hindu tradition. Apart from that, educators in Balinese Hindu mythology also focus on achieving moksha or spiritual liberation. Moksha is the highest goal in life, where a person achieves a deep understanding of his true nature and his relationship with God. Therefore, education in this context is not only about worldly knowledge [7].

In Indonesia, names for art educators can vary depending on the context. Here are some examples of names of art educators in Indonesian:

3.1.1 Art teacher

This term is most commonly used to refer to art educators at all levels of education, from elementary school to college. Art teachers are responsible for teaching various artistic disciplines such as painting, fine arts, music, dance, and theater.

3.1.2 Art instructor

The term "art instructor" may be used to refer to art educators in a variety of contexts, including non-formal art courses or art training outside of school.

3.1.3 Empu

Empu is a term originating from Javanese culture that has deep meaning in the context of traditional Indonesian arts and crafts. This term specifically refers to an expert or

maestro in an arts or crafts field, who has a high level of knowledge and skills and is respected by society for his contribution to maintaining and developing cultural heritage. The title "*Empu*" in Javanese culture is not a title that is given easily. A person must prove that he or she has very high skills, extensive knowledge, and has works that are recognized by the public and fellow artists. This title is often given to figures who master carving, painting, batik, dance, traditional music or other crafts.

3.1.4 *Maestro*

Maestro in an artistic context refers to an expert or teacher who is widely recognized for his expertise and contributions in a particular field of art. This term comes from Italian for "teacher" or "leader", and is used to honor someone who is considered an authority in the field of art. On the other hand, a maestro has broad technical skills that are common in certain fields of art, such as in-depth knowledge, innovative and creative abilities, influence in artistic communication, and recognition and appreciation for their contributions to the field of art [8].

3.1.5 *Mang*

Mang an abbreviation of "Mangkunegara", a title of nobility in the Surakarta and Yogyakarta Palaces. This term refers to a recognized expert or teacher in the field of karawitan, a rich and complex Javanese musical tradition. A Mang in musical art has a very important role in preserving and developing traditional Javanese arts. Here are some important points to understand Mang's contribution to the art of musical action.

3.1.6 *Dalang*

Dalang is as an art educator who can be interpreted as a figure who has an important role in organizing and directing the learning process. This analogy is often used to describe educators because the puppeteer in a wayang performance has complete control over the storyline, characters, and message conveyed to the audience [9].

3.2 Educator in *Terebang Gede* music arts education

The figure of an educator in music education is a combination of various skills and qualities. They are not only teachers who convey knowledge, but also mentors, motivators and inspirers for their students. With a comprehensive and multidimensional approach, a music educator can help develop students' full potential and foster a love of music that will last a lifetime [10]. Apart from that, educators play an important role as guardians and transmitters of cultural traditions. In the *Terebang Gede* context, educators not only convey techniques for playing musical instruments, but also instill the cultural values contained in *Terebang Gede* music. The form of *Terebang Gede* music that the author describes in this article is closely related to how educators understand the form of *terebang gede*, how to educate *terebang gede*, and highlighting the role of this musical instrument in society.

So, in principle, educators must have adequate multi-disciplinary skills so that the learning outcomes, works of art and values attached to them are able to reflect the hope of regenerating professional prospective educators. Apart from that, comprehensive educator competency includes various aspects that are interrelated and support each other. These competencies ensure that educators not only have the knowledge and skills necessary to teach, but also the ability to interact with students, parents, and communities, and manage the learning process and classroom environment effectively. By developing and applying these competencies, educators can provide quality education and support students' holistic development [11].

Educator competency is a set of knowledge, skills, attitudes and values that an educator must have to carry out their duties and responsibilities effectively. These competencies are very important to ensure the quality of education provided to students. Various aspects of competency that educators must possess to successfully teach in an ever-changing educational context. It includes the necessary skills, knowledge and attitudes [12]. So educators' soft skills really determine success in learning, artistic work, and even the quality of education in order to improve and prepare experience and knowledge to pass on the value categorization of an educator in the future.

3.3 The role and function of educators in cultural preservation

The role and function of cultural preservation is very important because culture is the identity of a nation and a reflection of the values that exist in society. In examining cultural heritage preservation movements throughout the world, discussing the role of history in the formation of cultural identity and the social and economic functions of cultural preservation [13]. The form of cultural preservation being developed includes several aspects such as: 1) Guardian of cultural heritage, 2) Educator and instructor, 3) Encouragement of creativity and innovation, 4) Preservation of language and literature. The functions of cultural preservation include identity formation, knowledge transfer, economic enhancement through tourism, strengthening communities, and protecting cultural rights and diversity. By understanding and supporting these roles and functions, we can ensure that our cultural riches remain alive and thriving, thereby protecting cultural intelligence as a whole.

Banten Province is one of the samples in this discussion, which in terms of acculturation has cultural diversity, especially in terms of traditional arts which are inherited from ancestors from generation to generation. The existence of Banten's unique cultural heritage has an important role for society, including as an identity in showing the characteristics of a region. Elements that form a community such as language, religion, history, art, customs, traditions and norms are a reflection of culture in every ethnic group, including the people of Banten. This is reinforced by the statement that every community must have similar cultural values brought from the past [14]

Apart from the similarities in these elements, of course there are variations in the cultural structure of each existing community. Therefore, in the context of art at its development stage, it is often used as a distinctive and traditional identity that is owned by the community itself and grows in an artistic environment that is different from one another [15]. *Tembang Gede* music is a form of cultural heritage art that is usually

performed at large events such as welcoming big guests (ageung) who visit the Banten area, religious commemorations such as muludan, rajaban, ruwutan rumah, and also at other events such as weddings, circumcision, and others. Each waditra or terebang gede musical instrument is made from jackfruit wood and sheepskin. The names of terebang gede musical instruments include: *Koneng*, *Kempul*, *Panganak*, *Sela*, *Terebang Gede (Bass)*.



Fig. 1. Cultural preservation through *Terebang Gede* learning.

Terebang Gede music educators not only teach technical skills for playing musical instruments but also instill deep cultural values in students, ensuring the continuity of Banten Province's unique cultural heritage for future generations.

4 Conclusion

Based on the research results, it can be concluded thatComprehensively, there are several in-depth aspects that influence the quality of Terebang Gede music teaching and its impact on student development. Terebang Gede music arts education requires a holistic approach involving various criteria to achieve effective and meaningful arts education. All of these elements are interrelated and supportive, creating an environment where students can grow and develop artistically, socially, and emotionally. These criteria include several considerations that require educators to fulfill several aspects in improving learning including 1) art teacher qualifications and competencies, 2) art facilities and resources, 3) relevant and diverse art curriculum, 4) development of social skills, and 5) collaboration with the arts community.

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