



EDUCATOR'S STRATEGY FOR DEVELOPING CREATIVITY IN CHOIR TRAINING

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ABSTRACT

Art education has a huge impact on the development of students' creativity. In choir training, teachers must also have creativity in conveying learning material so that they can produce good-quality choral groups. The research purpose of this paper is to explain the function of art creativity, the implementation of music and choir learning in schools, and choir training strategies as a means of developing creativity. The research uses a qualitative approach with a descriptive conceptual analysis method. The research uses a conceptual analysis method that examines various literature related to the research objectives. The data analysis techniques are carried out through data reduction, data presentation, and data analysis. The results of data analysis indicate that the art of music education and choir training can be a means of developing creativity for the art performers, either students or teachers. Choir training can encourage students to be creative in expressing the song that is sung. Therefore, it is essential for teachers who have knowledge and skills to seek learning strategies in choir arts to develop students' creativity.

Keywords: art of education, students' creativity, choir training

STRATEGI PENDIDIK DALAM PENGEMBANGAN KREATIVITAS PADA PELATIHAN PADUAN SUARA

ABSTRAK

Pendidikan seni memiliki pengaruh yang sangat besar terhadap pengembangan kreatifitas peserta didik. Pada pelatihan paduan suara, guru juga harus memiliki kreatifitas dalam menyampaikan materi agar dapat menghasilkan kualitas grup paduan suara yang baik. Tujuan penelitian pada artikel ini adalah untuk memaparkan peran kreatifitas seni, implementasi pembelajaran seni musik dan paduan suara di sekolah, dan strategi pelatihan paduan suara sebagai sarana pengembangan kreatifitas. Penelitian menggunakan pendekatan kualitatif dengan metode analisis konseptual yang bersifat deskriptif. Penelitian menggunakan metode analisis konseptual yang mengkaji berbagai literatur yang berkaitan dengan tujuan penelitian. Teknik analisis data dilakukan melalui reduksi data, penyajian data, dan menganalisis data. Hasil analisis data menunjukkan bahwa pendidikan seni musik dan pelatihan paduan suara dapat menjadi sarana pengembangan kreatifitas bagi pelaku seni, baik itu peserta didik maupun guru. Pelatihan paduan suara dapat membantu peserta didik berkreasi dalam mengekspresikan lagu yang sedang dinyanyikan. Oleh karena itu, diperlukan guru yang memiliki pengetahuan dan kemampuan untuk mengupayakan strategi pembelajaran seni paduan suara guna mengembangkan kreatifitas peserta didik.

Kata Kunci: pendidikan seni, kreatifitas siswa, paduan suara

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INTRODUCTION

Education is a means to build and shape an individual to be smart, clever, and with character. This is one of the goals of education, namely to produce students who are creative and have character. Irawana, (2019) explains that one way to develop the potential of students to have good behavior and reflect the culture and character of the nation is by having a Cultural Arts subject. Furthermore, Agustin, (2021) states that artistic creativity is an important element that must be considered in the educational process.

Learning arts and culture in schools is only limited to academic assessment, whereas arts and culture education in schools should be able to provide opportunities for students to express and appreciate art creatively either through crafts or music. In line with Jazuli's opinion (2016), to gain aesthetic experience in the realm of art education, it must be through expressions of appreciation and creation. The appreciation process can be carried out in several stages, namely the stages of observation,

enjoyment, understanding, appreciation, and assessment. Furthermore, Irawana, (2019) revealed, through the process of music art education in schools it helps express one's ideas/ideas arising from environmental phenomena by using musical elements so that a musical work is formed which is inseparable from a sense of beauty.

In learning arts and culture there is education in the arts of music. As a branch of art, music has a crucial position in educational culture. Music as an educational tool plays an important role in the growth of an individual's creativity (Pandaleke & Panekenan, 2020). The art of music that develops in the world of education is divided into three categories based on the source of the sound produced, namely: vocal art is the art of sound produced by humans (vocal cords), instrumental art is the art of sound produced by musical instruments, and mixed art is art. vocals accompanied by musical sounds. Vocal music consists of adult voices and children's voices (Kwidura et al., 2020). Choir music is a form of music that fulfills four main elements, namely good melody, appropriate rhythm, harmonious harmony, and timbre, and combines them in a balanced and harmonious manner (Dumondor & Purba, 2020). It can be interpreted that as a branch of art, music can be presented through instrumental or vocal ensembles such as a choir which is a collaboration between a group of musicians and a group of singers.

Research conducted by Fonda et al., (2021) states that the implementation of the choir extracurricular learning process in a school in Yogyakarta is still not optimal, one of the factors is the learning method provided is not attractive so students are not interested in taking part in choir learning. Another problem is that students feel bored during the learning process, thereby reducing students' interest and singing skills. Based on this, various strategies and methods are needed for choir learning or training to increase interest and support student creativity.

The implementation of music arts education learning, especially choirs at the formal education level includes learning the arts of music, dance, and fine arts. Almanda (2020)

reveals that in its implementation in the process of learning the art of music, students appreciate it in singing practice. When singing indirectly students can sing songs by showing expressions and sometimes students are creative in expressing the song that is being sung. The form of appreciation can be seen when students understand the meaning of the contents of the song and listen to and respond to the contents of the song. Expressions can be realized with facial expressions, body movements, hands, and feet. Furthermore, Dumondor & Purba (2020) explain, choral groups have various types of voices that are trained to combine to produce music with beautiful sound harmonies. To achieve this, each choir group has a training process that requires high precision, patience, and discipline.

To support learning the art of music, especially choral training in schools, teachers are needed who have the knowledge and ability to pursue art learning strategies to develop students' creativity. However, in reality, several previous studies have revealed that there are not many art educators who have expertise in their field, especially in the field of music. The research found by Yunita et al., (2021) revealed that most of the educators who support music learning in schools do not have a special background in music, meaning that these teachers do not know creative music. Research by Listari et al., (2021) reveals that most elementary school teachers have limited knowledge of the art of music, which becomes a barrier to carrying out learning of the art of music in class, and some teachers still find it difficult to manage the class.

The role of the teacher in the process of learning the art of music at school is still relatively low compared to other subjects and the teacher has not been able to foster students' interest in learning the art of music. Meanwhile, Irawana, (2019) states that teachers need to create a center of interest in what students learn so that they can increase their understanding of learning material. Furthermore, Almanda (2020) revealed that learning the art of music at school should be able to create a sense of fun and interest in students. Through an interest in learning the art of music at school, students think creatively and can channel their skills.

In training and coaching choirs, it is not only students who are required to be creative, on the contrary teachers must have creativity in conveying material at training to produce good quality choral groups. As stated by Kwidura et al., (2020) teachers are required to be creative in providing learning methods to all choir members. The goal is for choir members to understand and be motivated to master techniques and material properly and correctly. Based on the descriptions above, the researcher is interested in conducting qualitative research on the implementation of choir training and strategies for learning choral music as a means of developing creativity. This research aim to explain the role of artistic creativity, the implementation of music and choir learning in schools, and choral training strategies as a means of developing creativity.

LITERATURE REVIEW

Creativity Development Theory

Creativity is originally an absorption from the English language, namely creativity, which means the ability to produce something new (Azis, 2017). Creativity is the mental effort of someone who creates a product, technique, process, or idea through the results of reasoning from a problem that is seen to create a novelty. Creativity that appears is an attempt to deal with a problem, want to achieve a goal, and prevent something bad. The characteristics of creativity are originality, flexibility, and fluency in thinking. The novelty that appears does not mean something that was nothing before but can also be in the form of an improvement from a previous product (Ulfa, 2022).

Creativity is owned by every human being from birth and tends to actualize himself through creative actions. Ardhyantama (2020) explains that everyone has a creative talent within them. At the age of children, creativity develops better than when they have started to grow up. Children have a very strong imagination and get the opportunity to develop their creativity. Furthermore, Ulfa (2022) revealed that each individual has their creative potential. However, the potential possessed may not be optimally developed by the individual so it requires

direction, guidance, training, and teaching, namely through education.

According to Sitepu (2019), so far creativity is still seen as part of the activities and products of the arts, although creativity does not only belong to (owned) by artists alone, but all fields require creativity including in the field of education. Ideally, educational institutions are expected to be able to develop students' creativity through various interactions and learning experiences in the learning process (Maharani, 2017) The concept of *niteni* (observing), *nirokke* (imitating), and *nambahi* (adding) which was the idea of Ki Hajar Dewantara, became one of the choices in developing student creativity in the field of education. This is very much following the stage of developing creativity as well as having a very strong original value of Indonesian elements because it was sparked directly by the founding figures of the Indonesian nation (Ardhyantama, 2020)

The Role of Art Creativity in the Educational Process

The role of art education is very important in the educational process to study carefully what happens in teacher-student interactions, because only in this way can teachers gain insight into what is said and done to grow or hinder student creativity from time to time (Kupers & van Dijk, 2020). Music art education is a subject that plays an important role in helping the development of individual students which will later have an impact on the growth of reason, thought, socialization, and emotion Irawana, (2019). In line with the statement Fitriah & Vivian, (2022) revealed, music art education is very beneficial for children, both psychologically, socially, culturally, and for the education itself.

Art creativity can provide positive energy for students in the educational process. Art creativity can also create the creative side of students in learning (Agustin, 2021.). The role of artistic creativity in the educational process is:

1. Can develop the potential of students as cultured human beings (having cultural values). Students who have cultured people can become human beings with character, this is the goal in the educational process when

applying artistic creativity in the learning process. Of course, students will know cultural values and implement these cultural values in everyday life. So, it will be easy for students to become active, creative, and cultured beings.

2. Can develop the potential of students as human beings who can improve the character of the nation. Character education needs to be instilled by students as human beings who become future leaders of the nation, therefore it needs to be instilled from an early age to familiarize students with strong character in their individuals, namely through creativity in the educational process. So that in the future students can realize the ideals of the nation through the character that was instilled from an early age.
3. Can develop the behavior of students who have a noble character in line with a religious nation. By cultivating creativity, students are introduced to cultural values as a supporting factor in the implementation of cultural values in improving education. With the existence of cultural values, students will try to become human beings who have noble characters and obey religion.
4. Can instill the spirit of leadership and responsibility in students as human beings who become the golden generation of the nation's successor. Creativity does not look at how smart students are but teaches students the meaning of patience in a process leading to victory. Students who try to develop their creativity, either with the support of teachers, parents, or self-awareness, very easily make the educational process an effort to develop their talents and potential with creativity. There is no word "too late" in fighting for goals, there is no word "lazy" for students in learning to develop their education, and there is no word "to give up" in leading their friends to be able to go through the educational process well.
5. Can develop students' abilities to become creative, innovative, and independent human beings. Because in creativity, students are introduced in all ways to make the learning process easier and more fun. If the teacher

applies educational methods using high creativity, then the child will participate in developing the teacher's creativity by trying new things independently in the learning process. If students are happy and feel happy while learning, then it will make it easier for the teacher to provide learning material so that students are enthusiastic about studying.

6. Can develop the school environment as a learning environment that is safe, honest, creative, and has a high sense of nationality. By implementing cultural values as a national character, students will feel how creativity is developed in the educational process. This is a driving force for artistic creativity to be at the forefront of cultivating a creative and innovative learning environment and can mold the next generation to become a proud golden generation.

In addition, creativity in music education serves as a frame for further musical activities. With creativity, the direction of music education is bound by ethical, logical, and aesthetic boundaries (Hidayatullah, 2020).

Choir Art

Creativity is very important in art education. In terms of art education, being creative means having a sense of freedom that can be accounted for and a desire to produce original works of art. Creativity arises from activities that encourage someone to come up with ideas or ideas to think about and do interesting things (Nanuru, 2021). Therefore, a teacher in an art class at school does not just teach students how to draw, dance or sing. However, a teacher will provide guidance and training to students to foster creativity to develop their talents and potential. Art education is multidimensional, multilingual, and multicultural which is very necessary for the formation of the character of students and helps them develop a strong personality. Learners must be guided in art education in a flexible way, which takes into account their abilities and also the social and cultural environment in which they study (Pulu, 2023)

As previously explained, art education has a very large influence on the development of student creativity. One of the arts of education is

choral music. According to Zhenyu Zhou (2021) there are three main components in vocal music education: creation, improvisation, and performance. From the creation stage, improvisation to performance must be based on certain techniques and personal characteristics of each participant. These components will help the growth of students' creativity, which begins with the creation of musical works of art.

The choir is a vocal musical art that uses the human voice as a medium to create musical works. Singing is an activity of making pitched sounds and songs, whether with lyrics or not. Telaumbanua (2022) suggests that choir art has the goal of equipping students to be able to process, and arrange vocals and increase appreciation and creativity in music, especially choirs. In realizing this goal, an understanding and ability regarding vocal techniques are needed. Two factors support effective vocal techniques, namely space (throat technique) and energy (quality of focus, vitality, and clarity in tone).

In developing the creativity of students through choir training, students are given the freedom to express what is in their souls of students, such as creating new tunes or creating songs based on their abilities of students. By giving freedom of expression to students, they will develop the potential that exists within them, so that the creativity within them to create something will also develop. But on the other side of the freedom given, of course, a teacher must provide guidance and direction such as providing vocal techniques to students. so that ongoing art education can run optimally and follow what is desired.

Choir Music Learning Strategy

Singing either individually or in groups cannot be separated from training. In choir training, there are various strategies to realize the desired goals, one of which is to develop the creativity of students. Based on research from Rivaldi et al., (2022) explains that in increasing the creativity of students, strategies in choir training can apply various kinds of strategies, such as participating in competitive activities or competitions and holidays taking into account the characteristics and conditions of students as well

as conducting vocal practice tests. The vocal practice test is a training activity that encourages students' abilities. In addition, the strategy that can be implemented is education and training (training). Education and training (training) is an activity that aims to convey basic knowledge about music theory, how to sing properly, vocal techniques, and number notation.

In education and training (training) can use demonstration, imitation, and expository methods. The demonstration method is a method used to convey basic music theory using beats or hands. The expository method is a method that only conveys theoretical explanations. While the imitation method is a method that reinforces and complements the material in the form of rhythmic examples exemplified by the coach or teacher (Rivaldi et al., 2022)

METHOD

Music art education is very necessary to develop the creativity of students at the elementary, junior high, and high school levels. In elementary schools, art education is included in the subject of Cultural Arts and Crafts. This article aims to describe the role of artistic creativity, the implementation of music and choir learning in schools, and choir training strategies as a means of developing creativity.

This research uses a qualitative approach with a descriptive conceptual analysis method. This study uses a conceptual analysis method that examines various literature related to the research objectives, to find out the role of art education in the educational process, the obstacles to implementing music arts learning in schools, and the strategies used in art learning in schools to develop participants' artistic creativity. learn in the educational process. Mappasere & Suyuti (2019) explained qualitative research approaches aim to broaden, and deepen existing theories and do not even rule out the possibility of finding new theories. Qualitative approach researchers obtain data following what is experienced in the field, and felt by the data source.

Literature study research uses secondary data collection techniques which include quoting and studying theory, data, and information from various books, documents, the internet, and print

media. In a qualitative approach to research, the researcher himself functions as an instrument known as a human instrument. Human instruments play a role in establishing research focus, seeking informants, collecting, analyzing, interpreting data, and drawing conclusions Mappasere & Suyuti (2019). The activities carried out in analyzing qualitative research data are data reduction, data presentation, and data analysis. The results of the analysis of the literature study were then concluded using the conclusion method, namely presenting them in the form of a description. This research was conducted at a choral community in Surabaya, East Java, namely the East Java Gita Bahana Choir. This research was conducted from 1 to 17 August 2021.

RESULTS AND DISCUSSION

Obstacles in the Implementation of Choir Training

The choir is a type of vocal music that continues to grow today because choral music is no longer only used in certain communities and church environments but can be implemented in school learning, especially in music arts lessons. In line with what was conveyed by Muskitta, Wibowo, & Sianturi (2020) revealed that currently choral groups are also being developed in schools that aim to develop students' interests and talents in the arts and provide experience.

Education plays an important role in maintaining culture and traditions in Indonesia, therefore teachers are expected to be able to become facilitators for maintaining culture, especially traditional music and arts for the younger generation. Fitriah & Vivian, (2022) explained that the function of music learning activities that use material sourced from traditional arts can involve several aspects, namely (1) subject matter, (2) learning objectives, (3) student characteristics, (4) teacher abilities, and (5) facilities or facilities owned by the school. From some of these aspects, the teacher can carry out a creative process with students in the class if all of these aspects are met. Furthermore, Muskitta, Wibowo, & Sianturi (2020) revealed that the formation of a quality choir is inseparable from the role of a coach in the training process, therefore the coach must also

have strong creativity and imagination so that the quality of the practice increases.

Ideally, educational institutions are expected to be able to develop students' creativity. Without creative stimulation from the teacher, creative actions cannot appear by themselves (Maharani, 2019). However, the implementation of music arts education, especially choirs in the school environment, is still far from the expectations and desired goals. This is shown by several studies related to obstacles in the implementation of learning, training, and developing choirs in schools.

Choir Training Strategy

Learning art is certainly demanded with high creativity, therefore teachers should not limit students in exploring their abilities so that students will continue to compete in creating the music or songs they want. (Maharani, 2017) explains, to determine a person's creative level, it is necessary to assess the person's creative thinking ability. The assessment must cover the four criteria of creative thinking, namely fluency, flexibility, originality, and detail in expressing ideas.

Creativity in music learning, especially in choral training, is very necessary to gain optimal knowledge, understanding, and mastery of music because music itself has many creative dimensions. Therefore, good management is needed to run and advance the choir (Dumondor & Purba, 2020). Schools are one of the most effective means of implementing, developing, and at the same time forming creative students. That is, planning the implementation of creative education carried out by a school has a very important role in determining the creativity of students. Various studies have shown that increasing the creativity of students in learning and training choirs, it can be done by applying good management and using the right methods and strategies.

The learning strategy is still conceptual and to implement it, certain learning methods are used. In other words, strategy is " a plan of operation achieving something " while the method is "a way of achieving something" (Wina Sanjaya, 2008). So, the learning method can be

interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. Several learning methods can be used to implement learning strategies, including (1) lectures; (2) demonstrations; (3) discussion; (4) simulation; (5) laboratory; (6) field experience; (7) brainstorming; (8) debate, (9) symposium, and so on. These learning methods can be implemented to the situation, conditions, and needs of the learning process at school.

Discussion

The obstacles in the implementation of choir education, learning, and training according to several studies are as follows.

Lack of Knowledge and Mastery of Choir Vocal Techniques

In general, a choral group performs choral music consisting of several sound parts. Especially for novice participants who have never before entered the world of choirs, they will be tested on vocals and will sing several genres of songs to see what the participants' distinctive voices and crooks are. Therefore, a choir coach must be able to understand the knowledge about the types of voices that are owned by choir members. However, there are still many who do not understand or understand the type of voice they have, so it will be difficult for a member to train or place his voice in the choir (Gusedy, Sukmana, & Ananta, 2021). The human voice has a different timbre or sound color which is caused by the shape of the vocal cords, oral cavity, and also the thorax and other organs related to sound production. This difference creates beautiful harmonization when combined in a chorus (Sinaga, 2014).

Other research states that the educational background of music arts education educators in schools is also a factor in the lack of knowledge and skills in music and choir education, as research found by Afrom *et al.*, (2020) shows that there are still teachers whose degrees are obtained in scientific fields that are less relevant to the field of arts education. The discrepancy between the educational background and the subjects taught by this teacher can lead to a polemic which will also contradict the teacher's ability to master

the material. Meanwhile, research by Fitria & Mulyadi (2020) reveals that having art teachers who are professional based on their fields will create an arts environment that is quite active in schools and can develop students' creative abilities.

Availability of Facilities and Supporting Facilities in Schools

As an educational institution that organizes education and teaching, of course, it must meet various requirements, namely; students, teachers, educational programs, facilities, and amenities. Research by Listari *et al.*, (2021) revealed that teachers experience difficulties in delivering music art material due to limited facilities and infrastructure in the form of musical instruments. Furthermore, Sigiro's (2020) research shows that one school in Jakarta has limited facilities and infrastructure to support the choir learning process, namely the absence of a separate music room for choral practice which is a problem for music teachers. The places used for choir practice are classrooms and school halls, and the only musical instrument available is a keyboard.

goals to be achieved in music lessons are instilling a sense of musicality, developing creative attitudes and abilities, appreciating art, and increasing creativity. The learning activities and motivation of students can affect the ultimate goal of the learning process, therefore teachers and schools must be able to meet the needs and space for students to express and be creative with the art of music. In line with the opinion of Bagaskara, & Handyaningrum (2023) stated, with sufficient space and equipment to practice music, it can increase the activity and creativity of students in musical activities. This shows that complete facilities and infrastructure can generate students' interest in music/learning the art of music.

Choir Training Strategy

Research conducted by Mita & Kristiandri (2021), used several methods that were applied to the Gregorius choir training at the Aloysius Gonzaga Parish, Surabaya, such as the demonstration method, lecture method, drill

method, and recording method. The implementation of the Gregorius choir training methods at the Aloysius Gonzaga Parish in Surabaya is explained as follows:

- a. Demonstration method. Implementation of the demonstration method in choir training with the demonstration method, the trainer gives examples of singing by the existing scores clearly so that members who don't understand yet understand. The trainer also explains difficult notations and difficult lyrics using Latin or English.
- b. Lecture method. The lecture method is usually used by coaches to motivate choir members. This method is good to use if it is simple but has a clear purpose. Trainers also usually use this method to explain song material such as title, author, tempo, dynamics, and delivery.
- c. drilling method. The application of this method to each Gregorius choir practice meeting is divided into three important sessions, namely introduction, presentation, and closing. Preliminary activities include vocal warm-up sessions such as breathing exercises, solfege, and articulation which are carried out for about 20-30 minutes. Their presentation activities have been divided according to the sound division to read the notations and lyrics of songs that have been prepared which is done for about an hour and a half. In the closing activity, an evaluation and assessment was carried out which lasted for the last 15 minutes, where the trainer gave an evaluation of the exercises that had been carried out and gave an assessment to the members.

Submission of choir training materials is an activity carried out by trainers to convey material on the basics of education and training. The material includes music theory in the form of pitch values, number notation, time signatures (basic notes), and rhythmic forms. For this reason, an expository learning strategy is used which is divided into several methods, namely demonstration, imitation, and expository methods. Research conducted by Rivaldi, Suhaya, & Fujiawati (2022), used these three methods to deliver choir training material at the Mayangsari

Pandeglang Choir Studio, Banten. The demonstration method is used to convey basic music theory, namely pitch values using beats or hands. The expository method is used to convey an explanation of the basic theory. The imitation method is used to reinforce and complement the material in the form of a rhythmic model that is exemplified by the trainer to the members, which makes it easier to show pitch values.

In one study, it was explained that the learning plan for music arts education at SMA Negeri 1 Belitang formed a group of art educators called a teaching team consisting of several art subject teachers. This aims to make it easier for students to choose extracurricular activities according to their talents and abilities, where one of the trainers from this teaching team is a teacher with an educational background in arts education who focuses on the field of music, namely vocal or choral music (Fitria & Mulyadi, 2020). This shows that the educational background of a teacher following the field and knowledge can determine students' learning interest in art. In addition, this can also avoid the occurrence of misconceptions about choral music.

One of the studies used the sight reading method in the choral learning process. Sight reading is reading notes without preparation or ability at the same time to read and play musical notes that have never been known before. The function of sight reading, apart from improving reading skills and increasing knowledge of the language of music, also serves to discover new things in music and provide enjoyment in music for performers or presenters of music up to an advanced skill level (Syafliawati, 2019). This shows that the sight reading method in choral learning has good motor skills and can increase one's creative abilities as a member of the choir.

CONCLUSIONS AND RECOMMENDATION

Creativity is important for an art teacher or educator and for an art student. Students can develop their creativity by expressing themselves through music and vocals such as choir training which is usually carried out by a group, community, even at school. There are supporting factors for the development of the creativity of the choir training group including (1) the

knowledge and skills of the choir trainers; (2) facilities and infrastructure; and (3) choir training strategy.

The role of the teacher as a choir trainer is very important to guide members of the choir group and provide the right knowledge so that a quality choir group is created. Therefore, the scientific field possessed by a choir coach must be relevant to the field of arts education, especially the field of choral music. With a professional art teacher, it will create an art environment that is quite active in schools and can develop students' creative abilities.

The place used for choir practice is the main facility for choral training. Adequate room and equipment for practicing can increase the activity and creativity of students in choral activities. Complete facilities and infrastructure can arouse students' interest in music/learning the art of music.

Furthermore, the role of the teacher as a choir coach is important for determining strategies in choir training so that they can explore the abilities and develop the creativity of voice training participants, this can be done by implementing good management, using the right methods and strategies. There are several methods that can be used in choir training such as demonstration methods, lecture methods, drill methods, sight reading methods, imitation and expository methods.

Based on the studies that have been carried out, the researcher provides recommendations for making initial observations regarding the inhibiting factors in the implementation of choir training, and further research is needed regarding the application of strategies or methods to be used in choir training.

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