

Learning Analysis of *Beat* and *Tempo* Materials In Grade I Elementary School

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Abstract *This study aims to examine the process of beat and tempo learning in elementary schools. The research method used is a qualitative approach with a descriptive research type. The subjects of the study were teachers and students at an elementary school in Tasikmalaya Regency. Data collection techniques include interviews with teachers regarding the teaching methods used during the learning process and observations of students during the learning activities. Data analysis was conducted by describing the results of the interviews and observations. The findings revealed that teachers still employed conventional methods in teaching beat and tempo material. The learning methods lacked variety, which affected students' enthusiasm during the lessons. The study concluded that there are obstacles in music learning at the elementary school level, particularly in teaching beat and tempo. As a solution, it is necessary to apply more varied teaching methods to optimize music learning in elementary schools.*

Keywords: *beat, tempo, conventional method, descriptive qualitative, elementary school*

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Abstract This research aims to find out how the learning process *Beat* and tempo in elementary school. The research method used is a qualitative approach with a descriptive type of research. The subjects of the study were teachers and students in one of the elementary schools in Tasikmalaya district. The data collection techniques used were teacher interviews related to the learning methods used during learning, and student observations during the learning process. Data analysis was carried out by describing the results of interviews and observations. The result obtained is that teachers still use conventional methods in teaching material *Beat* and tempo, learning methods are less varied so that they have an impact on the low enthusiasm of students in carrying out learning. The results of the study show that there are obstacles in learning music arts in elementary school, especially in the material *Beat* and tempo, and as a solution, more varied learning methods are needed so that music learning in elementary schools runs optimally.

Keywords: *Beat*, Tempo, Conventional Method, Qualitative Descriptive, Elementary School

A. INTRODUCTION

Music art in elementary school is a compulsory subject contained in the curriculum. This policy is recorded in Law No. 20 of 2003 Chapter X, Article 37 concerning the Basic Education Curriculum contained in the National Education System which states that the Education curriculum in Indonesia is required to include Arts and Culture subjects in elementary schools. Ki Hajar Dewantara also revealed that music education in Indonesia needs to exist, because music education functions to improve ethics and thicken the sense of nationality that exists in students, and it is in accordance with the goal of Indonesian education to produce a quality generation in the future (Nurhayati, 2019).

Music education in elementary school has a very important role in the development of students in elementary school. Lorca (2023) revealed that children's motor development is between the ages of 7-11 years old, which is the average age of students in grades I to V in elementary school, according to him children who are at this vulnerable age can be facilitated by music arts education. The motor development of grade 1 students in elementary school is generally characterized by the following characteristics, fond of moving, playing, and dancing. Then not only that, students at this age are in an active phase excited about regular sounds. As for the intelligence of students at this age, their thinking ability is very limited, and they have a penchant for repeating various

activities. In terms of social characteristics, students at this age like to fantasize and like to imitate and have begun to have brave traits (Zakiyah et al., 2024).

Students with characteristics that have an active nature, are responsive to sounds, and have a penchant for repeating activities, this will make students have good potential in developing their musicality, especially in understanding the concept of *beat* and tempo. Speaking of musicality, musicality is a trait that can be trained and maintained where this trait refers to a person's ability to understand and reproduce music, including aspects of musical aspects (Khalass et al., 2018). This trained musical ability is in line with the concept of musical intelligence in the theory of multiple intelligence initiated by Gardner. Gardner (1998) stated that musical intelligence is one of the eight human intelligences that capture sensitivity to musical tone, rhythm, and structure.

In line with this theory which states that every child has an intelligence that can be developed, one of which is musical intelligence, regular, planned, and appropriate learning is needed. Whether it is from the management of the classroom, the learning method, or the approach used, to make music learning, especially *beat* and tempo in elementary school, optimal and able to increase the musicality of students. In practice, it turns out that *beat* and tempo learning in elementary schools still faces various obstacles that can affect the effectiveness of the teaching and learning process. One of the factors, according to Mahmudah and Respati (2022), which states that teachers only provide material at a glance, which is due to the teacher's lack of understanding of music arts learning materials and teachers have not fully explored various learning methods that are unique to *beat* and tempo learning in elementary schools.

This problem shows that it is important for teachers to understand and apply more creative, innovative, and interesting learning methods so that students can better understand the concepts of *beat* and tempo. Because if the learning conditions continue as described in the previous paragraph, students will have difficulty in understanding the musical concepts that are the basis for the development of students' musicality. This research was conducted with the aim of analyzing the extent of the effectiveness of *beat* and tempo learning activities in one of the elementary schools in Tasikmalaya, be it from the aspects of teachers, students, classroom management, learning methods, learning media, or learning approaches. The novelty of this article is specific empirical evidence

that can be a basis for regional policymakers to review and optimize teacher professional training, especially in improving the conceptual understanding of compulsory Music Arts material in elementary schools.

B. RESEARCH METHODS

This research uses a qualitative approach, utilizing descriptive qualitative design. According to Sukmadinata (2009), descriptive research is a research design whose purpose is to describe real, natural, and existential phenomena. This research is located at the State Elementary School in Tasikmalaya district, West Java province. The subjects of the study are teachers and students of grade I elementary school. The reason for using the subject is because it is in line with the curriculum and subjects that are taken and will be analyzed, where the *beat* and tempo material is found in grade I of elementary school. The data analysis technique used is qualitative descriptive analysis, where in this study presents and explains the findings of field data narratively and descriptively. The research instruments used for data collection are observation and interviews. The following is a grid of interview and observation instruments used.

Table 1. Interview and Observation Instrument Grid

Research Focus	Indicators	Types of Instrumen	Question
Learning Preparation	Use of Teaching Guidelines (RPP/Teaching Module)	Teacher Interviews	Do teachers use teaching modules/lesson plans when teaching Music Arts
Limitations of Teacher Understanding	Conceptual Understanding (<i>Beat</i> and Tempo)	Teacher Interviews	How does the teacher explain the difference between <i>beat</i> and tempo?
		Observation	Consistency of teachers and harmony of beat examples with songs that teachers teach students
Learning Methods	Variety of Media Methods and Uses	Teacher Interviews	What methods are used other than lectures to make the

				material more interesting?
			Observation	The frequency of dominance of lecture methods and the use of interactive supporting media.
Student Enthusiasm	Student Participation and Engagement Rates		Student Observation	Student response to learning activities.
Students' Mastery	Practical Motor/Musical Skills		Student Observation	The accuracy of students in adjusting the applause to the rhythm of the song.
Curriculum Implementation Constraints	Local Policy of Art in Class I		Teacher Interviews	Is Music Arts taught in grade I, or only Fine Arts (according to the sub-district agreement)?

C. RESULTS AND DISCUSSION

a. Learning Preparation

Based on the results of the observations made, teachers have not fully prepared for learning on the day when learning is carried out. Teachers in conducting learning do not use teaching modules or lesson plans (Learning Implementation Plan). In fact, what is really needed when carrying out the teaching and learning process is the teaching module or lesson plan to be used as a reference or guideline. During the implementation of learning, teachers are seen to carry out activities instantly so that the learning process runs less than optimally. Meanwhile, Hamdani emphasized that the lesson plan or teaching module is something very important as a basic guide for teachers, ensuring structured learning activities that increase student involvement and interest. A well-designed lesson plan fosters creativity and innovation, ultimately improving student outcomes and learning experiences (Hamdani, 2022)

The condition of students looks less conducive when learning because the material delivered by the teacher is not fully understood by the teacher himself. This has an impact

on students' understanding so that it is prone to misconceptions. The reason for this is because art learning in elementary schools in the area only focuses on fine arts for grade 1 elementary school, and it has been agreed by all elementary schools in Sodong Hilir District. In line with the interview conducted by the researcher with Mrs. Cucu (elementary school grade I teacher) on March 8, 2025, she stated that actually for art learning in elementary schools in the district, from the three art learnings, music arts, fine arts, and dance arts, only one subject was taken, namely fine arts, so for dance and music art it was not taught in grade 1 of elementary school. In fact, music education in elementary school can sharpen memory and increase student concentration, leading to improved academic performance (Indriani et al., 2023). In addition, according to Jarmani, music education in elementary school is able to foster creative, logical, and most importantly creative thinking (Jarmani, 2024).

b. Early Learning Activities

At the beginning of the learning activity, the teacher as usual greets the students, then asks how they are doing using various languages (*wilujeng enjing*, good morning, and *good morning*). Then after that, the teacher conducts an apperception by asking about the learning material that has been studied in the previous week. Then the teacher gave a heartfelt pat to the students. Finally, at the beginning of the activity, the teacher sang the song "Naik Delman (On Sunday)" accompanied by applause as an initial spark for the students' enthusiasm to learn music.

c. Core Learning Activities

Based on the results of the observations that have been made, the learning activity begins with the teacher explaining the basic concepts of *beat* and tempo to the students. Then to clarify the understanding of tempo, the teacher gave an example of the song "Tokecang" as a representation of a song with a fast tempo, and the song "Silence Cipta" as an example of a slow tempo song. Then to enrich the learning activities, the teacher sang several songs that had different tempos, including "Oh Mom and Dad", "Naik Delman", and "Manuk Dadali". Based on the results of the interview, the teacher said that the reason for singing some of these songs was to provide direct experience to students

in feeling the variation of *beat* and tempo. The teacher also instructed the students to sing the song while being accompanied by applause.

After the teacher gave an explanation related to the concept of *beat* and tempo, and sang several songs as examples of tempo variations, some students seemed to have difficulty adjusting the clapping of hands. This inaccuracy shows that the understanding of the concept of *beat* and tempo is still not fully mastered by students. This phenomenon can be explained that the ability to follow rhythm does not only depend on the understanding of the theory, but also requires motor skills, concentration, and sensitivity to repetitively trained rhythmic patterns. This is in line with the view of Suzuki (2016) who stated that children's musical abilities will increase if children practice continuously and continuously.

Then it is corroborated by Loui's view that continuous and consistent training not only improves musical skills, but also contributes to broader cognitive development (Loui et al., 2019). Therefore, it is necessary to provide additional exercises such as counting *beats* together, slowing down the tempo of the song while practicing, or using simple movement instructions to help students focus more on repetitive and continuous rhythm patterns. In this way, students can develop coordination between hearing and gestures, so that they are gradually able to clap more appropriately to the rhythm of the song.

In addition to the problem of students' difficulties in following the rhythm of the song, in the implementation of learning, it appears that the teacher himself does not fully understand the difference between *beat* (a stable basic beat in music), and tempo (the speed of the beat). This can be seen from the lack of consistency in the instructions given. The teacher also gave an example of the *beat* and tempo that was not in harmony with the song being sung. Based on the results of the observations that have been made, the material presented by the teacher is in accordance with the Achievement and Learning Objectives of music art material in elementary school. Where the achievement of the first grade music art subject in elementary school is "At the end of the phase, students are able to produce sounds by imitating simple musical sounds, singing, or playing musical instruments. Students provide feedback on their own and others' musical practices by using everyday language" (Sari & Mulyana, 2023). Even so, if referring to learning

outcomes, based on the results of observations at the time of delivering the material, the teacher has not been optimal in delivering *beat* and tempo material to students, because the teacher does not seem to fully understand the material so that the learning achievement has not been achieved optimally.

Based on the results of observations, teachers in the learning process seem to lack the application of varied learning methods. Teachers tend to only use the lecture method predominantly throughout the learning activity, without actively engaging students through other methods such as demonstrations, group discussions, music games, or hands-on practice. In addition, the use of learning media that can support students' understanding of *beat* and tempo materials was also not found during learning. This causes the classroom atmosphere to become monotonous and has an impact on the low enthusiasm of students in participating in learning. Therefore, to provide optimal learning, it is necessary to apply more varied and innovative methods and the use of supporting media, such as simple musical instruments, song audio, and interactive videos, so that students can learn in a more concrete and fun way.

d. Closing Learning Activities

In the closing activity, the teacher concluded the learning results and gave appreciation to the students by instructing the students to applaud together. After that, the teacher closed the learning activity by saying greetings.

Overall, an in-depth analysis of the learning process of *beat* and tempo materials in grade I elementary schools in Tasikmalaya Regency confirms the existence of fundamental obstacles that are multi-aspected. Key findings show that the effectiveness of learning is hampered by teaching practices dominated by conventional methods and lectures, as well as the lack of use of interactive learning media. This directly leads to the low enthusiasm of students and their difficulty in mastering the concepts of *beat* and tempo practically.

The study further identified two inhibitory factors that are systemic and conceptual. First, the constraints of implementing the local curriculum. There is an agreement at the sub-district level that prioritizes Fine Arts and allows Music Arts in class I, resulting in *beat* and tempo materials not being taught optimally. Second, the limitations of teachers'

conceptual understanding. It was found that the teacher's limited understanding of the essential difference between beat and tempo is a factor that inhibits the achievement of maximum learning achievements.

Compared to previous research, the novelty of this study lies in a very specific diagnosis of the discrepancy in curriculum implementation at the local level and the disclosure of gaps in teachers' conceptual understanding of basic materials such as beat and tempo. These findings are important because they provide crucial empirical evidence for education policymakers in the regions to (1) revise and ensure compliance with the National Arts and Culture curriculum, and (2) design teacher training programs that focus on improving conceptual and methodological competencies in order to be able to implement a more varied, interactive, and creative approach. Thus, music learning in elementary schools can run optimally and optimize the development of students' musicality.

D. CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the process of learning *beat* and tempo material in grade I elementary school still faces several obstacles. Teachers in the implementation of learning tend to use conventional methods only with the dominance of lecture methods, lack of variety of methods, and minimal use of learning media. This has an impact on the low enthusiasm and involvement of students in understanding the concept *of beat* and tempo. In addition, the teacher's limited understanding of *beat* and tempo materials is also a factor that inhibits the achievement of optimal learning outcomes. Therefore, it is necessary to apply more varied, interactive, and creative learning methods to increase the effectiveness of music learning in elementary schools and optimize the development of students' musicality.

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