Music Learning Strategies to Develop Students' Creativity at SMA Negeri 1 Brebes

Jehan Shaila Hafeez[1], Sunarto[2]

Universitas Negeri Semarang
jehanshailajoel@gmail.com , sunartounnes@gmail.com

Abstrak

Strategi pembelajaran musik yang kreatif sangat penting untuk mengembangkan kreativitas siswa. Salah satu pendekatan yang dapat diterapkan adalah pembelajaran berbasis proyek, di mana siswa diberi kesempatan untuk menciptakan karya musik mereka sendiri. Salah satu indikator rendahnya kreativitas siswa dalam pembelajaran musik adalah kurangnya kemampuan mereka dalam menulis lirik lagu. Penelitian ini didasarkan pada teori pendidikan seni humanistik oleh Elliot W. Eisner, yang menekankan pentingnya ekspresi diri, kreativitas, peran guru sebagai fasilitator, dan penilaian kualitatif dalam proses belajar seni. Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif dengan teknik pendekatan observasi, wawancara, dokumentasi, dan angket tugas kreatif. Hasil penelitian ini menunjukkan strategi pembelajaran musik yang diterapkan di SMA Negeri 1 Brebes dalam mengembangkan kreativitas siswa untuk meningkatkan kemampuan menulis lirik lagu melalui pendekatan yang lebih terstruktur dan berbasis pada proyek dan kolaborasi. Dengan memberikan ruang bagi siswa untuk berekspresi dan meningkatkan pemahaman tentang struktur lirik serta teknik penulisan. Tantangan yang dihadapi oleh guru dan siswa dalam menerapkan strategi pembelajaran siswa dalam menulis lirik lagu di SMA Negeri 1 Brebes antara lain terkait dukungan fasilitas yang ada serta kesediaan guru untuk menyesuaikan pendekatannya. Tantangan ini dapat dihadapi secara lebih baik mengingat keterbatasan waktu dan pengalaman yang kurang menjadi kendala utama.

Kata Kunci: Pembelajaran Musik, Lirik Lagu, Kreativitas Siswa

Abstract

Creative music learning strategies are essential for developing students' creativity. One applicable approach is project-based learning, where students are given the opportunity to create their own musical works. One indicator of low student creativity in music learning is their limited ability to write song lyrics. This study is grounded in Elliot W. Eisner's humanistic art education theory, which emphasizes the importance of self-expression, creativity, the teacher's role as a facilitator, and qualitative assessment in the arts learning process. The research method employed is a descriptive qualitative approach using techniques such as observation, interviews, documentation, and creative task questionnaires. The results show that the music learning strategies implemented at SMA Negeri 1 Brebes enhance students' creativity in writing song lyrics through a more structured, project-based, and collaborative approach. By providing students with space to express themselves and by improving their understanding of lyric structure and writing techniques, their creative potential can be more effectively developed. The challenges faced by teachers and students in implementing lyric-writing strategies are mainly related to the availability of facilities and the teacher's willingness to adapt their teaching approach. These challenges can be addressed more effectively, although limited time and lack of experience remain major constraints.

Keywords: Music Learning, Song Lyrics, Student Creativity

Latar Belakang Penelitian

Education is a conscious and deliberate effort to create a learning environment and learning process in which students actively develop their own potential. The purpose of education itself is to nurture students' potential so that they become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, competent, creative, independent, and responsible democratic citizens. In line with these objectives, students are required to develop their potential in both academic and non-academic domains (Mehan, Sumerjana, & Suweca, 2023:19). In education, various methods are employed by educators to help students achieve learning objectives, including in the teaching of music. Music plays a vital role in education, not only serving as a means of entertainment, but also as a powerful tool for fostering students' creativity. According to Djohan (2005:35), music education can foster students' creativity by facilitating flexible and open thinking, as well as by encouraging them to engage with various creative musical challenges.

According to Komalasari (2013:9) learning is a system or process of facilitating learners in a planned, implemented, and evaluated manner, carried out systematically to enable learners to achieve learning objectives effectively and efficiently. Music education serves as a medium for developing students' creativity, which can be fostered through play-based activities. The aim of arts education is not to train students to become artists, but to nurture their creativity. Art is inherently a form of play, and through play, students can be educated in the most effective way. Learning is assumed to be more accessible to students when supported by various media such as printed materials, television programs, images, videos, and others which collectively transform the teacher's role in the learning process. Rather than serving solely as a source of knowledge, the teacher becomes a facilitator in the teaching and learning process (Jamil, 2016:76).

Creative music learning strategies are essential for fostering students' creativity. One effective approach is project-based learning, in which students are given the opportunity to create their own musical works. The use of digital platforms such as YouTube in music education can further enhance students' creativity, as they are able to access a wide range of learning resources and freely express their musical ideas. Despite the many benefits of creative music instruction, there are several challenges in its implementation. One of the main challenges is the limited availability of resources, both in terms of facilities and the time allocated for music education. Suryadi and Iskandar (2017:47) It is also noted that the lack of training and experience among teachers in applying creative methods constitutes one of the major obstacles in implementing creative music instruction.

The limited availability of facilities and the instructional methods used by teachers are also contributing factors to the insufficient development of students' creativity in the field of music. Suryadi and Iskandar (2017:50) explain that the development of a music curriculum that emphasizes not only theoretical knowledge but also provides students with opportunities to create will significantly enhance their creative skills. One indicator of low student creativity in music education is their limited ability to write song lyrics. Creativity in lyric writing reflects students' capacity to transform ideas, emotions, and experiences into communicative works of art. However, this process requires an innovative teaching approach that aligns with students' needs.

Method

This study employs a qualitative descriptive approach, aiming to describe and analyze in depth the implementation of music learning strategies at SMA Negeri 1 Brebes and their impact on students' creativity. The research is characterized by its effort to uncover naturally occurring conditions in the field. Qualitative descriptive research seeks to produce a systematic, factual, and accurate depiction of the facts, characteristics, and relationships among the investigated phenomena. The data sources in this study consist of both primary and secondary data. According to Balaka (2022:10), primary data refers to information obtained firsthand by the researcher concerning the variables that are the main focus of the study. The techniques used in this research include observation, interviews, documentation, and creative task questionnaires. The researcher employed thematic analysis to identify patterns, themes, and relationships emerging from the collected data.

Result and Discussion

Music Learning Strategies Implemented at SMA Negeri 1 Brebes to Foster Students' Creativity in Enhancing Songwriting Skills

SMA Negeri 1 Brebes is one of the schools that demonstrates a strong commitment to the development of artistic talents, particularly in music. The school not only focuses on academic achievement but also provides comprehensive facilities to support students' interests and talents, including in the field of music. This is evident in the presence of a well-equipped music studio, which enables students to practice various aspects of music with adequate support and resources. Suryadi and Iskandar (2017:47) state that the lack of training and experience among teachers in employing creative methods is one of the main obstacles in implementing creative music instruction.

The presence of the music studio also contributes significantly to the numerous achievements of SMA Negeri 1 Brebes students in various local and national music competitions. Based on direct observations conducted by the researcher and interviews with Mr. Aji, the music teacher at SMA Negeri 1 Brebes, it was found that the majority of the instructional content emphasizes technical skills such as music theory, instrumental proficiency, and vocal training. Although there are occasional opportunities for creative expression through music composition, the primary focus remains on technical aspects, and students' creativity in songwriting particularly in lyric writing has yet to be fully explored.

Figure 1. Music Learning Activities at SMA Negeri 1 Brebes
(Source: Research Documentation)

In the music learning process at SMA Negeri 1 Brebes, several students from the science class demonstrated a strong enthusiasm for playing musical instruments and singing. However, despite their interest in these activities, many of them found it challenging to write song lyrics. They tended to feel more comfortable engaging in technical aspects of music, such as playing instruments and practicing vocal techniques, rather than working on lyric writing, which demands deeper emotional expression and language processing.

Writing lyrics was perceived as a distinct challenge, as it requires the ability to select appropriate words, create harmonious rhythm, and align the lyrical message with the musical atmosphere. Even students who enjoyed writing poetry noted significant differences between composing poems and writing song lyrics, particularly in how lyrics must correspond with musical elements such as melody and tempo.

These findings indicate that although there is a genuine interest in creative expression, the difficulty in writing song lyrics presents a significant challenge. This issue is further exacerbated by the lack of specific instruction on lyric-writing techniques.

One of the key strengths of SMA Negeri 1 Brebes is the presence of a fully equipped music studio. The studio is outfitted with various modern musical instruments and recording tools, allowing students to experiment with different instruments and to record and edit music professionally. However, despite these highly supportive facilities, the researcher found that the studio's potential to foster creativity in songwriting particularly lyric writing has not been fully optimized. Most students primarily use the studio for vocal practice and instrumental performance. In reality, only a few students actually utilize the studio to record and edit their own lyrics. Mr. Aji also noted that there have been efforts to provide students with opportunities to create original music. For instance, in several classroom projects, students are asked to compose songs in groups, which includes writing lyrics and arranging the music through the following strategies.

1. **Fostering Creativity in Lyric Writing Instruction**

Music education plays a crucial role in character formation and the development of students' creativity. At the secondary school level, music instruction goes beyond technical proficiency in playing instruments or singing; it also serves as a medium for students to express themselves, create, and explore their artistic potential. The goal of arts education, particularly music education, is to cultivate students' creative abilities so they can produce works that are not only technically sound but also rich in personal expression (Pratin Murti Sutomo, 2021:9). Creativity is a fundamental component of music education, as music is not solely about the technical mastery of instruments, but also about how students express themselves through the works they create.

Music instruction particularly in songwriting requires an approach that goes beyond teaching basic techniques; it must also guide students in developing their creativity. Writing song lyrics is a creative process that involves more than simply arranging words. Students need to learn how to connect their emotions, stories, and personal experiences with musical elements such as rhythm, harmony, and melody (Azimah, & Utomo, 2018:27). In other words, an appropriate instructional approach can enable students to craft lyrics that are more than just words they carry depth and meaning.

A project-based approach to lyric writing is one of the most effective methods for fostering creativity in songwriting. At SMA Negeri 1 Brebes, this approach can be implemented by assigning students lyric-writing tasks based on specific projects for example, composing a song about personal experiences or expressing current social themes. Through this approach, students are given the freedom to explore their ideas openly, with the aim to:

a. Enhance students' lyric-writing skills by applying proper techniques and structure

To enhance creativity in lyric writing, students need to be taught about song structure and writing techniques that can help them arrange words more effectively. At SMA Negeri 1 Brebes, students often lack a strong understanding of how a lyric should be structured. Typically, song lyrics consist of several parts such as verses, choruses, and bridges each of which plays a distinct role in conveying the song's message.

b. Build students' confidence in creating original works

The process of writing song lyrics is closely linked to students' self-confidence. Many students feel insecure about their ability to write lyrics due to a perceived lack of experience or skill. Therefore, it is essential to create a supportive environment that encourages students to express themselves freely. One effective way to boost students' confidence is by providing opportunities for them to receive constructive feedback from both peers and teachers.

In the lyric-writing learning process designed to develop students' creativity, Radja successfully composed a work with the theme of love that reflects a deep and enduring sense of longing. Through the lyrics he wrote, Radja portrayed a figure associated with the beauty of an orange sky at sunset—a metaphor representing a presence that is beautiful yet distant and almost unreachable. Although filled with hope, the figure is depicted as something nearly impossible to attain, like an illusion that lingers in the heart. The central idea of this work demonstrates the student's ability to transform personal emotions into lyrics that are poetic, structured, and emotionally resonant. This achievement indicates that a learning strategy which provides space for exploration and self-expression can effectively encourage students to produce musical works that are original and meaningful.

Based on the general idea above, Radja created a song titled *"Jingga di Ujung Senja"* with the following lyrics:

Di sudut kota ini, aku masih saja sendiri
Menyusuri labirin Kenangan, tanpa henti
Waktu melaju, tak peduli pada hati yang terjerat
Menanti bayangmu, diantara ilusi dan penat
    Kau seperti jingga di ujung senja
    Indahmu merona, memeluk jiwa

Meski kau jauh, dan kita tak nyata
Rinduku abadi takan sirna
Terkadang aku bertanya, apakah rasa ini
sama
Bisakah kita bersua, diantara dunia yang
fana
Angan tak terbatas, menembus batas
waktu
Mencoba memahami isyarat, dari bening
matamu

Hembusan angin membawa bisik
lirih namamu
Membuat terpaku, menahan rindu
yang menggebu
Mungkin ini gila, tapi aku tak bisa
berpaling
Hanya kau yang bertahta,
disinggah sana hati
Kau seperti jingga di ujung senja
Indahmu merona, memeluk jiwa
Meski kau jauh, dan kita tak nyata
Rinduku abadi takan sirna

Dan aku akan tetap menanti
Sampai jingga tak lagi sendiri
Berdua dibawah langit yang
sama
Mengukir cerita tanpa kata

The lyrics written by Radja demonstrate that students are able to access various learning resources and express their musical ideas more freely. This integration of technique and expression proves highly effective in sharpening students' creative abilities. Developing students' creativity in lyric writing at SMA Negeri 1 Brebes requires a more structured, project-based, and collaborative approach. By providing space for self-expression, enhancing their understanding of lyric structure and writing techniques, and leveraging technology, students can engage more creatively and improve their ability to write high-quality lyrics. With proper support, students can also build greater confidence in producing unique and meaningful works of art.

2. The Role of the Teacher in Music Education for Lyric Writing

The teaching methods employed in music education greatly influence the extent to which students' creativity can develop. One particularly effective method is project-based learning. Project-based learning allows students to engage directly in the creation of their works, such as songwriting, and encourages them to think creatively throughout the creative process (Situmeang, 2020:170). Sebagai pendidik yang mengajarkan In addition to teaching instrumental techniques and music theory, Mr. Aji is responsible for guiding students to develop their creativity in producing works, including lyric writing. In an interview with the researcher, Mr. Aji revealed that many students are interested in composing songs, but they face difficulties when it comes to writing lyrics that not only have a proper structure but also convey deep meaning.

Figure 2. Discussion on Lyric Writing
(Source: Research Documentation)

For example, when teaching students to write lyrics, Mr. Aji provides guidance on how to develop themes, select appropriate words, and ensure that the lyrics align with the desired melody. Here, the teacher's role is crucial in instructing students on the fundamentals of lyric writing, such as lyric structure, the use of metaphor or symbolism, and how the lyrics can effectively convey a message that resonates emotionally with the listener, thereby producing:

a. Providing inspiration and encouraging students to be creative
One of the challenges many students face in writing song lyrics is a lack of inspiration. Many feel hindered because they do not know where to begin. In teaching lyric writing, Mr. Aji plays a role in inspiring students so that they can express themselves through words. The teacher can encourage students to listen to various music genres, introduce them to well-known songs, and engage them in analyzing the lyrics of existing songs.

b. Developing Lyric-Writing Skills Through a Systematic Approach
As previously mentioned, one of the teacher's key roles is to help students develop lyric-writing skills in a systematic manner. In this regard, Mr. Aji can assist students in understanding the basic structure of song lyrics, which typically consists of verses, choruses, and bridges.

c. Providing Space for Experimentation and Self-Development
The music teacher, particularly Mr. Aji, must also provide ample space for students to experiment with the lyrics they create. Instruction that is overly structured and rigid can limit students' creativity.

In addition to providing initial guidance in songwriting, Mr. Aji also needs to encourage students to accept feedback and engage in the revision process. This stage is crucial in helping students identify weaknesses in their work and offering opportunities for improvement. By receiving constructive feedback from both the teacher and peers, students become more open to criticism and feel motivated to enhance their skills. Through class discussions and lyric presentation sessions in front of their classmates, students are able to receive valuable input and gain new insights to improve the quality of their work. This process also allows students to practice public speaking and develop their ability to clearly communicate their ideas.

Challenges Faced by Teachers and Students in Implementing Learning Strategies for Song Lyric Writing at SMA Negeri 1 Brebes

Exploration in music education is not limited to playing musical instruments or composing music. Students are also encouraged to explore various ways of interacting with music, including experimenting with rhythm, harmony, melody, and song structure. By providing space for such experimentation, students are better able to develop their ideas and produce more original works. Social media platforms can serve as highly effective tools in expanding students' creative space in music learning, particularly in songwriting and lyric composition. (Hakim,

2024:339). Lanang Riyadi and Nandang Budiman (2023) highlight the importance of a contextual approach in music education, where the instructional content is tailored to students' daily lives. This approach allows students to more easily connect music theory with their personal experiences, thereby enhancing their comprehension and interest in music learning. This indicates that in order to foster creativity in songwriting, students require more structured guidance and a more interactive learning approach.

Figure 3. Assessment of Students' Creativity
(Source: Research Documentation)

The observations of the learning process provide a clear picture of the various challenges faced in lyric-writing activities, including factors that influence students' abilities. One of the key findings is the instructional approach applied by the music teacher, which emphasizes the importance of freedom of expression and the exploration of students' creative ideas. In practice, the teacher begins the lesson by introducing the basic structure of a song such as verse, chorus, and bridge to help students understand the foundational framework for writing lyrics. Students are then given concrete examples and encouraged to engage in discussions about the meaning and themes of popular songs that relate to their own experiences. Through this approach, students are guided to write lyrics based on personal experiences or imagination, making the learning process more contextual, reflective, and conducive to the creation of original works.

However, each student responds differently. Some students are immediately enthusiastic and demonstrate remarkable creativity. Yet, there are also those who feel confused about where to start. Several students are not accustomed to writing, especially in the form of song lyrics. They often struggle with

generating ideas or lack confidence in their own work.

In the implementation of lyric-writing instruction, several challenges were identified that require particular attention. One of the main challenges is building students' confidence and courage to express their ideas through writing. Many students hesitate due to fear of making mistakes or believing that their work is not as good as that of their peers. In addition, there is a noticeable gap in ability among students. Some have prior musical experience or are actively involved in extracurricular activities, while others are completely new to the process of music creation. This situation requires the teacher to adapt instructional approaches to accommodate the diverse needs and skill levels of all students. Although the strategies used in teaching lyric writing have been relatively effective, challenges such as individual differences, limited instructional time, and the need to enhance students' self-confidence remain issues that must be continuously addressed.

Figure 4. Feedback on Challenges Faced by Students
(Source: Research Documentation)

Some students already have experience in music and are accustomed to writing songs, while others require more guidance and time to develop their ideas. This situation compels teachers to adapt both the content and methods of instruction in order to reach all students, while also considering the limited time available for music classes. Consequently, several challenges emerge for teachers in implementing lyric-writing instructional strategies, such as the following:

1. **Challenges Faced by Teachers in Implementing Lyric Writing Learning Strategies**

Octavyanti, Suarni, and Margunayasa (2024) highlight that the use of song lyrics

as a learning medium can enhance students' creativity particularly in lyric writing, where student-created lyrics serve not only as a means of expression but also as a tool to understand musical structure and the language used in musical arts. Through lyric writing, students can gain a deeper understanding of other musical elements such as rhythm and melody, as well as how lyrics can support the intended message conveyed through music. However, despite these benefits, teachers still face several challenges in implementing lyric-writing learning strategies, which include:

a. Limited Time within a Dense Curriculum

Music education at this high school is structured with a range of subtopics that must be delivered within a limited timeframe. The curriculum includes music theory, vocal practice, instrumental mastery, and music composition, all of which require considerable attention and instructional time. As a result, more creative aspects of learning—such as lyric writing—are often overlooked. Writing lyrics demands space for experimentation and personal expression, but time constraints within the school schedule pose a significant challenge. In practice, much of the semester is devoted to covering foundational materials like basic music theory and vocal training, leaving limited opportunity to focus deeply on developing students' creativity through lyric writing.

b. Lack of a Structured Teaching Approach in Lyric Writing

Although some students have been assigned to write song lyrics, a more in-depth instructional approach on how to compose effective and creative lyrics has not yet been fully implemented. In practice, students are often asked to write lyrics without receiving a structured guide on how the lyrics should be composed. In fact, understanding the structure of lyrics—such as verse, chorus, and bridge—as well as the function of

each part in delivering a powerful and emotionally resonant message is essential. While the music teacher has provided examples of lyrics, students have not been thoroughly guided in developing themes and organizing lyrics into a cohesive piece. As a result, many students struggle to connect their ideas, themes, and melodies. They often lack a clear understanding of how to arrange words so that they align with the rhythm and form a unified musical expression.

c. Limitations in Providing Constructive and In-Depth Feedback
    SMA Negeri 1 Brebes is equipped with a well-facilitated music studio that could potentially support various creative activities, including recording and editing students' musical works. However, in practice, the studio is primarily used for technical purposes, such as vocal practice and instrumental training. Its potential to support the creative process of lyric writing has not been fully optimized. One of the main obstacles is the limited understanding among both students and teachers regarding how to utilize technology effectively in the process of writing and producing lyrics. As a result, the available facilities have not yet made a significant contribution to enhancing students' creative abilities in composing complete musical works, particularly in the aspect of lyric creation.

d. Academic Pressure and Other Workload Demands
    Another challenge faced by the teacher in implementing lyric-writing instruction is the academic pressure experienced by students. The heavy workload from various subjects and the need to prepare for exams often make it difficult for students to balance their academic responsibilities with the time required for creative expression. Many students feel that writing lyrics

becomes a lower priority due to the need to complete other, more urgent assignments. This situation is not unique to SMA Negeri 1 Brebes but is also common in many other schools, where the emphasis on academic achievement often reduces opportunities for students to develop their creativity. In this context, the teacher believes that if schools could provide more flexible scheduling and give greater attention to the creative aspects of learning, students would have more opportunities to grow in writing lyrics and expressing themselves through the music they create.

Overall, the challenges faced by Mr. Aji in implementing lyric-writing strategies at SMA Negeri 1 Brebes highlight the wide variation in students' abilities and needs. Although the teacher has made efforts to adopt suitable approaches to support students' creative development, limited time and students' lack of experience in songwriting remain major obstacles. Additionally, the imbalance between theoretical and practical components in the learning process adds to the complexity of achieving the intended outcomes. Therefore, a more adaptive strategy and additional support from various stakeholders including the school, teachers, and parents are necessary to foster a more conducive environment for the development of students' creativity.

2. **Challenges Faced by Students in Implementing Lyric-Writing Learning Strategies**

    Collaboration among students in this activity encourages them to think more critically and creatively. Innovative approaches in music education, which integrate art with other disciplines, can enhance student engagement. This approach does not solely focus on musical technique but also incorporates aspects of creativity, self-expression, and collaboration. As part of a study on developing students' creativity in lyric writing, an assessment was conducted

based on several key criteria that reflect important aspects of the creative process. The evaluation included five main criteria: Lyric Originality, Thematic Relevance, Song Structure, and Language Use, which were used to measure the extent to which students were able to produce original and creative musical works. The assessment involved 36 science-track students from SMA Negeri 1 Brebes who participated in a lyric-writing assignment.

Figure 5. Submission of Lyric Writing Assignments
(Source: Research Documentation)

Of the total students involved, only 10 submitted their assignments. Among them, 3 students were able to complete the task successfully, while the others faced difficulties in accomplishing it. Based on the 10 submitted assignments, the researcher established the following assessment variables:

Table 1. Assessment Criteria for Song Lyric Writing Assignment

| Nama Siswa	Lirik	Tema	Struktur	Bahasa	Skor Total
Aulia	5	1	4	4	18
Adam	2	4	3	5	15
Salsa	1	5	3	2	12
Zazkia	2	2	1	2	12
Hernisa	4	1	4	1	13
Alya	4	1	2	4	15
Wahyu	4	1	2	2	11
Radja	1	3	5	4	17
Rizki	3	5	3	1	13
Ragil	5	1	5	2	18

Based on the evaluation of the submitted assignments, a rating scale of 1 to 5 was used to assess the overall quality of the song lyrics. This includes theme coherence, appropriate language usage, and the overall viability of the lyrics. The results produced a Total Score, which was then used to determine a Creativity Index, as outlined below:

The discussion focuses on connecting the data and its analysis with the research problems or objectives and the broader theoretical context. It may also serve to answer questions regarding why certain findings emerged as reflected in the data.

The discussion is closely integrated with the data being analyzed and should not be separated from it. Based on the results of the students' creativity index above, a comparison of the students' creativity variables can be observed as follows:

Table 2. Comparison of Student Creativity Variable Scores
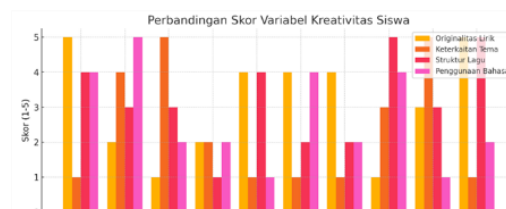
Through this table, an assessment can be made regarding the challenges faced by students in writing song lyrics. The table illustrates a comparison of students' creativity scores across various variables, such as Lyric Originality, Theme Relevance, Song Structure, and Language Usage, each of which plays a crucial role in developing their ability to write song lyrics. In order to better understand the challenges encountered by students in completing the lyric-writing assignment, the researcher conducted interviews with several students involved in the task. As expressed by Aulia regarding her experience in working on the lyric-writing assignment, she explained that:

> "*Actually, I found it quite difficult at the beginning, especially in finding ideas for the song lyrics. I don't write lyrics very often, so I felt confused about where to start. However, after I tried writing a few lines, I began to find a flow and a suitable theme. Of course, there were challenges in arranging words that could convey the message well, but in the end, I felt fairly satisfied with the result.*"

Next, Adam also shared whether he faced different challenges and explained:

$$\frac{\text{Originalitas Lirik} + \text{Keterkaitan Tema} + \text{Struktur Lagu} + \text{Penggunaan Bahasa}}{\text{Total Skor}}$$

"For me, the biggest challenge was related to the song structure. I understand that lyrics need to follow certain patterns, such as verses and choruses, but I felt confused about how to arrange them. I struggled to create lyrics that matched both the theme and the melody. Additionally, I lacked confidence because I rarely write songs, so sometimes I felt that my work was not good enough."

Salsa also added that:

"At first, I found it difficult to write song lyrics because I didn't know where to start. However, I felt better after trying several times. I also looked for many references from songs that I listened to. My main challenge was finding the right theme. Nevertheless, I found it easier when collaborating with my friends."

Overall, the interview results with the students indicate that although they face various challenges in writing song lyrics, there are positive factors that assist them in completing the task. Support from friends, teachers, and their surrounding environment, as well as efforts to seek inspiration from various sources, play important roles in helping them overcome difficulties. Nevertheless, limited time and lack of experience in songwriting remain significant obstacles.

Most students expressed difficulties in finding the right theme for their songs and arranging an appropriate song structure. Although classroom learning strategies, such as group discussions and guidance from the teacher, have provided some support, limited time and a lack of deep understanding of music theory often restrict students' ability to produce quality work. Therefore, the challenges faced by students in applying the lyric-writing learning strategy include the following:

a. Difficulty in Generating Ideas and Composing Meaningful Lyrics

One of the biggest challenges faced by students at SMA Negeri 1 Brebes in writing song lyrics is the difficulty in generating ideas and composing lyrics with deep meaning. Based on interviews conducted by the researcher with several students, they often struggle to find a theme or story they want to convey through their lyrics. As

expressed by Alya, who stated:

"I feel confused about choosing a suitable theme for my lyrics. Sometimes, I want to write about personal experiences, but I don't know how to express them properly in the lyrics."

Besides difficulties in choosing a theme, students often get stuck in selecting the right words. Faizal, another student, expressed that he finds it challenging to arrange words appropriately so that his lyrics can touch the listeners' emotions:

" Although I know what I want to say, I find it difficult to find the right words that truly capture my feelings. My lyrics often feel stiff and do not flow well."

These difficulties are quite natural, considering that writing song lyrics requires the skill to convey emotions and craft a story in an engaging and easily understandable way. For many students, this is a very challenging process because it demands not only language skills but also an understanding of how words can work together with melody to create an emotional connection with the listener.

b. Lack of Confidence in Writing Lyrics

Another significant challenge is the lack of confidence among students in writing song lyrics. Many students at SMA Negeri 1 Brebes feel that writing lyrics is a difficult task that requires special skills. As expressed by Ragil:

" Sometimes, I feel uncertain whether the lyrics I write are good enough or not. I am afraid that my lyrics won't sound good or won't fit well with the music."

Even Adam, who is skilled at playing musical instruments, admitted that he feels more comfortable playing the guitar than writing lyrics:

" I prefer playing the guitar because I feel more in control of it. But writing lyrics makes me afraid of failing, because I don't know if my lyrics will be accepted or appreciated by others."

This lack of confidence is often linked to the fear of failure or uncertainty about whether their work will be accepted. On the other hand, this fear can hinder their creative process, as students tend to focus more on their anxiety rather than freely expressing themselves through lyrics. In fact, writing lyrics is a process that heavily relies on the courage to explore and experiment with new ideas.

c. Lack of Understanding of Lyric Structure and Effective Writing Techniques

Banyak siswa di SMA Negeri 1 Brebes Students face difficulties in understanding lyric structure and how to compose effective and well-organized lyrics. In discussions with several students, they revealed that they often do not know how to build lyrics that harmonize with the music or how to organize words so that the lyrics feel coherent and impactful. For example, Rizki stated:

> " *I often feel confused about whether to start the lyrics with the verse or go straight to the chorus. I also don't know how to create a bridge section that can add strength to the song.*"

This indicates that without a clear understanding of lyric structure, many students struggle to organize the different parts of the lyrics properly. Lyric structure is essential to ensure that the message of the song is effectively conveyed, yet this area is often not taught in depth during instruction. Furthermore, songwriting techniques such as the use of metaphors, rhyme, and rhythm have also not been widely taught. Students often do not know how to apply these techniques to enrich the quality of their lyrics.

d. Limited Time for Creativity and Experimentation

Another challenge faced by students is the limited time available for creativity and experimentation with their lyric ideas. At SMA Negeri 1 Brebes, students have many academic assignments and extracurricular activities that demand their attention. This reduces the personal time they can dedicate to being creative in writing lyrics. Faris expressed:

> " *I often feel overwhelmed by the many assignments from school, and I don't have enough time to write the lyrics I truly want. Sometimes, I write lyrics just because it's an assignment, not because I feel inspired.*"

Furthermore, many students feel that they do not have enough time to deeply explore their ideas. They often rush through writing their lyrics, which results in lyrics that seem half-hearted and less developed. The limited time for experimenting with lyric writing also affects the quality of their work. Students who should be given space to experiment with various writing styles, themes, and lyric structures often feel constrained by other more urgent assignments.

Conclusion

Based on all the challenges related to the lyric writing learning strategy, students face various obstacles that hinder their creative process. Some of these challenges are related to difficulties in generating ideas, structuring the song, and expressing concepts in well-organized lyrics. Although support from peers and teachers, as well as the applied learning methods, have been provided, limited time and lack of experience remain major obstacles. Therefore, to improve the effectiveness of this learning strategy, a more flexible approach is needed, offering students greater opportunities to practice and collaborate. By providing a broader space for creativity and exploration, along with more intensive guidance, it is expected that students will more easily overcome these challenges and develop their skills in writing song lyrics.

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Curriculum Vitae

Jehan Shaila Hafeez merupakan mahasiswa aktif yang lahir di Brebes pada tanggal 6 April 2003. Ia berdomisili di Jl. KS Tubun No. 38, RT.002/RW.006, Kelurahan Pasarbatang, Kabupaten Brebes, Jawa Tengah. Jehan menempuh pendidikan tinggi di Program Studi Pendidikan Seni Musik dan akan menyelesaikan studi Strata-1 (S1) pada tahun 2025. Saat ini, ia aktif sebagai mahasiswa dan terus mengembangkan kompetensinya di bidang pendidikan dan seni musik.