



From Instruction to Inspiration: Pedagogical Approaches for Teaching in Private Music Education

Piter Sembiring^{1*}, Al Muqri², Asep Rizwan Nurfalalah³

^{1,2,3}Program Studi Pendidikan Seni, Pascasarjana Universitas Pendidikan Indonesia, Bandung, Indonesia

Email: ¹piter.sembiring06@gmail.com, ²almuqri6@gmail.com, ³aseprizwan277@gmail.com

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Abstract

This study explores pedagogical approaches in private music education, focusing on their impact on students' musical, cognitive, and emotional development. Using a qualitative approach, the study emphasizes the importance of individualized instruction, parental involvement, and technology integration. Observations and interviews conducted at Favore Music Bandung and GJKI Bandung Raya Church reveal that a flexible, student-centered approach, combined with motivational strategies, can significantly enhance engagement and creativity. Specifically, students showed increased creativity and motivation by selecting their favorite songs, which strengthened their emotional connection to music. Moreover, the integration of technology, including interactive music apps, enabled real-time feedback that enhanced students' technical skills and overall learning experience. Despite challenges such as limited teaching time and students' busy schedules, the study suggests that a personalized learning model, focused on students' interests, effectively overcomes these obstacles. This paper concludes that adaptive pedagogical methods are essential for fostering holistic development, with further research needed to explore technology's broader application.

1. INTRODUCTION

Private music education or music lessons play an important role in the development of children's cognitive skills and functions. Research shows that music instruction can improve phonological awareness and early literacy skills in children aged five to seven years, with varying effects depending on the duration of music instruction received. Research shows that music instruction can improve phonological awareness and early literacy skills in children aged five to seven years, with varying effects depending on the duration of music instruction received [1], [2]. Therefore, music lessons not only serve to teach musical techniques, but also make a significant contribution to the development of other cognitive aspects that are vital for children's growth. Involvement in music learning not only benefits emotional expression but also contributes positively to students' emotions. Music has the ability to profoundly affect a person's mood and emotional state [3].

In the context of private music education, the role of parental involvement is very important. The level of parental involvement in their children's music education varies greatly and has a major impact on the results achieved by the children [4]. Supporting instruments in the educational process are aspects that need to be carefully considered, including parental involvement, the characteristics of the learners, and the availability and quality of educational content [5]. Parental involvement can be defined as proactive actions that support music education, which shows that a supportive social environment, including the role of parents, is a key factor in the success of private music education. The significant differences between music education in regular classes and extracurricular classes highlight variations in teaching approaches and educational objectives, which create room for innovation in teaching methods that can improve the quality of the learning experience for students involved in private music lessons [6].

The development of an effective pedagogical approach in music education requires a deep understanding of various educational theories, practical implementation, and relevant socio-cultural contexts [7]. Educators must not only be familiar with foundational educational principles but also be able to adapt these principles to meet the unique needs of individual students, and in addition to the theoretical understanding, effective pedagogical strategies must also be informed by the relevant socio-cultural contexts in which education takes place [8]. A holistic approach that integrates both the theoretical and cultural dimensions of education enables music educators to create inclusive, dynamic, and effective learning environments while fostering creativity, critical thinking, and emotional development, all of which are essential for a well-rounded music education experience [9]. A comprehensive assessment of these dimensions can transform music teaching into a source of deep inspiration, which in turn can increase student engagement with music. One important aspect of innovative music education is the continuous professional development of educators, which is essential to bridge the gap between teaching specializations. Integrating music content into early childhood education not only enriches educators' pedagogical skills but also creates a more in-depth and comprehensive learning environment [10], [11]. This integration is very important, given that research shows that involving children in musical activities can significantly stimulate cognitive processes that support learning in other disciplines [12]. The recognition of music as a powerful educational tool emphasizes the need for music educators to adopt and adapt to innovative methodologies that can inspire creativity and emotional development in children [12].

Descriptive insights into pedagogical approaches suggest that incorporating strategies such as improvisation can significantly enhance students' sense of collaboration and creativity [13]. The influence of diverse cultures in curriculum design can produce more effective educational outcomes, suggesting that interdisciplinary approaches that integrate music with other curricular areas can broaden the scope of education [14]. This interdisciplinary focus is also important in music teaching that relates it to cultural heritage, especially in marginalized communities, where curriculum revisions to include cultural representation are critical in addressing gaps in music education [15], [16].

The purpose of this study is to explore the various pedagogical approaches applied in private music education and to analyze the impact of these approaches on the development of students' musical, cognitive, and emotional skills, especially in music learning. With this understanding, it is hoped that it can provide deeper insights into effective teaching strategies in private music education and its contribution to the holistic development of children.

2. RESEARCH METHOD

This study uses a qualitative approach to analyze and describe the various pedagogical approaches applied in private music education. The qualitative approach was chosen because the aim is to gain an in-depth understanding of the phenomena that occur in music education practice, which includes various aspects such as the interaction between educators and students, the use of teaching methods, and the influence of the social environment on student development. Using this approach, this study will provide more comprehensive insights into the practices and strategies applied in private music lessons. The research was conducted at Favore Music Bandung and the GJKI Bandung Raya Church. The study involved 20 students who participated in the private music lessons and researchers were directly involved as both teacher and instructor, providing firsthand experience and insight into the pedagogical practices observed.

2.1. Data Collection

The data collection techniques used in this study consisted of observation and interviews [17], [18], [19]. Observation was carried out to directly observe the learning process that took place in private music lessons, both inside and outside the classroom. In-depth interviews were conducted with students to gain a richer perspective on the influence of the teaching approach on students' musical development. In addition, documentation was used to collect data related to the curriculum, teaching materials, and student development records which were used as a reference in analyzing the teaching methods applied.

2.2. Data Analysis

The data were analyzed using thematic analysis. This approach involved familiarizing with the data, generating initial codes, and identifying key themes related to teaching strategies and their effects on student engagement and creativity. These themes were then compared with existing literature to deepen the understanding of how pedagogical approaches influence students' development in private music education.

3. RESULTS AND DISCUSSION

During private music lessons, the music learning process is carried out with an approach that is highly tailored to the individual abilities of the students, where the material provided is designed to meet their individual learning needs. Some students are also given the opportunity to learn their favorite songs, which aims to increase motivation and emotional involvement in learning. Various teaching methods and strategies, such as direct demonstrations, individual practice, and constructive feedback, are applied to develop students' technical skills, creativity, and collaboration. This approach not only focuses on the technical aspects of music but also supports a more holistic emotional and musical development in each student.

3.1. Dominance of the instructional approach

In this private music tutoring context, the learning process is designed with a highly adaptive instructional approach, where the material presented is tailored to the ability level and needs of each student. In addition, students are given the freedom to choose the songs they like, which can significantly increase learning motivation and enrich the emotional experience during the learning process [20]. This allows students to connect more with the material being taught, as well as strengthening their interest in learning music. Therefore, this approach facilitates a more personal and contextual learning experience for each individual.

The teaching approach in music lessons includes a variety of methods, which not only emphasize basic music theory aspects, but also involve practical techniques such as improvisation, collaborative exercises, and music analysis. This holistic approach aims to develop students' technical skills while encouraging their creativity and musical expression [21], [22]. The instruction provided is not only verbal, but also incorporates non-verbal elements such as demonstrations, body gestures, and facial expressions, which clarify students' understanding of the techniques being taught. This method of instruction allows students to assimilate material in a more comprehensive and effective way, both in mastering theory and practical skills [23], [24], [25].

The main focus of this instructional approach is on learning musical instruments such as the piano, keyboard, guitar, and drums, each of which is taught using a method appropriate to the characteristics of the instrument. On the piano and keyboard, more attention is given to mastering hand techniques and motor coordination, while on the guitar and drums, emphasis is placed on mastering rhythm and more dynamic playing techniques. This approach supports deeper musical development, as it not only teaches technical skills, but also develops students' understanding of musical structure and self-expression in the context of musical art.

This adaptive and flexible instructional approach offers a number of advantages. One of its strengths is its ability to adapt material to the individual needs and preferences of students, which can significantly increase their motivation and involvement in the learning process. The freedom to choose favorite songs also creates a more enjoyable and emotionally relevant learning environment for students, strengthening their connection to music. In addition, the use of a variety of teaching methods, together with verbal and non-verbal instructions, allows students to understand the material in a comprehensive and integrated manner, covering both theoretical and practical aspects.

This approach, however, presents some challenges. One of them is the potential imbalance between mastering basic techniques and developing creativity. Without proper attention, students may focus on their favorite songs and ignore the importance of mastering more fundamental basic techniques. In addition, despite the various teaching methods applied, some students may find it difficult to understand instructions, especially if non-verbal aspects are not communicated clearly enough. A high degree of reliance on the freedom of materials can also lead to a lack of clear structure in the achievement of measurable learning objectives, potentially reducing the effectiveness of the learning process as a whole.

However, this approach has its own challenges. One of the main concerns is the potential imbalance between the mastery of basic techniques and the development of creativity. When students focus too much on learning their favorite songs, they can neglect the development of important basic skills, which are essential for their long-term growth as musicians. To overcome this challenge, it is important for educators to integrate technical practice and creative exploration into the curriculum. This balanced approach ensures that students develop their basic skills while having the freedom to express their creativity.

Another challenge is that some students may find it difficult to fully understand instructions, especially when non-verbal cues (such as gestures and demonstrations) are unclear or not effectively communicated. To overcome this, teachers must work to improve their communication techniques, ensuring that verbal and

non-verbal instructions are clear, precise, and accessible to all students. In addition, the freedom to choose learning materials can sometimes lead to a lack of clear structure, which can hinder the achievement of specific learning objectives. To overcome this, instructors must create a more structured framework for each lesson, ensuring that even though students enjoy autonomy in their choice of songs, they are still guided to master key technical skills and achieve set learning objectives.

3.2. Transformation towards an inspiring approach

In the context of private music learning, the transformation towards a more inspiring approach is reflected in the active role of the teacher in creating a supportive, enjoyable, and motivating atmosphere for students. Teachers not only act as teachers, but also as a source of inspiration that encourages students to create and explore the world of music [26], [27], [28], [29]. By showing expressions of spirit, joy, and enthusiasm, teachers provide concrete examples of how emotional involvement in the learning process can enrich students' learning experiences. Motivation provided through both words and positive attitudes creates a safe and free space for students to improvise, develop creativity, and explore new ideas without fear of failure.

The role of the teacher in this approach is multidimensional; in addition to being a teacher, the teacher functions as a mentor who provides direction and guidance, as well as a facilitator who supports students in their learning journey. Teachers adopt the role of 'guide on the side,' helping students to find their own way in the world of music, instead of acting as an authority that controls their every step [20], [30]. This approach gives students the freedom to explore and develop their potential with collaborative guidance based on individual needs. In this role, teachers not only teach musical skills, but also guide students to discover their creative abilities, thus building greater confidence in their learning.

In addition, in this approach, there is the application of motivational theory based on students interests and desires. Learning that is tailored to students' interests gives them room to feel more connected to the material being taught, thus increasing their level of engagement. When students learn material they choose or music they like, they feel more motivated and have greater control over their learning process [31], [32]. By integrating these motivational principles, the inspirational approach not only improves students' technical abilities, but also enriches their learning experience, making music a means not only to develop skills, but also to explore and express themselves more deeply.

3.3. Effective pedagogical strategies in private music lessons

In the current digital era, technology has become an increasingly integral element in various aspects of education, including music learning. In today's digital era, technology has become an increasingly integral element in various aspects of education, including music learning. Besides, the use of new technology to support the learning process of students has become common and frequently encountered [33], [34]. In the context of private music lessons, technology opens up opportunities for students to access various resources that can enrich their knowledge, both in theory and practice. The use of music software, interactive applications, and online platforms allows students to study music theory, practice with musical instruments, and receive real-time feedback, which enriches their learning experience and improves the quality of the learning process [35], [36], [37].

In addition, another important aspect of an effective pedagogical strategy is the role of feedback provided by the teacher, which not only serves to correct mistakes, but also to strengthen the interpersonal relationship between teacher and student. Feedback provided in a constructive and timely manner increases students' confidence and builds their motivation to continue to develop. With clear and in-depth feedback, students feel valued and more encouraged to continue practicing. A supportive learning environment, created through open and supportive communication, also plays a vital role in ensuring that students feel safe to explore and face the challenges of learning music.

The aspect of joyful learning is also an important part of this strategy. Creating a fun and engaging learning atmosphere not only makes students more interested but also encourages them to engage more deeply with the material being studied. Fun learning, although sometimes challenging, helps students stay motivated and continue to explore their abilities in music [38], [39], [40]. Thus, learning does not only focus on the end result, but on the process that enriches the student's emotional experience, making them more connected to the learning material. Furthermore, the gradual application of the learning approach in private music lessons ensures that students do not feel overwhelmed by the complexity of the material taught. By presenting material in structured stages, students can master each concept gradually before moving on to more difficult levels. This approach allows students to develop a deep understanding and overcome challenges more effectively, which in turn helps them to make more significant progress in their musical skills.

Table 1. Effective Private Music Learning Approach and Its Impact

Strategy	Description	Effectiveness	Success Indicators
Technology	Use of music apps and platforms.	Facilitating access to materials and self-study	Increased student involvement and understanding.
Feedback	Providing clear and timely feedback.	Improve students' understanding and motivation	Improved student confidence and skills.
Supportive Environment	Creating a safe and supportive learning space	Increase student comfort and motivation.	Student involvement and activities.
Joyful Learning	Fun and interesting learning.	Maintain motivation even when the material is difficult.	Students remain enthusiastic and not easily depressed.
Gradual Learning	Structured and gradual presentation of material.	Facilitate mastery of the course material.	Improvement of techniques and student confidence.

3.4. Challenges and opportunities

In the context of private music lessons, there are a number of challenges to consider, one of which is the limited teaching time. With a schedule that only allows for meetings once a week, limited time is often the main obstacle to achieving optimal student development. The dependence on infrequent sessions and short time frames requires teaching to be carried out with a high degree of efficiency, although this can limit the depth of material that students can learn.

In addition, the busyness of each student is another significant challenge. Many students have busy schedules, both at school and in other activities, which results in limited practice time outside of class. This can affect the speed and quality of learning, as regular practice outside of tutoring hours is key to mastering musical skills. A lack of independent practice time can slow down the development of students' musical techniques, even if they receive quality material during learning sessions. However, behind these challenges, there is a great opportunity to develop a learning model based on students' interests and creativity. By integrating a more personal and flexible approach, music learning can be tailored to individual interests and talents, creating a more engaging and meaningful experience for students. This interest-based approach not only increases learning motivation but also gives students the opportunity to explore their creativity in music. Thus, despite time constraints, teaching that focuses on students' interests and creativity can be an effective solution for optimizing the music learning process in a limited situation.

3.5. Discussion

In this section, the impact of the pedagogical approach applied in private music education on the development of students' musical, cognitive, and emotional skills is analyzed. The results show that an adaptive approach focused on the individual needs of students has a significant influence on increasing their motivation and involvement in learning. This approach, which includes methods such as improvisation, collaborative practice, and constructive feedback, not only focuses on the development of technical skills, but also strengthens the emotional aspects and creativity of students.

The main finding in this study highlights the importance of freedom for students to choose the songs they like, which serves as a way to increase their motivation and emotional involvement with the material being studied. This creates a more personal and emotionally relevant learning experience for each student. However, this study also notes the challenges that arise related to the potential imbalance between mastery of basic techniques and the development of creativity. Therefore, adjustments in the structure of learning materials are needed to ensure that both can develop in a balanced manner.

Furthermore, the application of an inspiring approach that involves the active role of teachers as a source of inspiration has been proven to increase student creativity. Through the expression of passion and enthusiasm shown by teachers, their role is not only limited to being a teacher, but also a mentor who

facilitates students' exploration of the world of music. The concept of fun learning, combined with the use of music technology and digital platforms, also opens up opportunities for students to deepen their knowledge of music theory and instrument practice, thus improving the quality of their learning experience

4. CONCLUSION

This study reveals that although there are several challenges in private music lessons, such as limited teaching time and student busyness that reduce practice time, there are also great opportunities to develop a more adaptive and interest-based approach for students. Time constraints that only allow for once-a-week meetings require teaching to be done efficiently, while students' busyness has an impact on their independent practice. However, by integrating a more flexible learning model that focuses on students' interests and creativity, these challenges can be overcome. A more personal and enjoyable approach, one that takes individual interests into account, can increase motivation and allow students to explore their creativity in music. Therefore, even though the limited time and commitment of students are obstacles, the application of innovative methods can increase the effectiveness of music learning and support more holistic musical development in students. Further research can expand this research by exploring the further use of technology in improving the accessibility and effectiveness of private music instruction.

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