

Research Article

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Music Composition Training for Indonesian School Students in Kuala Lumpur in Preparation for FLS2N Competition Among Indonesian Schools Abroad

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Abstract: This training activity aims to train students' music skills in preparation for the National Student Art Competition Festival which is a program of the Indonesian government. FLS2N (Festival Lomba Seni Siswa Nasional) is an event organized by the Indonesian Ministry of Education and Culture to facilitate students throughout Indonesia, including students in Indonesian schools abroad, in developing their musical talents and interests. The methods used include regular rehearsals, collaboration between participants, and public performances to build experience. The subjects of this research are school students of all levels who are prepared to represent the school in FLS2N activities. The results of this training are expected to not only improve the quality of student performances at FLS2N, but also foster interest and appreciation for music in the context of Indonesian culture. This training contributes to the development of students' abilities and character as a creative and talented next generation. Service activities through Indonesian music training in Indonesian schools in Kuala Lumpur Malaysia are not only about learning music, but also about enriching students' experiences, strengthening cultural identity, and promoting cooperation between nations.

Keywords: Music Composition Training, FLS2N, Student Performance, Indonesian School Kuala Lumpur.

Introduction

The role of education is very important for the nation and its country to progress. In this case, the State will advance if it gives birth to a prosperous nation, is able to develop national character, and has character. According to Kurnia (2023) that the life of a democratic, characterful and intelligent country is the role of a strategic education in equalizing the progress of various sciences.

This is one of the causes of the aforementioned problem in the educational element, which is students in a school. Because of this, a teacher's creativity is one of the most important factors in developing students' character in the 4.0 era. This will make education more high-quality and help the country's economy (Cahyani et al., 2021). Along with the development of the world, Indonesia has a very diverse culture. To maintain Indonesian culture,

everyone must have a strong sense of nationalism that develops within them to develop a positive attitude towards Indonesians. Every day in every region in Indonesia has its own characteristics. Culture is the enforcement of religious principles within a particular nation through the formation of citizen character. Citizen character building is an important step in ensuring the survival of a state or nation. Sekolah Indonesia Kuala Lumpur, also known as SIKL, is one of the Indonesian inter-national schools in Kuala Lumpur. SIKL provides support and tutoring for students from kindergarten to high school who wish to participate in the Indonesian Embassy Kuala Lumpur's national curriculum (Fukuyama, 2018). The school is an overseas educational institution that serves as a learning institution for Indonesian children residing in Kuala Lumpur. Apart from being a place of learning, SIKL is also the National Museum of Indonesia in Kuala Lumpur,

Malaysia. Various aspects of Indonesian culture have been taught at SIKL through the Cultural Arts curriculum, of which music education is the most prominent. There should be music education for high school teachers in order to uphold and promote Indonesian culture, develop the personality of students in Indonesian schools in Kuala Lumpur, and develop and popularize Indonesian music. Challenges in cultural preservation efforts, especially Indonesian traditional arts, are increasingly felt due to the times and globalization. Overseas, Indonesians often listen to dominant local music and culture. Music education in schools helps students develop and strengthen their sense of identity in a potentially different environment. Students in Kuala Lumpur benefit greatly from learning and appreciating Indonesian culture through music classes. This includes learning various genres of traditional and modern music and understanding the world and its people through music itself. Music education encourages a lot of teamwork and interaction, both in composition and ensemble performance. This creates social and teamwork skills that benefit students' future lives. By introducing students to Indonesian music, schools can also help build a foundation for Indonesian musicians and music fans abroad. This can contribute to the growth of the Indonesian music industry as a whole. The purpose of this service was to teach music to the students while supporting the National Student Arts Festival, an Indonesian government program. The Festival Lomba Seni Siswa Nasional (FLS2N) is an event organized by the Indonesian Ministry of Education and Culture to support students across Indonesia, including those attending Indonesian schools abroad, in promoting their music and dance (Asih & Hasanah, 2021). Developing students' musical abilities is the main goal of the music branch in FLS2N. Through perseverance and skill development in music, students have the opportunity to enjoy their musical abilities, whether as performers, musicians, or songwriters.

FLS2N also provides teachers with the opportunity to assess students' abilities and knowledge within the existing music education curriculum. Through the competition experience, educators can see firsthand how students apply the skills they have learned. This allows teachers to make adjustments in teaching methods and materials to make them more relevant and effective. Thus, music education programs can continue to improve the needs of students and raise the standard of education in other countries.

Involvement in FLS2N also helps students develop positive traits such as discipline, hard work and time management skills. When students work together for a competition, they learn important lessons of teamwork and communication. This is not only beneficial in the context of music, but also in broader life education. In this way, educational needs. This is not only beneficial in the context of music, but also in broader life education. Thus, the need for music learning in Indonesian schools abroad is not only limited to mastery of musical instruments or vocal techniques, but also includes character development and social skills that are important for students' personal growth. According to Mukti & Fathurrahman (2023), music education is essential for cultivating cultural identity, especially for overseas students. Music education that blends traditional and modern styles can help students become more connected to everyday life and gradually adjust to the new environment. Research findings show that students who participate in music programs consistently increase their awareness of their own cultural values, which is especially important for diaspora communities. Research by (Oktadus, 2022) highlights the importance of music education programs in Indonesian schools abroad. This study shows that structured teaching, such as working with local teachers, can improve students' musical proficiency and enhance their learning experience. Teaching methodologies that encourage understanding of local music and

integration with traditional Indonesian music also foster student creativity. In the context of music education, student collaboration not only improves individual performance but also fosters teamwork and confidence. When students work in groups to overcome obstacles, they learn to stay calm and communicate effectively. This collaborative approach is very similar to that used in music teaching for FLS2N, where group performance is highly valued (Noorsetya et al., 2024). Music education that fosters creativity, such as music composition and songwriting, has a positive impact on students' ability to think critically. In the teaching context of FLS2N, students are encouraged to express themselves through music, which enhances their creativity and innovation and gives them the opportunity to create original works of art.

It is important to evaluate music education programs to improve the quality of teaching and learning. The purpose of this study is to encourage students and teachers to be more cooperative so that programs can be tailored to the needs of participants (Amin & Zaenab, 2023). Evaluations conducted after FLS2N can help improve and uphold music education programs in Indonesian schools abroad.

Overall, FLS2N serves as a bridge that connects the music learning process in schools with the mastery of broader skills, while preserving the culture and identity of Indonesian students abroad. Through this competition, students not only learn about music, but also build a sense of community and pride in their culture.

Method

The type of research used is descriptive qualitative research. The purpose of this research is to gain an understanding of the music education provided in Indonesian schools in Kuala Lumpur. When one wants to explore a particular phenomenon, such as in arts education, then qualitative research is used (Charli et al., 2022).

The research subjects consisted of students of Indonesian Schools in Kuala Lumpur who participated in the music training program. The selection of subjects used purposive sampling technique, where students who are involved in gamelan training and have diverse backgrounds from elementary to high school levels will be the focus of the research.

Data was collected through several methods, including:

1. Direct Observation

The researcher will conduct direct observations during the music training sessions. This observation aims to record student interactions, teaching techniques, and skill development and changes that occur during the learning process.

2. Semi-structured Interviews

Interviews are conducted with students, music teachers, and parents. Questions will be designed to explore their experiences in music training, its influence on cultural identity, and the impact of self-confidence. These interviews will provide additional insights and deeper context to the observational findings.

3. Documentation

Collecting relevant documents, such as training plans, teaching materials, and student evaluation results. This includes recordings of practices and performances that occur during the training. Documentation such as training results and training notes will also be used to analyze the data collected (Hermawati et al., 2017).

The collected data will be analyzed using thematic analysis techniques (Rijali, 2019). The analysis process includes transcribing interview results and recording observation notes to facilitate analysis, identifying themes and patterns that emerge from the data such as skill development, cultural identity change, and students' social experiences, and compiling a report that describes the findings in the form of a

narrative that reflects the experiences of students and teachers.

This research is expected to provide a comprehensive picture of the influence of music training on the development of skills and cultural identity of Indonesian School students in Kuala Lumpur, as well as provide input for the improvement of arts education programs abroad.

Results and Discussion

The purpose of music education at Sekolah Indonesia Kuala Lumpur is to encourage students to participate in the Festival Lomba Seni Siswa Nasional (FLS2N) organized by the Indonesian government. In this section, the outcomes of music education will be discussed, including students' skill development, emerging creativity, and the impact of education on students' cultural identity. Students from elementary to high school are taught music through a curriculum that combines traditional gamelan music with contemporary music. The series consists of theoretical and practical lessons, where students learn how to play the gamelan and how to play modern instruments such as keyboards and guitars. These are offered in the form of group exercises that allow students to collaborate and interact. Direct observation is used to document student interactions during the exercises, and continues over several training sessions.

Creativity Development

Many students said that this course gave them the opportunity to express themselves through their own musical expression. Students who participated in the music lessons showed significant growth in their understanding of gamelan music, especially those who had no previous experience. In achieving this, the structured learning process and the environment of the course venue were crucial. The training sessions utilize an interactive teaching approach where students receive passive instruction and

encouragement to work hard. Through these exercises, students are able to methodically learn the basics of gamelan playing, from how to play the music to the elaboration of distinctive rhythms and sound patterns. At first, many students feel apprehensive and have difficulties when they try to learn gamelan music. However, as a result of working for a long time and doing a lot of work, they began to do things that they would not normally do. One aspect that really helped was the ability to learn in a group setting. In a collaborative setting, students consistently provide support and encouragement, creating a positive learning environment (Kurniawati, 2024). They learn from each other, discuss different techniques, and together explore interpretations of gamelan music. This not only accelerates the learning process, but also fosters healthy relationships between them. The progress the students have made is not only a result of their improved technical ability, but also their confidence. Before starting the lesson, some students were apprehensive about their ability to play music. However, with consistent instruction and support from teachers and students, they began to feel more relaxed when playing the gamelan. Those who previously felt inexperienced were now able to take part in peaceful activities and even participate in group projects. This success increased their enthusiasm for learning and strengthened their appreciation of Indonesian traditional music.



Figure 1. Indonesian School Kuala Lumpur students practicing Javanese gamelan

Ultimately, the experience gained from teaching gamelan gives students more than just the ability to play an instrument; it also helps them understand the cultural elements that exist in traditional Indonesian music. They become more aware of the importance of promoting music that has been around for a long time. The progress made in mastering the gamelan instruments is a clear result of their dedication and hard work, which will hopefully continue to improve as they gain more hours and musical experience. The students have a stronger connection to Indonesian culture, which encourages them to appreciate traditional music while remaining open to innovation and mixing with contemporary music.

During music lessons, students at Sekolah Indonesia in Kuala Lumpur experience significant cultural identity development. Through learning and playing gamelan, they not only learn how to play traditional music but also gain a deeper understanding of the world, its philosophies and values. Their connection to Indonesian culture encourages students to appreciate the traditional music that has been ingrained in their society for many years. When students understand the meaning behind every note and every rhythm, they often become part of that cultural heritage. Awareness of the importance of preserving traditional music not only made the students more connected to their culture, but also made it easier for them to discuss and sing it, especially in the context of their lives abroad. In an ever-changing social environment, the students were motivated to be positive role models who conveyed the joy and harmony of Indonesian traditional music to their peers in Kuala Lumpur. This has an impact on collaborative activities as students work actively to reinforce everyday values while adjusting to changes over time.



Figure 2. Traditional and modern music collaboration exercises

However, it also gives students the opportunity to be creative. By combining traditional and modern music, the students were able to explore creative possibilities that combined techniques and styles. They were not only respected, but also encouraged to innovate and create new music that reinforced their identity as a generation of working-class Indonesians living abroad. This shows that adhering to tradition does not mean that one must follow it exactly, but creates opportunities to adapt to suit the current context and environment. This congruence between tradition and innovation also encourages students' musical development. By giving students the opportunity to learn different genres of music, teachers can instill respect for tradition through self-expression. Their openness to innovation reflects their proactive attitude in analyzing Indonesian culture as a source of creative energy, not as something that is a fact or by-product of modern development.

In other words, music education not only provides students with technical skills in playing musical instruments, but also helps them develop into individuals who value their cultural identity while enduring hardships and changes over time. Through this process, students learn that education is a living, breathing entity that creates new knowledge relevant to their generation. This

gives them the ability to break with tradition while still making significant contributions to scientific and religious innovation, making them a creative, responsible and compassionate generation who care deeply about their own cultural heritage.

Collaboration of Tradition and Modern Music

One of the main focuses of the lessons is the collaboration between modern music and gamelan. Research shows that the combination of these two elements not only enhances the students' musical experience, but also stimulates their creativity in creating new compositions.

a. Creativity in Arrangement

Students at an Indonesian school in Kuala Lumpur successfully created musical arrangements that combined contemporary melodies with gamelan rhythms. This shows that combining the two types of music not only improves students' understanding of each genre, but also increases their motivation to learn.

In the context of teaching FLS2N music, this approach is quite relevant. FLS2N (Festival Lomba Seni Siswa Nasional) is a forum that encourages creativity and cooperation among students through various art forms, including music. By combining gamelan and contemporary melodies, students can learn new skills and develop their musical abilities more fully.

In addition, this collaboration creates a more interactive learning environment, making students more inspired and engaged in the learning process.

b. Impact on Student Self-Confidence

Participation in FLS2N also has a positive impact on students' confidence. Through public performances, students learn how to be calm and diligent when performing professionally. All observations and interviews show that:

1) Sekolah Indonesia Kuala Lumpur students' self-perception of their ability to

play music and perform in various themes makes them more confident. Self-perception is the way individuals assess themselves, including their abilities, values and other attributes. In this context, it refers to how students see their ability to play music and perform (Morina, 2021). Sekolah Indonesia Kuala Lumpur students' awareness of their ability to play music and varied performances on various themes contributed significantly to their increased confidence. Positive self-perception in music creates motivation to learn more, and makes them more active and confident participants in performing arts. This is not only beneficial during their time at school, but also has a long-term impact on their abilities in various aspects of life.

2) Regular practice and public education contribute to the development of a positive mindset which is essential for competence.

Conclusion

Sekolah Indonesia Kuala Lumpur's music education program has a very significant impact on student development, not only in musical proficiency, but also in terms of self-esteem, confidence and creativity. The combination of traditional gamelan music, which is still played today, with contemporary music that the students are more familiar with, creates a lively and flexible learning environment. The students have two different perspectives: they learn technique and tradition through gamelan, and they also explore contemporary elements relevant to their lives abroad.

Through teaching gamelan, students are not only taught the skills necessary to play the instrument, but also learn about the various cultural values included in the material. Many students who previously lacked the ability to play gamelan showed significant progress. This is a

result of structured teaching and a supportive, structured environment that explores innovative ways to teach traditional music. Students felt a deep sense of pride and emotional affinity towards their cultural heritage, which in turn strengthened their sense of identity as young Indonesians abroad. In this case, music education serves as a tool to raise religious awareness. When students engage on stage, they show not only their individuality but also their collective identity as members of the Indonesian community abroad. Many students said that after seeing how music can foster social relationships and strengthen intercultural bonds, they became more eager to learn and enjoy traditional Indonesian music. This explains why the success of music education is not only attributed to technical proficiency, but also to the emotional and social resonance it generates. One important factor that should be discussed is the increase in confidence experienced by the students. Publicly accessible education and training gives people the opportunity to grow and learn while overcoming their nerves. In addition to improving their technical skills, performing in public also gives students the opportunity to feel a sense of accomplishment that can boost their confidence. When faced with new challenges, students who were initially timid and lacked confidence begin to show signs of maturity. They learn to deal with criticism and critique, which is an important part of the learning process in the world of performing arts.

At Sekolah Indonesia Kuala Lumpur, students' collaboration during teaching and learning and music activities plays a very important role in their development. This collaboration is not just about working together; it also involves creating an environment where students can grow and develop. In this collaborative process, they learn to share ideas, challenge each other's perspectives, and provide the necessary support. This helps them develop

self-confidence and sensitive social skills, such as communication and negotiation.

When students work together, they create strong bonds and create a very responsive atmosphere. This relationship allows them to express their ideas to each other without fear of repercussions. The more collaboration that occurs, the greater the potential for creating more colorful and rich artwork. For example, when creating a musical arrangement together, students are required to give each other constructive criticism, which ultimately strengthens the final quality of the work produced.

In addition, collaboration also encourages students to contribute actively in class. Each individual has a clear role, and this variety of roles allows them to show their uniqueness. Students learn that every voice and idea has value in the creative process. Through the experience of working together, they realize the importance of sharing responsibility, which will be very useful in achieving common goals, both in the context of music education and in everyday life. More than that, collaboration is also a platform for students to work innovatively. When they are given the opportunity to create new arrangements or integrate modern elements into existing musical traditions, students are encouraged to think outside the box and explore. This shows that criticism of tradition does not necessarily mean rejection, but can be a source of inspiration to create relevant and fresh innovations.

Music education at Sekolah Indonesia Kuala Lumpur is not only successful in developing students' practical skills, but also in improving their confidence, social skills and creativity. The findings illustrate how education is a key component in shaping a young generation that is ready to face a changing world while upholding cultural values. Initiatives and approaches such as these are essential to ensure that education is inclusive within the international school curriculum. Sekolah Indonesia Kuala Lumpur contributes to the effort of promoting

holistic and forward-thinking education by integrating collaboration and innovation in music education. It also encourages students to not only face difficulties in the present but also in their future life journey.

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