Continuity of Music Education during the Covid-19 Pandemic in the Society 5.0 Era

Richard Junior Kapoyos[1], Laura Megawaty Manalu[2]
Prodi Pend.Seni, Universitas Negeri Semarang[1]
Jl. Kelud Utara III Petompon Gajahmungkur Semarang 50237
Prodi Musik Gereja, STFT Jaffray Makassar[2]
Jl.Gunung Merapi No.103 Makassar 90115
Correspondence Email: richardkapojos@gmail.com

ABSTRACT

Education in Indonesia from elementary to college has experienced a change in the learning process caused by the Covid-19 pandemic, one of them is learning in the field of music, which was originally offline and later because of this pandemic learning was carried out online. The government's policy is to carry out all activities at home, in order to cut the chain of the spread of the Covid-19 pandemic, which is a tough test for music educators. These changes occur because of the community's efforts to adapt to new needs, conditions, and conditions that arise in line with the growth of society. Not finished with the issue of the Industrial Revolution 4.0, now people are faced with back with the issue of society 5.0, objects and all existing social orders integrated with the virtual world. The purpose of this research to determine continuity of music education during the Covid-19 pandemic in the era of the Society 5.0. The method used is literature review, namely using various sources of reference both from research results and from the thoughts of other authors. The results of this conceptual research are expected to provide local wisdom values because music is one of the important elements for society in facing a changing era.

Keywords: Music Education, Covid-19, Society 5.0

JEL Classification Codes: L26, Z32, Z13, Z11

INTRODUCTION

In December 2019, cases of mysterious pneumonia were first reported in Wuhan, Hubei Province. The source of the transmission of this case is still not known for sure, but the first case was associated with a fish market in Wuhan (Rothan et al., 2020) December 18 to December 29 2019, there were five patients treated with acute respiratory distress syndrome (Ren et al., 2020) From 31 December 2019 to 3 January 2020 this case increased rapidly, marked by 44 reported cases.

In less than one month, the disease has spread to other provinces in China, Thailand, Japan and South Korea (Huang et al, 2020). Entering 2020, the whole world has experienced a shift in the order of life due to the Covid-19 pandemic. No exception, the world of education is also affected by the pandemic (Almarzooq et al., 2020). This is reinforced by several studies from (Ayuni et al., 2020; Pramana, 2020; Purandina, 2020) on the implementation of education at the primary level to higher education (Almarzooq et al., 2020; Ferdig et al., 2020; Shaw et al., 2020).

An increase in the transmission of the Covid-19 virus has prompted the Indonesian Government to establish a Large-Scale Social Restriction (PSBB) policy as an effort to break the chain of the Covid-19 spread. This urges the public to comply with health protocols by implementing physical distancing and self-quarantine to prevent the virus transmission. This policy has raised conflicts in several activities such as religious activities, learning, commerce, and other activities that involve crowds of

people. This also has brought major impacts on the national and global economy (Handayati et al, 2020)

Covid-19 pandemic has spread around the world and affected the development of economic countries. Some countries and states are under hotspot areas. During the lockdown period, many organizations were forced to close their businesses, causing economic recession. In addition, many companies have seen a sharp decline in their sales and affecting their profits (Kumar et al, 2021)

In Indonesia, it is one of the countries affected by Covid-19. Various government policies have been taken to prevent the spread of the virus. Government policies also have an impact on regulating the education sector in Indonesia. There was a change in the learning process, which was initially carried out face-to-face in class, then due to this pandemic there was an adjustment, namely the learning process was carried out online. The emergence of innovations from teachers also gave color to the learning process during the Covid-19 pandemic.

The learning process in the arts has adjustments to the technical activities of teaching and learning for students (Kristanto, 2020). The role of art education is not only in the micro context (schools and higher education institutions), but also in the macro context, namely the community which is the output of educational institutions. Therefore, art education must be able to answer kinds of problems related to society. Not finished with the issue of the Industrial Revolution 4.0, now the community is faced with the issue of society 5.0, namely society, objects and all existing social structures integrated with cyberspace.

Education is an important part in all aspects of community life. Education plays an important role in uplifting human dignity, so that education is also one of the spearheads for the progress and development of a country (Sambira & Kristanto, 2020). For this reason, education must lead to objective truth as a form of the existence of education in science (Foucault, 2012). The presentation conveyed the message that education is a learning process that is sustainable. The spirit of making humans as noble creatures is one form of the ideological spirit of art education. Art exists as a medium in the world of education which has a function to make human beings human. It is hoped that the touch of art in the world of education will be able to grow the strength of feeling sensitivity, expression, creativity, and innovation. in art education, the main focus is on the arts.

In general, children or students are encouraged to express ideas freely. The three goals of art education in schools are appreciative, creative, and expressive to form a personality that is aware of social and cultural values (Triyanto, 2017). The function of art education leads to two things, namely aesthetic education media and creative education media. For this reason, it can be said that the function of art education is dual, because art education is also a medium for the preservation and inheritance of socio-cultural values, which contain cognitive and affective dimensions.

Music is an entity that is always present in human life, even though in reality each individual has a different understanding of the concept of music (Julia, 2017:6). Whether we realize it or not, every individual has potential, musical that was in him. Musical potential is a basic ability that is inherent in a person regarding music without any influence from the environment (Sumaryanto, 2000).

The musical potential that is owned by each individual can be developed and has an influence on the human psyche (Sinaga, et al., 2019; Sinaga et al., 2019; Winangsit & Sinaga, 2020). It should be emphasized that the most important function of music is for the music itself (Hardjana, 1983). For example, there is an opinion

says that one of the functions of music is as an educational tool, so in fact what is meant by "an educational tool" is the influence of music. The result of music education is of course music itself, while its effects (functions) can vary (Hardjana, 1983).

Art education is a conscious effort to prepare students through guidance, teaching and or training activities in order to master artistic abilities in accordance with the role they must play (Soeharjo, 2012). The continuity of a teaching and learning process becomes a separate obstacle when the implementation of the creative and appreciative process cannot hone a sense of the interacting spatial dimension.

RESEARCH METHOD

This research is a qualitative research with a literature study approach with an approach to the concept of art education. Sources of data in this study are journals, articles, books and other relevant references. The data collection technique is carried out by literature study and documentation. Data analysis is the process of accessing data, organizing, sorting, categorizing and classifying the documentation studies collected. Data analysis aims to reduce data collection into understandable embodiments through logical and systematic descriptions.

RESULTS AND DISCUSSION

Society 5.0 is a concept initiated by the Japanese government by considering technological aspects to facilitate human life. However, this idea is also supported by considerations of the humanities aspect so that the concept of balance in the implementation of the technology is obtained. In order to achieve a community which is defined as a super smart society¸, various future services are needed in various sectors. This can be fulfilled by the presence of strong technological capabilities, as well as the presence of competent human resources in their respective fields to carry out their profession digitally while contributing to provide better service to society (Sabri, 2019)

I analyze that Industry 4.0 has become a popular destination for technology development in various sectors and in various regions as well. Often, the human aspect is overlooked. Therefore, in planning, for example Engineering Design, it is necessary to carry out a user experience study process so that the results made (both products and services) fill customer's wants and needs, so that the results are right on target. For example, in the Design Thinking process, there is an Empathize stage, which is how the design is done first by trying to empathize with prospective users about what to do. This process will examine whether the product or service solves the problem or not, and if it resolves the problem, how big and how useful the results will be (Sabri, 2019).

Global issues that are increasingly being discussed in scientific forums and mass media today are about a new era called the era of the industrial revolution 4.0. This era is a time that puts humans in a "pampered" position. Why is that? With the development of information technology today, almost all aspects of human life have an impact on human activities that are getting easier and more flexible. This condition seems to pamper humans with all their needs and needs. The era of the fourth generation of industrial revolution comes with providing various challenges, especially for the world of education. These sporadic and disruptive changes must of course be addressed by adapting to these changes. Education as an important aspect of human life must be able to create and prepare young people who are ready to compete in the current era of the industrial revolution 4.0.

Skills that were needed several decades ago may no longer be relevant in the current era of the industrial revolution 4.0. As we already know, the presence of the industrial revolution era 4.0 coincides with our existence which is entering the 21st century. The marker of the 21st century and the fourth generation of industrial revolution is the birth of increasingly unstoppable technological and information sophistication. This change brings with it a series of influences and challenges that must be addressed wisely for education actors. The thin distance between virtual reality and real reality reinforces that we must strive to quickly adapt to these changes. Just looking back, there are still many educational institutions in Indonesia that apply the traditional system in their activities.

This needs to be a serious concern for the government and academics to fix the education system. We certainly don't want to hear again that our education is still adopting an "old school" system so that it becomes counterproductive to the pace of changing times and technological developments. In essence, educators and educational institutions must adapt to this new world so that education can surf on the waves of shifts and not sink under it (Sumardianta et al, 2018). For years, some of the prioritized skills in educational programs in public schools were reading, writing, and arithmetic or mathematics. In addition, currently schools offer students learning foreign languages, arts, geography, natural sciences, and social studies. But in fact, all of that is not seen as enough because the main focus at this time is career and college readiness (Freeman, 2016).

Education is a process of self-control that can always increase an understanding of culture as a citizen who is aware of the culture he has. Personality, intelligence, skills, maintaining good relations between fellow human beings and their environment, and being able to develop aesthetic power are the goals of national education. The goal according to this definition is the development of the desired power of change in individual human areas. This refers to individual freedom in the educational process so that individuals can develop their mindset and personality as a conscious and planned effort in the learning process. (Jalaluddin, 2011:142).

Educating the life of the nation is the goal of national education as linked in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (in Triyanto, 2017: see also: Tilaar, 2012). As a nation with the aim of forming intelligent people, the main points can be observed from the educational foundation that is followed. The foundation of education is a paradigm that is in line with social institutions from ancient times to the present. With the development of technology and information at the beginning of the XXI century, a citizen needs to develop creative aspects, appreciation, and expression through education. This is, of course, built from an ideological view in other words a basic paradigm that is used as a reference, view, or foundation in addressing current educational practices.

Education is currently legitimized as an effort to provide answers to perpetuate the system of social institutions in every social change that occurs. However, in providing a logical answer, it can only be answered through an underlying educational paradigm or ideology. In this case art through education, the paradigm of education through art lays down two integrated ideological notions, namely conservative ideology and liberal ideology (see: O'Neill in Fakih, 2002; see also: Triyanto 2017). The nation's multicultural background is the foundation that has been built since ancient times. The practice of national education which originated from regional cultures with various ethnicities, languages, and arts is used as a mirror in educational practice. In this case, conservative ideology refers to the philosophy of multicultural education and liberal ideology refers to the philosophy of education of humanism and the philosophy of education of progressivism as an offer in this paper as the basis for the current educational paradigm so that these two

ideologies can be used as substances in the world of national education (Triyanto, 2017).

As the name implies, the era of the industrial revolution 4.0 is an advanced phase of the previous industrial revolution. Professor Schwab, a German economist introduced this term in 2017 through his book The Fourth Industrial Revolution. According to him, the era of the fourth-generation industrial revolution is marked by the development of digital technology which seems to have disguised or obscured the physical, digital, and biological dimensions. That is, in human life today, it is as if there are no more barriers that limit these dimensions. The presence of the industrial revolution 4.0 fundamentally changes the pattern and order of life of the world's people. This era is also known as the era of disruption, an era that presents phenomena that we never imagined before. Aspects of human life are increasingly obscured from the barriers that limit them. With just the movement of the fingers on the gadget, one can carry out activities such as shopping, making payment transactions, transfers, booking flights and hotels, which used to have to be done by visiting the office or shopping center. The first change in the industrial world is called the era of the industrial revolution 1.0. This revolution was the first change in the industrial sector which was marked by the shift in the field of work from agriculture and plantations to factory-based industries.

This era is synonymous with the invention of the steam engine which really changed the order of people's lives at that time. Human and animal power has begun to be replaced with some mechanical power. This means that there is a large enough efficiency to produce multiple profits. However, it is undeniable that there has been a reduction in the workforce because some of these jobs have been taken over by the role of machines. In the 19th century, major changes began to occur again called the era of the 2.0 industrial revolution. An era that really began to realize things that had only been human dreams. The second revolution was marked by various technological discoveries based on electrical energy, the invention of the telephone, to planes or airplanes. The most notable thing in this era was the start of factories based on mass production. That is, the production system has been set up to produce products/goods in greater quantities that cannot be done by human labor. In the 20th century, there was another big change in the industrial world and it is called the industrial revolution 3.0. In this era, the industrial world is characterized by the use of electronics and information technology with the aim of efficiency and amount of production. That is, how factories can produce goods and services in large quantities but with time and energy efficiency. For this reason, programming based on technology is used in the production process.

The changes in the industrial world are not without leaving an impact. There are various consequences that must be accepted by the world community. The shift in this era does not only apply to the practice of production, distribution, and consumption of food and services but also to fundamental changes such as the way of life of individuals and social strata (Janíková & Kowaliková, 2017).

This shift began in the second decade of the 21st century which was marked by the transformation of various fields, including lifestyle, work, way of thinking, and others. Currently, digital technology has a systemic and massive impact in all aspects of human life, both in the economic, social, political, and even educational fields. In the economic field, we can feel the changes since the proliferation of e-commerce or electronic commerce that is present such as Bukalapak, Traveloka, Lazada, Elevania, and others. The emergence of these various startups makes it easy for people to shop for their needs without having to come to department stores or shops. In addition, the transportation industry has also undergone drastic changes and can be said to be disrupted. The establishment of the old mode of transportation, which

was dominated by motorcycle taxis and traditional transportation, has now been displaced by the presence of online-based modes of transportation. Gojek, grab, and uber are some of the modes of transportation that now dominate all over the world, although at the beginning of their emergence they received a lot of opposition from traditional transportation businesses. The industrial revolution 4.0 also has a significant influence in the field of education. Educational reorientation from teacher centered learning to student centered learning must inevitably include technology applications which are products of the industrial revolution 4.0 in the education process.

This means that education cannot be separated from the influence of this era because one of the functions of education is to produce graduates who have the competencies required by the demands of that era. Despite some criticisms from experts regarding their disagreement in understanding education like a factory, this condition cannot be avoided anymore. Pooworawan said that educational institutions are likened to an era of mass production that places students as their products, curriculum as product specifications, examination processes as quality control processes, diplomas as guarantee cards, and educational institutions as product brands (Puncreobutr, 2016).

If we look closely, more and more platforms are emerging in the field of education that use information technology applications today. Various types of educational platforms such as tutoring, courses and others are increasingly enlivening the world of education in this era of the industrial revolution 4.0. One of them that is now attracting thousands of users is *Ruang guru*. This startup is getting more attention by the millennial generation in Indonesia, especially after Iqbaal Ramadhan was appointed as its Brand Ambassador. This startup is an online tutoring service that can be accessed using a gadget or smartphone. That is, tutoring is no longer interpreted as a guidance process in the form of a face-to-face system between tutors and students. With a different era, of course, the competencies and skills needed by the world of work will be different. According to the World Economic Forum (2015), there are 16 skills that must be mastered by students which are grouped into 3 parts, namely foundational literacy, competencies, and character qualities. This article reviews several core competencies that are expected to be mastered by students in facing the era of the industrial revolution 4.0. These competencies are critical thinking or problem-solving skills, creativity, communication, and collaboration. Furthermore, this article also highlights various approaches to language learning in universities in developing these four skills.

Society 5.0 as a pioneering idea has to be able to resolve this issue. However, there are still many developments, especially in terms of technology, to "pick up" this fifth era of society. In order to carry out a large-scale revolution, it is necessary to have sufficiently strong capital. In this case, the quality of human resources is quite crucial in forming an integrated system according to needs. If all the resources are sufficient, naturally the dream of turning the world into Society 5.0 is not an impossibility. In fact, this is very possible, considering various technological developments in all parts of the world that are very fast, marked by new discoveries in the field of technology that can simplify human work and life (Sabri, 2019).

Music Learning Methods during the Covid-19 Pandemic From the mid-20th century, art education began to discourse not "art transmission" but "art functioning"; whose aim is to utilize the art to help developing individual learners in order to prepare for their future This is what is called the function of art as an educational asset or a "art educational function" (education through arts). Education through arts Is the role of art that is functioned to help developing the overall potential of students. This means that the existence of art with all the characteristics attached to it is used to be

involved in efforts to prepare prospective citizens of a new generation of people who are used as the foundation of the hopes of the nation and country (Kasiyan, 2019)

Referring in the research of Sanerita Tresnawaty Olii in International Journal of Applied Business and International Management about The Use of Songs as Teaching Media to Improve Students Pronunciation Fluency, we took four songs related to the topic. Based on the curriculum 2013, the themes suggested for the first grade are self-identity, family, school life, profession, things around us, shopping, and hobbies. The learning objective is that students can communicate in written or spoken language to solve their daily problems. For this research, the writer chose songs about family, profession, and hobby. Thus, One Direction's "Up All Night" album is appropriate for them. The fifteen songs within the album are not too childish and not too complex (Olii, 2021.)

Teaching English requires some sort of gradation, presentation, and repetition. We proposed songs as media in the teaching and learning process. Effective and various strategies may lead to students' enthusiasm (Fajriyah et al, 2020). It is believed that English songs can make students become active and interested. This encourages them to practice listening (Solihat, 2014) as well as improve their pronunciation.

In the context of music education, educators can be a strong influence in developing creative abilities for students with subject knowledge, communicating effectively, using directive teaching methods, making classes interesting, challenging, and helping students become aware of the context in which art is created. Creativity as innate is naturally considered necessary for art teachers in providing motivation, support, and facilitators in students' artistic expression activities. Taking this into account, music education can play a major role in terms of developing learners' skills and imagination.

Referring to the concept of Jazuli (2016) that the qualifications of an art teacher can be categorized into functions, roles and duties, so that it can be stated as follows; (1) the teacher who functions as an agent of renewal acts as a communicator and has the task of being a transformer of information and knowledge. In the sense that the teacher can invite students to laugh, be sad, caring, empathetic, tolerant, and always want to know everything including knowledge about oneself, this refers to liberal understanding (2) the teacher functions as a service based on a sense of devotion to life. civilized, acts as a facilitator and has the task of providing facilities for the growth of a sense of togetherness, sensitivity, concern, commitment, and consistency among the "subjects" of students, this is embraced by teachers with progressive liberal multicultural understanding (3) professional functions are teachers who always aware of the responsibilities inherent in the profession as the basis of his life. The teacher here acts as a motivator, the main task of the teacher is to encourage students to always think ahead, be positive, act constructively, cultivate the values of wisdom or nobility of the students, and can always develop their own potential (4) Tutor function, here the teacher serves as a reliable resource, always produces and reproduces information in science to be conveyed to students. Acting as a reproducer, the teacher's job as a reproducer is to maintain inner and outer security and ensure the thoughts of the students in the learning process to become an authoritative icon in learning and the learning environment. The four concepts put forward are reflective of liberal ideology. However, it should be understood that such a teacher profile can be realized when the teacher can always improve his professional competence, both self-awareness, creating opportunities at least for teachers or art educators in the expertise they have.

Adaptation to New Habits in teaching music, online learning requires students to be able to adjust to themselves in a short time. Many strengths and weaknesses felt by students. Its strengths are training students to be more responsible, creative, disciplined, and independent. While the weakness is that some students have difficulty understanding the material because the teacher does not provide a complete and detailed explanation. The obstacle in online learning is the decrease of enthusiasm for student's learning because they are often bored and bored while studying individually at home. In addition, not all students have facilities that support the online learning process (Kapoyos, 2020)

Students want a learning method that suits their conditions at home during online learning. They want the provision of material accompanied by a completed and detailed explanation. Giving assignments in accordance with the material provided and accompanied by clear instructions, as well as a well-scheduled deadline for submitting assignments. The learning method that students want cannot be separated from the self-control / self-regulation they have. Students can manage their own learning (self-regulated learning) in order to interact properly. The interaction of teachers and students will be well done if in the online learning process, the teacher understands the conditions of students and adjusts their learning strategies. So that teacher can apply learning methods / strategies that are in accordance with the conditions and characteristics of students. This can affect the interest and seriousness of students in learning (Kapoyos, 2020)

Creativity is believed to be developed through music, which so far has only been seen as a single entity as a process of self-expression. It is understood as nothing more than a dispositional factor inherent in an individual that does not require further intervention from outsiders (educators). The first concept, educators are only as facilitators and motivators. Second, in the industrial and information era, creativity is a complex multi-dimensional field consisting of several factors, namely students' personalities, educators, and environments that have cultural variability in the unity of systemic relationships. Therefore, in this contemporary era, in art education, the definition of creativity needs to be re-conceptualized in accordance with the demands of the world's development needs. Third, this reconceptualization of creativity will result in a more comprehensive understanding in building a new paradigm of art education at both the theoretical and practical levels. Freedman (in Zimmerman, 2009)

Music with forms and structures, generally bring together the qualities and values, such as pliancy, explicit, hard, and so on. All the good qualities of the natural environment and the socio-cultural environment are able to have an influence on the human being who listens to them. Therefore, Hartoko (1985; 67) states that music has an influence that relaxes personal experience. Plato once stated that music is for the soul, because music is created by humans, so it is suitable to be a tool and means of education for humans.

CONCLUSIONS

Art education has the potential and position to build intelligence and imagination of students. This power can be achieved through artistic reflection and aesthetic experiences in creative and innovative expression and creation in a conducive learning ecosystem. Therefore, art education needs to be applied in terms of visual, aural, haptic, literal needs to be linked back so that it is able to foster artistic awareness and aesthetic sensitivity of students (according to their tendencies), so that they are able to build their own critical power. The relationship between Society 5.0 and the 4.0 Industrial Revolution in art education can be seen in the case of art circulating in society or traditional arts where art educators, both academics and

practitioners, are expected to be able to carry out ongoing research to research and study forms and concepts every traditional art: its development and application, based on local wisdom and the advancement of telecommunications and informatics.

Online learning requires students to be able to adjust in a short amount of time. Many strengths and weaknesses felt by students. Its strengths are training students to be more responsible, creative, disciplined, and independent. While the weakness is that some students have difficulty in understanding the material because the teacher does not provide a completed and detailed explanation. In teaching music online, students continue to practice virtually using an online zoom application with a coach / teacher. Even in a pandemic situation, it is possible for them to get direct instruction with their teachers.

Technology has its own role related to the continuity of music education at both the primary and tertiary education levels. Things that must be considered in these various problems are that positive cultural values and local wisdom must always be instilled at an ideological and practical level so that they can form a cultural identity and character that has the ability to respond the challenges during the Covid-19 pandemic.

REFERENCES

Almarzooq, Z., Lopes, M., & Kochar, A. (2020). Virtual learning during the COVID-19 pandemic: a disruptive technology in graduate medical education. *Journal of the American College of Cardiology*, 75(20), 2635–2638.

Ayuni, D., Marini, T., Fauziddin, M., & Pahrul, Y. (2020). Kesiapan guru TK menghadapi pembelajaran daring masa pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 414–421.

Bakker, S. J. (1984). *Filsafat kebudayaan sebuah pengantar.* Yogyakarta: Kanisius

Fajriyah, L., Wardoyo, C., & Putri S. F. (2020). Implementation of media mind mapping and Power Points as a media in increasing student learning motivation. *Asia Pacific Journal of Management and Education*, 3(3), 59-63.

Ferdig, R. E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R., & Mouza, C. (2020). *Teaching, technology, and teacher education during the covid-19 pandemic: Stories from the field*. Waynesville, NC, USA: Association for the Advancement of Computing in Education (AACE).

Foucault, M. (2012). *The archaeology of knowledge (I. R. Muzir, Trans*). Yogyakarta: Ircisod.

Freeman, I. M. (2016). Life skills for 21st century learners. *International Journal of Education and Social Science*, 3(10), 49–52.

Hartoko, D. (1984), *Manusia dan seni.* Yogyakarta: Kanisius.

Hardjana, S. (1983). *Estetika musik*. Jakarta: Depdikbud.

Huang C., Wang Y., Li X., Ren L., Zhao J., Hu Y., Zhang L., Fan G., Xu J., Gu X. Cheng Z., Yu T., Xia J., Wei Y., Wu W., Xie X., Yin W., Li H., Liu M., Xiao Y., Gao H., Guo L. Xie J., Wang G., Jiang R., Gao Z., Jin Q., Wang J., Cao B. (2020). Clinical features of patients infected with 2019 novel coronavirus in Wuhan, China. *Lancet*, 395(8), 497-506.

Jalaluddin, H., & Idi, H. A. (2011). *Filsafat pendidikan: Manusia, filsafat, dan pendidikan*. Jakarta: Rajawali Press.

Jazuli, M. (2016. Paradigma pendidikan seni. Sukoharjo: CV. Farishma Indonesia

Janíková, M., & Kowaliková, P. (2017). Technical education in the context of the fourth industrial revolution. *Journal for Research and Education*, Spesial Issue (December), 65–73.

Julia, J. (2017). *Pendidikan musik: Permasalahan dan pembelajarannya*. UPI Sumedang Press.

Kasiyan. (2019). *Konsep pendidikan seni*: Yogyakarta: UNY Press

Kristanto, A. (2020). Bentuk pembelajaran vokal secara daring. *Tonika: Jurnal Penelitian Dan Pengkajian Seni*, *3*(2), 128–137. DOI: https://doi.org/10.37368/tonika.v3i2.181.

Handayati, P., Wafaretta, V., Anugrahani, I. S., & Fauzan, S. (2020). *CSR practices in food and beverage companies during pandemic. Asia Pacific Journal of Management and Education*, *4*(1), 9–17. DOI: https://doi.org/10.32535/apjme.v4i1.1046

Kapoyos, R. J. (2020). Pendidikan musik di masa pandemi Covid-19 : Adaptasi kebiasaan baru dalam mengajar musik secara daring. *Prosiding Seminar Nasional Pascasarjana*, *3*(1) 910–914.

Kumar, N., Singh, P., Shan, L. P., Mui, D., & Kee, H. (2021). A case study on domino ' s business survival strategy during the Covid-19 pandemic. *International Journal of Tourism and Hospitality in Asia Pasific*, *4*(2), 28–41.

Olii, S. T. (2021). The use of songs as teaching media to improve students ' pronunciation fluency. *International Journal of Applied Business and International Management, 6*(1), 49-89.

Sabri, I. (2019). Peran pendidikan seni di era society 5.0 untuk revolusi Industri 4.0. *Prosiding Seminar Nasional Pascasarjana*, *2*(1), 342–347.

O'Neill, F. W. (1981). *Educational ideologies: Contemporary of educational philosophies* (M. Fakih, Trans). Yogyakarta: Pusaka Pelajar.

Pramana, C. (2020). Pembelajaran Pendidikan Anak Usia Dini (PAUD) dimasa pandemi Covid-19. *Jurnal Dunia Anak Usia Dini*, *2*(2), 115–123.

Purandina, I. P. Y. (2020). Pendidikan karakter tumbuh selama pandemi Covid-19. *COVID-19: Perspektif Pendidikan, 1*(1), 99-114

Puncreobutr, V. (2016). Education 4.0: New challenge of learning. *St.Therasa Journal of Humanities and Social Sociences*, *2*(2), 92–97

Rothan, H. A., & Byrareddy, S. N. (2020). The epidemiology and pathogenesis of coronavirus disease (COVID-19) outbreak. *Journal of Autoimmunity*, *109*(10), 1-4. https://doi.org/10.1016/j.jaut.2020.102433

Ren, L-L., Wang, Y-M., Wu, Z-Q., Xiang, Z-C., Guo, L., Xu, T., Jiang, Y-Z., Xiong, Y., Li, Y-J., Li, X-W., Li, H., Fan, G-H., Gu, X-Y., Xiao, Y., Gao, H., Xu, J-Y., Yang, F., Wang, X-M., Wu, C., Chen, L., Liu, Y-W., Liu, B., Yang, J., Wang, X-R., Dong, J., Li, L., Huang, C-L., Zhao, J-P., Hu, Y., Cheng, Z-S., Liu, L-L., Qian, Z-H., Qin, C., Jin, Q., Cao, B., Wang, J-W. (2020). Identification of a novel coronavirus causing severe pneumonia in human: A descriptive study. *Chinese Medical Journal*, *133*(9), 1015-1024. doi: 10.1097/CM9.0000000000000722

Sambira, Z., & Kristanto, A. (2020). Paradigma pendidikan seni berbasis karakter dalam musik Ma'Badong. *Tonika: Jurnal Penelitian Dan Pengkajian Seni*, *3*(1), 15–26. https://doi.org/10.37368/tonika.v3i1.128

Solihat, D., & Utami, L. P. (2014). Improving students' listening skill by using English songs. *English Review: Journal of English Education*, *3*(1), 81-90.

Sumardianta, J., & AW, W. K. (2018). *Mendidik generasi Z & A*. Jakarta: Grasindo.

Soeharjo, A. J. (2012). *Pendidikan seni: Dari konsep sampai program*. Jakarta: Bayu Media.

Sumaryanto, F. T. (2000). Kemampuan musikal (Musical Ability) dan pengaruhnya terhadap prestasi belajar musik. *Harmonia: Journal of Arts Research and Education*, *1*(1) 1-8.

Shaw, R., Kim, Y., & Hua, J. (2020). Governance, technology and citizen behavior in pandemic: Lessons from COVID-19 in East Asia. *Progress in Disaster Science, 6*(2020), 1-11. https://doi:10.1016/j.pdisas.2020.100090

Sinaga, F. S. S., Maestro, E., Marzam, M., & Yensharti, Y. (2019). Software Sibelius sebagai alternatif penulisan notasi musik di era millenial. *Musikolastika: Jurnal Pertunjukan Dan Pendidikan Musik*, *1*(1), 1–6. http://musikolastika.ppj.unp.ac.id/index.php/musikolastika/article/view/11

Sinaga, F. S. S., Maestro, E., Winangsit, E., & Yensharti, Y. (2019, March). Learning and singing: Thematic children's songs in kindergarten. *Seventh International Conference on Languages and Arts*, *309*(10), 143-151. https://www.atlantispress.com/article/55914484

Triyanto. (2017). *Spirit ideologis pendidikan seni*. Semarang: Cipta Prima Nusantara.

Tilaar, H. A. R. (2012). *Kaleidoskop pendidikan Indonesia*. Jakarta: PT Kompas Media Nusantara.

Winangsit, E., & Sinaga, F. S. S. (2020). Writing music through parnumation 3.0 in the musical activities learning process. *1st International Conference on Lifelong Learning and Education for Sustainability, 409*(9), 31–34. https://doi.10.2991/assehr.k.200217.007

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An Overview. *Educational Psychologist*, *25*(1), 3–17. https://doi.org/10.1207/s15326985ep2501_2