



## Learning Rhythm Using Rhythm Feature by Chrome Music Lab's Platform at Galenia Elementary School Bandung

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### Abstract

*This study investigates the use of Chrome Music Lab's Rhythm feature in improving students' understanding of musical rhythms at Galenia Elementary School Bandung. The background includes students' difficulties in understanding and applying rhythm in music. The research objective was to explore the effectiveness of the Rhythm feature as an interactive learning medium in this context. Descriptive research method was used with data collection through observation, interview, and documentation during the learning process. The results showed a significant improvement in students' understanding of rhythm concepts, as well as their higher participation and motivation while using the Rhythm feature. The implication is the importance of technology integration in elementary school music curriculum to enhance learning, although technology access challenges still need to be overcome. The conclusion of this study emphasizes the need for further development in the use of technology as an effective educational tool in improving students' music skills.*

**Keywords:** Music Rhythm, Rhythm Feature, Chrome Music Lab, Music Education.

### Introduction

As the basic unit and temporal dimension in the mirroring between activity and consciousness, rhythm in learners' musical development needs to be handled with the right approach. If not implemented and understood properly, learners will experience rhythm difficulties (Gunara, 2016; Pratiwi & Erfan, 2020; Rahmayani, 2022). Jamalul stated that rhythm is a series of musical movements formed from a group of silence and sounds with short-long and varying lengths of time that form a pattern (see: Gutama, 2020). To understand rhythm, it is necessary to package rhythm learning materials in accordance with the conditions, abilities and needs of students.

If traced further, rhythm is a unit of material studied by elementary school students where the content is related to basic temporal-rhythmic, basic rhythmic response, understanding and acting on tempo, beat musically (see: Mulyana & Habibullah, 2022). The content can be realized by playing music that focuses on simple rhythms such as: slow tempo music; use of 4/4 time; simple notation; activities

of clapping hands, shoulders, and feet; expressing music through gestures following the rhythm of music (Liana et al., 2022; Sari et al., 2022; Thaib, 2024). Such packaging of music learning needs to be given to elementary school students as fundamental material that underlies their musicality. This is based on the purpose of music education:

Music education generally has the same goals for every level of education: (1) to fuse each child's sense of art through the development of musical awareness at a certain level; (2) to develop the ability to appreciate music through artistic and intellectual power relevant to the culture of the nation; (3) as a provision and foundation for further music education (Jamalus, 1998).

The objectives of music education at the elementary school level must of course be in accordance with the characteristics of students of the same age. These characteristics are related to musical activities, Yuni (2017) argues that appropriate activities can be done by listening to music, singing songs, playing music, reading music, and moving to music which aims to provide a comprehensive understanding of the

song/music expression presented in order to gain musical experience. This is related to the packaging of rhythm material with the content presented in the Music Art Book for SD / MI Merdeka Curriculum and its learning outcome targets.

Understanding rhythm is a fundamental material that must be mastered by students in learning music. The reality is that many children cannot play songs/music that does not match the beat, run away from the tempo, and forget the rhythm pattern (Siswanto & Firmansyah, 2018). The presumption found by researchers based on literature research found that this could be caused by the packaging of music learning that lacks variants, the teacher's didactics in teaching music that is not appropriate, or even the limitations that cover students' exploration of students' musical sense.

Reviewing the teaching materials in the book "Music Arts; Teacher's Guide for SD / MI" based on the Merdeka Curriculum, one of the music art CPs in the "experiencing" element in music learning is expected that students are able to observe and imitate various rhythm patterns in various tempos played by the teacher, using simple percussive instruments or other relevant media (Mulyana & Habibullah, 2022). Rhythm learning is a basic activity carried out by elementary school students in order to recognize the various musical elements contained therein (Mahmudah & Respati, 2022). This means that students' knowledge of rhythm and tempo is the basis that needs to be concentrated on at the beginning of music learning at the elementary school level.

Students' lack of rhythmic understanding will lead to their ignorance of rhythmic patterns in music learning. This can be a serious problem because understanding rhythm is the initial foundation in music. Of course, there are factors that influence learners not understanding rhythm, one of which is the media used by teachers in their learning. Understanding rhythm in music will become easier if it is mediated by various supporting media, allowing students to recognize and apply it practically (Muhtasyam, 2022).

The role of media in music learning is very significant in creating effectiveness and encouraging active student involvement in the learning process. According to Effendi & Wahidy (2019), learning in the 21st era requires digitality from both teachers and learners because of the extensive use of technology in improving learning skills and innovation, information skills, and utilization of media and technology.

Teachers are expected to create effective and appropriate learning media through the use of technology.

Technology has a big impact on the learning process. Maritsa et al. (2021) stated that technology has a positive impact on education, such as making learning more interesting, reducing the duration of learning, showing rare events, simplifying the explanation of complex material, and other things. According to Purwono et al. (2014) stated that the use of learning media that is carefully selected and utilized appropriately is one of the main choices in an effort to improve student learning outcomes. Based on this quote, the researcher argues that teachers need to continue to use a dynamic attitude in teaching students, especially in choosing learning media. One of the interactive and interesting learning media to be used in learning, especially in the introduction of rhythm material is the Rhythm feature provided by the Chrome Music Lab platform. Rhythm is one of the features that can be a medium for learning rhythm for elementary school children. The feature can create a rhythm pattern systematically with a simple rhythm for three beats, four beats, and five beats in one rhythm. Then the created pattern can be played repeatedly. Apart from its function, Rhythm has an attractive interface design so that the use of this media can attract the attention of students' interest in learning musical rhythms.

Preliminary studies in literature searches through google scholar conducted by researchers have not done much research using this media in music learning. Perdana's research (2023) revealed that kentongan media did not achieve maximum results in rhythm learning due to unstructured material. Rahmayani (2022) found the clap hands technique needs to be supported by other media to achieve maximum results. Liana (2022) in her research applied percussion instruments for rhythm learning, but did not fully achieve the learning objectives. So, Rhythm is one of the novelty in this study to be used as a medium for learning rhythm in music.

Initial observations conducted by researchers at Galenia Elementary School Bandung found students who had difficulty remembering rhythm patterns so that researchers were interested in further examining rhythm learning using Rhythm Chrome Music Lab at Galenia Elementary School Bandung.

**Method**

In this study, the type of research used is research with descriptive methods. The descriptive method emphasizes understanding the meaning of the observed phenomenon rather than generalizing (Abdussamad & Sik, 2021). Sugiyono (2022) explains that descriptive research emerged as a result of a paradigm shift in the way we see a symptom, reality, or phenomenon. In the process of collecting descriptive research data, researchers are not bound to a particular theory, but rather collect facts found during research in the field. Data analysis is done inductively, where the data found is analyzed first and then conclusions are drawn to form theories or hypotheses.

By using this descriptive method, researchers explore and explain data related to learning musical rhythms for grade V students at Galenia Elementary School Bandung. This method is expected to provide an in-depth description of the rhythm learning practices that are being carried out at the school.

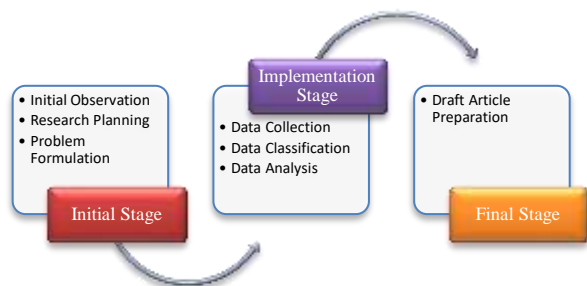


Figure 1. Research Phase

The stages in the scheme are expected to provide clear guidance in the implementation of the research so that it can run well. Furthermore, the stages contained in the scheme will be explained as follows:

**1. Initial Stage**

At this early stage, the researcher made initial observations by directly visiting the research location, namely Galenia Elementary School in Bandung City, aimed at grade V. The research involved observing the learning process of musical rhythms. This research involved observing the learning process of musical rhythms. After making observations, the researcher formulated research problems related to student conditions, the process of using media and the results of the application of musical rhythm learning for grade V students. After formulating the problem, the researcher

determined the research method and compiled a literature review on music learning, child development, elements of music, rhythm learning and Rhythm features. It is intended that the research be carried out with structured stages.

**2. Implementation Stage**

In this core stage, the researcher implemented the research instrument in the form of questions. When the teacher applied the Rhythm feature in learning musical rhythms in the classroom, the researcher observed and scrutinized the materials and steps used in learning. Furthermore, the researcher conducted data collection, which consisted of documentation results during the learning process in class V.

**3. Final Stage**

At this stage, researchers conduct data processing as the final stage. Researchers process the data that has been collected and adjusted to the theory and the results of observations in the field. From the results of data processing, the researcher compiled a report, starting from the initial stages such as problem formulation, determining research methods, data collection processes, to data processing which was then outlined in a draft research report on rhythm learning using the Rhythm feature at Galenia Elementary School Bandung.

Table 1. Student Name Initials in Class V Galenia Elementary School

No.	Student Name Initials
1	BFSD
2	KFL
3	KST
4	LSM
5	SMYH
6	ZYHAA

The research was conducted directly at Galenia Elementary School, Bandung City. Galenia Elementary School is part of the Galenia Quamus Foundation where in addition to the elementary school level, there is a Daycare and Preschool in it. The research was conducted from May 2024 to June 2024 by taking the research subjects from the 6th grade students, supported by Mr. Lanang Riyadi, M. Pd., as the music teacher at the school. During this period, the researcher was also assisted by the teacher in charge of the music subject.

Data were collected through observation, interview, documentation study, and literature

study. The collected data were analyzed through three stages: (1) data reduction; (2) data presentation; and (3) conclusion drawing/verification.

## Result and Discussion

### Rhythm Music Learning Conditions

Galenia Elementary School is a private school located in Bandung City, part of the Galenia Foundation which consists of Day Care, Pre School, and Elementary School. Currently, Galenia Elementary School is entering its fifth year, which means that the highest level is grade 5. Based on an interview with the music teacher, music learning is only implemented in grade 4 and grade 5. This is because music is used as additional learning as skill development and practical experience. However, in its implementation, there is a problem in Grade V SD where students find it difficult to understand the rhythm of music.

The researcher's visit to the field found the fact that the musical development of grade IV students is more qualified than grade V, this is evidenced by the results of music learning where students in grade IV of Galenia Elementary School have been able to compose and create simple musical works, while students in grade V of Galenia Elementary School have not been able to make music well, due to the understanding of rhythm which is the difficulty.

Music learning in grade V at Galenia Elementary School is held every Monday with a duration of one lesson hour (60 minutes). This lesson aims to introduce basic rhythm concepts to students, including an understanding of beat, tempo, and simple rhythm patterns through the Rhythm feature of Chrome Music Lab.



Figure 2. Rhythm by Chrome Music Lab  
Source: <https://musiclab.chromeexperiments.com/>

Rhythm is one of the features available on the Chrome Music Lab platform where it can be arranged with iconic square, round, and cross notations. These notations can be arranged in a

way that creates a rhythmic pattern that repeats and can be fixed if needed. The design of the user interface and the figures displayed are very attractive, making this platform suitable for use as a fun learning tool for elementary school children. By using this platform, children can develop their thinking skills interactively (Özer & Demirbatir, 2023).

### Rhythm Learning Process Using the Rhythm Feature

#### 1. Planning

The music teacher at Galenia Elementary School Bandung designed a lesson plan that integrated the Rhythm feature of Chrome Music Lab into the learning of musical rhythms. The main objectives of this plan were to help students understand rhythm concepts better through an interactive and engaging approach, increase students' engagement and participation in music learning, and utilize technology to make the learning process more fun and effective.

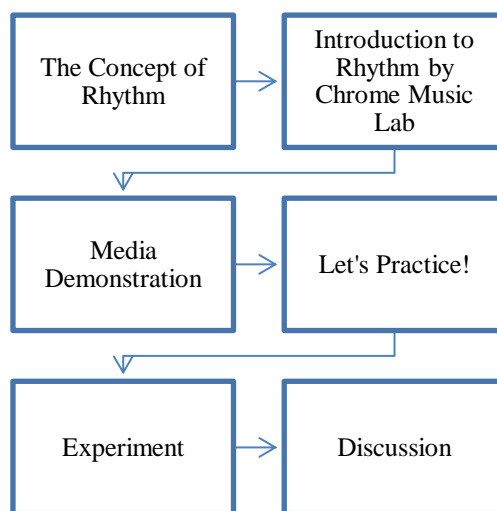


Figure 3. Rhythm Lesson Planning

The steps in this lesson plan begin with a brief explanation of the concept of rhythm in music. After that, the teacher introduces the Rhythm feature from Chrome Music Lab as a learning tool, explains its features, and how it can help in learning rhythm. After the introduction, the teacher continues with a demonstration of using the Rhythm feature. The teacher creates some examples of simple rhythm patterns using the Rhythm feature. After the demonstration, students are given time to practice. Students are divided into small groups and given the task to create simple rhythm patterns using the Rhythm feature.

The teacher observes and provides guidance during the exercise. Each group is then

asked to present the rhythm patterns they have created and play them in front of the class. The teacher provides positive and constructive feedback for each presentation. After the exercises and presentations, the teacher invites students to discuss about their experience using the Rhythm feature, what they learned about rhythm, and how the technology helped them understand the concept of rhythm better.

To support this lesson plan, the music teacher used a PC Monitor technology device connected to the internet to access Chrome Music Lab. The projector was used to display the Chrome Music Lab interface to the whole class during the introduction and demonstration. In addition, the teacher also provides a guidebook or worksheet that explains the steps of using the Rhythm feature and some examples of rhythm patterns that students can try.

Learning evaluation is designed to measure the success of learning. Teachers observe students' engagement and participation during learning and practice through direct observation. In addition, teachers give short quizzes on rhythm concepts after practice sessions to measure students' understanding. Feedback from students about their experience using the Rhythm feature is also collected to understand how the tool helps them understand rhythm.

With this structured planning, it is expected that students can understand the concept of rhythm better and show improvement in their ability to follow and create rhythmic patterns in music. The use of Chrome Music Lab's Rhythm feature is expected to not only make learning more interesting but also help students master musical rhythms effectively.

## 2. Implementation

The lesson begins with a brief explanation from the teacher about rhythm and its importance in music. The teacher explains that rhythm is one of the basic elements of music that consists of repetitive beat patterns and forms the basis of melody and harmony. The teacher gives simple examples of how rhythm is used in different types of music and explains how rhythm helps provide structure and beauty in a musical composition. This explanation aims to give students an initial understanding of the concept of rhythm and the importance of mastering rhythm in learning music.



Figure 4. Rhythm Concept Material

After explaining about rhythm, the teacher then introduces the Rhythm feature from Chrome Music Lab as a learning tool. The teacher explains that this feature allows students to create and listen to rhythm patterns in an interactive and fun way. The teacher shows the user interface of the Rhythm feature, explaining basic functions such as selecting beats, adding or deleting beats, and playing the created rhythm patterns. The teacher gives an example of how to use this feature to create a simple rhythm pattern, for example with a 4/4 beat, which is commonly used in elementary music.



Figure 5. Demonstration of Rhythm Feature by Teacher

After a brief demonstration from the teacher, students are given the opportunity to experiment with the Rhythm feature. The teacher divides the students into small groups and each group is given the task to create their own rhythm pattern using the Rhythm feature. Students are invited to explore various possible rhythm patterns, add beat variations, and try to play the pattern repeatedly. The teacher went around to each group, providing direct guidance and feedback, ensuring each student could follow the lesson well and understand how to use the Rhythm feature correctly. Students were very enthusiastic and actively involved in this activity, they worked together in groups, discussed the rhythm patterns they created, and tried different rhythm variations. Through this experimentation

process, students not only learned about rhythm but also developed their collaborative and creative skills.



Figure 6. Each student explores

### 3. Evaluation

During the lesson, students showed great enthusiasm in using the Rhythm feature of Chrome Music Lab. The attractive and easy-to-use interface of this feature made it easy for students to understand and create rhythm patterns. Students seem engaged and enjoy the learning process, with each click and tap they produce a rhythm pattern that can be instantly listened to. This not only makes learning more interactive but also allows students to better understand the concept of rhythm in a practical way. The teacher actively provides guidance and feedback directly to each student, ensuring that they can follow the lesson well and have no difficulties in using the feature. The teacher also provides additional explanation or clarification if needed, helping students understand how to add or remove beats, as well as adjust the tempo.



Figure 7. Group Collaboration Playing Rhythm

In addition, students are invited to collaborate in small groups, where they work together to create more complex rhythm patterns. Each group is challenged to explore different possibilities of rhythm patterns, by adding different beat and tempo variations. This group collaboration not only helps students to learn from each other and share ideas, but also develops social skills and teamwork. Students

discuss with each other, give feedback, and try out various rhythm combinations, which ultimately enriches their understanding of rhythm and enhances their creativity in music. The teacher observes each group, makes suggestions, and encourages students to continue experimenting and innovating. With this approach, students not only learn about rhythm theoretically but also apply it in practice, creating a holistic and fun learning experience.

### Rhythm Learning Results Using the Rhythm Feature

The results of observations and interviews conducted during the study showed a significant improvement in students' understanding of the concept of rhythm. Before using the Rhythm feature, many students had difficulty in following and recognizing rhythm patterns. However, after being introduced and practicing using the feature, students showed better ability in recognizing and playing rhythm patterns. Chrome Music Lab's Rhythm feature proved effective in helping students visualize and audition rhythm patterns, making it easier for them to understand how rhythm works in a musical context. Beat patterns that can be seen visually and heard repeatedly provide a deeper and more practical understanding. Figure 8 shows a simple rhythm pattern created by one of the students using Rhythm.



Figure 8. Simple Rhythm Pattern

In addition to improved understanding of rhythm, the use of the Rhythm feature also had a positive impact on students' participation and motivation in music learning. Students became more actively involved in learning activities, showed greater interest in music lessons, and were more eager to join each session. This enthusiasm can be seen in their willingness to experiment with different rhythm patterns, as well as their eagerness to share their work with their classmates. Successful use of the Rhythm feature also increased students' confidence in expressing themselves through music. They are

more willing to try new things and are more comfortable in showing their skills in front of their friends.

However, while many students are showing progress, some are still facing challenges, especially when it comes to coordinating their hands and eyes when using the Rhythm feature. This coordination requires good motor skills, and some students still need time to master it. In addition, limited access to technology devices is also a barrier to learning. Not all students have equal access to the laptops or tablets required to use Chrome Music Lab, so there is a gap in learning opportunities between students who have the devices and those who do not. These challenges point to the need for additional support, both in the form of motor practice and provision of technology devices, in order for all students to experience the full benefits of using the Rhythm feature in music learning.

### Discussion

The initial conditions showed that many students had difficulty in understanding musical rhythms. However, after the implementation of the Rhythm feature, there was a significant improvement in students' understanding and ability. The interactive and engaging learning process through technology proved effective in increasing student engagement.

The learning outcomes show that the Rhythm feature can be an effective tool in learning musical rhythms. Students not only understand rhythm concepts better but are also more motivated and actively engaged in the learning process. This is in line with previous research showing that the use of technology can improve student learning outcomes (Effendi & Wahidy, 2019; Maritsa et al., 2021).

The results of this study are consistent with the findings from previous research which shows that the use of interactive media can increase students' understanding and participation in music learning (Muhtasyam, 2022). However, this study also adds new evidence that the Rhythm feature is specifically effective in learning rhythm at the elementary school level.

This research shows that the use of Rhythm features can be an effective solution in overcoming students' difficulties in understanding musical rhythms. Teachers can utilize this technology to make learning more interesting and interactive. However, there needs to be adequate technological infrastructure

support so that all students can access this learning media optimally.

In the discussion of the results of this study, several important aspects can be explored more deeply to enrich the understanding of the impact of using the Rhythm feature of Chrome Music Lab in learning musical rhythms at Galenia Elementary School Bandung.

First of all, the improvement of students' understanding of the concept of rhythm is the main focus of the discussion. Observations and interviews show that the Rhythm feature is effective in helping students understand and internalize rhythm patterns. With the ability to visualize and listen to rhythm patterns interactively, students can develop their auditive and visual skills simultaneously. This is consistent with music learning theories that emphasize the importance of practical experience in understanding abstract concepts such as rhythm.

Secondly, student participation and motivation in music learning is also an important part of the discussion. The use of the Rhythm feature not only increases students' engagement during learning, but also stimulates their interest in the learning material. Students showed a high level of enthusiasm in their exploration and creativity in creating new rhythm patterns. This supports the concept that interactive and technology-based learning approaches can motivate students to learn more effectively.

Third, in the context of using technology in education, this research also faces some challenges that need to be considered in depth. One of them is the issue of access to technological devices. Some students faced barriers due to not having access to laptops or tablets needed to access Rhythm's features. This shows the importance of an inclusive approach in the development and implementation of educational technology, to ensure that all students have equal opportunities to experience meaningful learning.

Fourth, in terms of student skill development, the use of the Rhythm feature also helps in expanding students' social and cooperation skills through collaboration in groups. Students learn to work together to create rhythm patterns, share ideas and give feedback to each other. This not only improves their skills in music, but also develops communication and teamwork skills that are important in an educational context.

Finally, in the context of music learning in elementary schools, this research makes a valuable contribution in designing more innovative and engaging lesson plans. The use of technology in the form of Chrome Music Lab's Rhythm feature has been shown to enrich students' learning experience, help them develop a deeper understanding of music, and improve their confidence and skills in expressing themselves through music.

Overall, the results of this study show that technology integration in music learning can provide significant benefits for elementary school students' rhythm learning. However, to optimize the use of the Rhythm feature, there needs to be continuous attention to the fulfillment of technology access and the development of learning methods that suit the needs of individual students. Thus, music education can continue to develop in accordance with the demands of the times and the educational needs of students.

## Conclusion

This study concluded that the use of Chrome Music Lab's Rhythm feature

significantly improved students' understanding of rhythm concepts in music learning at Galenia Elementary School Bandung. With this feature, students can visualize and listen to rhythm patterns interactively, which helps them overcome previous difficulties in recognizing and playing rhythms appropriately. In addition, students' active participation and motivation in music learning also increased, indicating that the interactive technology approach can enrich their learning experience. However, challenges faced such as limited access to technology need further attention to ensure inclusivity in learning. The implication of this study is the need for curriculum development that integrates technology more thoroughly in elementary school music education, as well as the expansion of access to technological devices so that all students can benefit. Recommendations for future research include involving more schools and other educational contexts to generalize the results, as well as further investigating the influence of Rhythm features on the development of students' musical skills and creativity in more depth.

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