

## RESEARCH ARTICLE

## LEARNING INNOVATION THROUGH FREEDOM LEARNING MANAGEMENT IN MUSIC EDUCATION PROGRAM

Dani Nur Saputra

Department of Music Education, Jakarta State University, Indonesia.

\*Corresponding Author E-mail: [daninursaputra6@gmail.com](mailto:daninursaputra6@gmail.com)

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## ABSTRACT

Every academicians must be ready to innovate in learning and adapt to technology and information in this era. Besides, they are required to innovate to increase their productivity. Quick adjustment gave helpfulness in creating a learning model that is more effective and efficient. This research has purpose to explain and describe the learning innovation through freedom learning management in the music education study program. The results showed that management in applying the concept of freedom learning influenced learning innovation, especially in music education program. This innovation lies in e-learning based learning methods, student exchanges to improve competence and learning outside the university.

## KEYWORDS

Learning Innovation, Freedom learning, Music Education.

## 1. INTRODUCTION

The current era is in the position of the 21st-century era. This era requires every human being to have skills in this century in order to survive. These 21st-century skills include creativity, problem-solving, critical thinking, collaboration, communication, technological skills, and innovation (Quek, 2017). The absence of 21st-century skills has an impact on decreasing one's communication skills. So that the person doesn't have competences in collaborate and socialize. Another impact if someone doesn't have 21st-century abilities will have adverse effects on decreasing academic ability. This will cause a person can not think critically in responding to all the phenomena that occur around him and not having Skill's competence to solve the problems faced in his life. The absence of 21st-century capabilities also affects a person who does not have the ability to innovate and be creative, so that he will be unable to compete in all aspects of life so that someone will have difficulty living his life.

The implications of the various impacts are if someone does not have the ability in the 21st century, they will be unable to compete and find it difficult to find relationships and jobs. Therefore, the 21st century skill must be possessed by everyone who wants to be can survive in this era. Technological capabilities are the main competency demands of the current era. The movement of progress that is very fast, humans are required to be able to adapt and adjust quickly. So the students also must have Critical thinking skills. Critical thinking skills are important in the context of 21st-century learning (Rosidin et al., 2019). Currently, it is an arena for innovation and creativity in the use of technology. A developed country is determined by technological sophisticated that are rooted in the ability of human resources who inhabit the country. Almost all sectors involve technology in running their business. These sectors include

economy, social, culture, military, health, infrastructure, industry, and education.

Education is an initial sector that influences other sectors. Every person who runs and works in a sector that's not educational, of course, they start studying at school or college. So that education is the starting point for the emergence of competence for human resources. The campus aims to improve the graduate's competencies, both soft skills and hard skills (Sudaryanto et al., 2020). This makes universities more ready in challenges of the world demands and to prepare students graduates to face in the global industry. Learning innovation through the freedom learning raises optimism among universities to be able to develop rapidly and innovate autonomously for the development of all aspects of higher education (Arifin et al., 2020).

The policy of the concept of freedom learning is a challenge for study programs, especially the music education program of Jakarta State University which has to do with its application in music learning (Saputra, 2020). learning innovation must be carried out in order to equip students with new experiences and opening wider horizons of their knowledge and experience (Priatmoko and Dzakiyyah, 2020). As a lecture in this era must also be able to deal with the diversity of students from various aspects and must able to manage diverse student learning needs (Mumpuniarti et al., 2020). This era demands novelty in a classroom management system that is carried out through the use of online technology on the internet. Learning models that are conventional and face-to-face in the classroom must have been overhauled so that learning can continue with the development of situations and times that are constantly changing.

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## 2. LITERATURE REVIEW

Technology in the classroom allows students to have competence regarding a particular technology, then in the learning process that is supported by the use of technology will bring about the independence of student learning (Sert and Boynueğri, 2017). Technology brings the modern education era. Modern education is built based on the desire to change the education system to be better, more effective, and efficient. Modern education can be said to be part of the progressivism flow in the philosophy of education (Mustaghfiroh, 2020). Learning innovation is needed to prepare students in the era of the industrial revolution 4.0. The main need to be achieved in the education system or more specifically in learning methods is students or learners, namely mastery of new literacy in technology (Yamin and Syarir, 2020).

Learning innovation through freedom learning management produces a new curriculum that reforms have to take place concurrently with other changes for them to have a significant and long-lasting effect (Bantwini, 2010). The innovation learning process through the concept of freedom learning emphasizes the concept of deeper learning in a more tangible community environment (Elihami, 2019). This innovation not only develops students who are knowledgeable but also can create new mindsets that can respond to life's challenges, increase creativity and innovation in various aspects of life (Tan et al., 2018). A good learning process is not only done through the classroom demonstration but also learns something by doing (learning by doing) so that students can experience the learning process directly (Saputra, 2020). The innovation learning process is carried out in the music education program of Jakarta State University to expedite the learning process that fully uses technology and the internet.

Besides that, multimedia is also the main tool in implementing innovation learning. Multimedia used in the learning process will be able to attract students' attention so that students will focus on carrying out learning activities. The role of teachers in supporting, to advise, and training students to be less than transmitting knowledge, so this is the reason advances and technological innovations such as interactive multimedia in education. The demand for implementing a learning innovation strategy is collaboration. this program may assist those seeking to pursue university-community collaborations through professional development and grants and thereby provide insight into the characteristics of a long-term, successful, and collaborative endeavor (Vitulli et al., 2013).

## 3. RESEARCH METHODOLOGY

The type of this research is a descriptive qualitative approach to the study of literature relating to the learning innovation in freedom learning. This study is the application of learning innovation in the music education program of Jakarta State University that using a freedom learning approach. The literature study is carried out by collecting data in the form of articles, books, and other documents that are related to the study of literature in this research. Observations are made by looking at the learning model that is commonly used by lectures in the music education program. Music education programs only have a few technological devices to support learning. So, at least students are required to have their laptops or smartphone.

Besides, the music education study program does not yet have a multimedia room to enable technology-based learning. While interviews were conducted with the head of the study program in dealing with the learning model that has to do with their application in music learning at the college level. Based on the interviews conducted, it was found that the music education program was fully ready to implement the innovation learning to support the freedom learning music education program. otherwise, there are still many things that need to be prepared by the study program to run the new curriculum. The collected data is then identified and analyzed descriptively qualitatively by referring to the analysis of through data reduction, data presentation, and concluding (Miles and Huberman, 2009).

## 4. FINDING AND DISCUSSION

### 4.1 Freedom Learning Managemet

The music education study program plays a full role in supporting the application of learning innovation. learning innovation is carried out by adjusting the new policies launched by the government through the concept of freedom learning. To carry out this concept, it is necessary to make efforts in the Management process. Freedom learning management requires mature stages to be truly applied in an innovative learning strategy. Learning innovation is carried out by integrating the concept of freedom learning curriculum. The concept of freedom learning is carried out as an effort by the government through the ministry of education and culture to improve the education system, especially in Indonesia. the freedom learning concept was launched by Indonesia's Minister of Education and Culture, on Friday, January 24, 2020. Since it was first presented, this policy is still a concern for academics within the universities.

The music education program fully supports the new policy through the concept of free learning. The concept of a new strategy in learning through Merdeka learning can be a learning innovation in the music education program, Jakarta state university. The teaching and learning methods used so far still apply conventional methods. The methods used so far seem to be restricting students. Students must carry out the learning process in the study program environment for approximately four years without experiencing experience studying outside their field of study. The current era demands the ability of students to master several fields of science and various kinds of learning methods. Students must be trained to face a problem and find their way to solve the problem it faces.

The policies given by the government to universities have had a significant impact on changes. These changes are evident from the ease of the bureaucratic system, accreditation, determination of university status, and the opportunity for three semesters to be able to study outside their study program. Students are allowed to study different disciplines both within the same and different universities. The freedom learning presents main policies in terms of the regulatory system that provides convenience, effectiveness, and efficiency compared to the system that was previously applied. To innovate learning through freedom learning, four new methods can be used in applying in music learning for students. This learning innovation can be carried out with a cross-program to give students the freedom to study outside the study program.

**Table 1:** Application Learning Innovation Methods Through the Freedom Learning

No	Study Programs	Cross	The Freedom Learning Concept outside the Study Program
1	Music Education Program of UNJ	X	X Study Program (Not Music) of UNJ
2	Music Education Program of UNJ	X	Music Education Program Outside UNJ
3	Music Education Program of UNJ	X	X Study Program (Not Music) Outside UNJ
4	Music Education Program of UNJ	X	Internship programs (industry, management, tourism, etc.)

Based on four alternative methods for implementing innovation learning, learning can be done by allowing students to be able to study in different study programs in Jakarta State University, in the same study program but outside the Jakarta State University, in different study programs outside Jakarta State University, and provide courses in the industries. The method of applying learning innovation must of course be supported by collaboration with various related parties. Without efforts for cooperation, this strategy will be difficult to implement.

### 4.2 21st Century Competence That Students Should Have

The music education program has a vision that is superior in producing prospective music educators who master a variety of teaching methods, can apply science and technology, have the ability to research in the field

of music, have an entrepreneurial spirit, and can adapt as global citizens. This vision directs the music education program to be able to produce music educator candidates, music researchers, music consultants, and music entrepreneurs. So that the abilities of the 21st century must be possessed by every music education program student. Students are educated and trained mainly to become educators and teachers. Pedagogic skills, along with technological skills and digital literacy, must be integrated and possessed by students to be ready to face global challenges in the employment industry.

Students do not only apply learning by doing learning but also learning by generating. That is the innovation learning model in the findings of this study. The learning process must be tailored to the needs and abilities of students. Students who were generally born in the millennial and generation z era are students who were born with digital technology skills. So that the learning process must be updated. In the previous era, learning was carried out conventionally through face-to-face classes without having to use technology. However, conventional learning models must be changed to suit the abilities and circumstances of students and current environmental conditions. The learning process is carried out based on the curriculum. The curriculum demands 21st century skills for students to be ready to compete in the current era. The following are 21st century skills that music education program students must have.

Table 2: Competency Aspects of the Current Era		
Learning Skills	Life Skills	Literacy Skills
Problem solving	Initiative	Technology
Critical thinking	Leadership	Information
Creativity	Productivity	Media
Collaboration	Flexibility	
Innovation	Communication	

Music education program produce students who are ready to adjust the world development. The abilities possessed include hard skills and soft skills. Of the many demands for abilities that students must have, researchers found the findings in this study that the main abilities students must have in the 21st century are critical thinking skills, communication skills, creativity, and innovation. These four abilities are the main aspects for them to survive in the present era.

#### 4.3 Scheme for Implementing Learning Innovation Through Freedom Learning Management

The music education study program carries out several stages in the scheme of implementing learning innovation through the freedom learning management. The several stages include the music education program conducts a study of funding curricula or reviewing and establishing learning outcomes (CPL) on the material indicators in each course that are in the music education program at the State University of Jakarta and on other study programs inside and outside Jakarta State University. This is done so that learning outcomes (CPL) in the courses taken can be relevant to the study program taken, which is the music education program. The relevance study is especially carried out on the same study program outside the campus of the Jakarta State University as well as different study programs outside the campus of the Jakarta State University. The second stage is setting course packages that can be fund converted or done in various activities such as internships, industrial visit and practice, field practice, village projects such as field work courses (KKN), teaching in schools as in teaching skills practice program (PKM), teaching practice in remote areas or islands, student exchanges both domestically and abroad, researches both in thesis, researches collaboration between students and lecturers, entrepreneurship program, independent studies or projects, humanitarian programs, and student activity units (UKM) programs that involve cooperative relations with parties outside the campus of Jakarta State University.

The third stage is the music education program specifying some and all courses that will be offered by other students both from study programs

in the Jakarta State University or the same and different study programs outside the campus of Jakarta State University. Then the subjects mapped as offered courses will then be referred to as courses offered by the music education program. Determining the course is done through a number of processes, one of which is through the discussion groups (FGD) and lecturer council meetings in the music education program of Jakarta State University. The discussion group or what is called the FGD has been done by the music education program by inviting the head of the music education program at the Indonesia University of Education (UPI) Bandung, West Java. In addition to the Indonesian University of Education (UPI), Bandung, West Java, the music education program of Jakarta State University also conducts a discussion group (FGD) with the leaders of music and media study programs at the Jakarta Arts Institute (IKJ). Moreover, a discussion group (FGD) has also been conducted in music education study programs with several industries related to the competency development for music education program students.

Some of the industries are the recording media industry, the television industry, the music production industry, the creative industry in making traditional music instruments, and several other industries. The music education study program also has several partnerships to support the learning process implementing learning innovation in the freedom learning. The collaboration includes the National Museum (Munas), the Republic of Indonesia's police training and education center, Taman Mini Indonesia Indah (TMII), the National Library, the DKI Jakarta Provincial Office, the US Embassy, the Japanese Embassy, and several other service offices. Collaborative activities involving students at the National Museum can be used as a learning innovation media in the implementation. The music education program does these relationships to provide knowledge and experience for music education students studying at Jakarta State University.



Figure 1: Angklung Music Training Activities of the Music Educational Program Students

Music education program students of Jakarta State University who are involved in collaboration with the National Museum do not only perform music performances but also provide training for visitors visiting the national museum. The activities carried out do not only entertain people visiting the National Museum but also provide knowledge and values to appreciate and love the Indonesian cultures. The visitors were not only local people but from outside Jakarta and even from abroad because many foreigners from various countries visited the museum.



Figure 2: Traditional Music Training for Visitors of the National Museum

In addition to the National Museum, the music education program also has a relationship with the police officers of Indonesian. On Thursday, February 20, 2020, at POLDA Cipete, a collaboration was held between the Music Education Program and the Indonesian Police Education and Training Center. The collaboration was held to develop the potential in establishing cooperation in the organization of training education at both degree and non-degree levels. For the degree program, it can be in the form of sending ten POLRI students to continue their study in the music education program of Jakarta State University, whereas the non-degree program can be done in the form of certified music training. The training can be held in the POLRI environment by presenting trainers from the music education program. Another benefit of such collaboration is to fulfill one semester of university credit unit for music education program students for internships or activities outside the campus.



**Figure 3:** Cooperation of The Music Education Program with The National Police Education and Training Center

The Music Education Program of Jakarta State University cooperates with *Taman Mini Indonesia Indah*. On Friday, February 21, 2020, at Sasono Langen Budoyo, *Taman Mini Indonesia Indah* held performing arts called Batavia Chamber Orchestra (BCO) Jakarta State University (UNJ). This orchestra group consists of the music education program students from various generations. The event is an annual agenda carried out by the music education program in order to improve the music and performing arts ability of music education program students. The event was attended by the Dean of the Language and Arts Faculty (FBS), Mrs. Liliana, Deputy Dean II of FBS, Mrs. Dian, Deputy Dean III, Mr. Syamsi, and the Coordinator of the Music Education Program. In addition, the music education program students, alumni, and general audiences from outside the UNJ community were also present in the performance.

The performing arts concert was held in order to support the government's program in upholding cultural values and introducing local Indonesian wisdom through a program held by *Taman Mini Indonesia Indah (TMII)*. Therefore, music education programs also attend and work together in supporting the progress of the country through the contribution of scientific disciplines that are owned. The event was attended by more than 800 audiences, local people and foreigners. The theme of the concert was the rocking night. The theme was first presented by BCO where the previous concert brought jazz themes, children's songs, and so on. In this occasion, BCO presented guest stars working in the field of rock music, including Rio Ricardo (the keyboardist), Irvan Borneo (the guitarist), Novyrock (the singer), Sukma Pieters (the guitarist), Chica Fiqri Rahman (the singer), Putri Anisa Utamy (the singer). In addition, BCO also collaborated with *Kerocong Swaramangun*, East Bois, Jakarta Serenade Choir, and Jakarta Ethnic Music.

At the concert, the music performance involved 70 players, most were students of music education programs. The performance that is motivated by the development of rock music in the Indonesian music industry in the last 2 decades is increasing, both from musicians and music production. Seeing this phenomenon, the BCO concert wanted to facilitate students to appreciate and contribute positively to the development of arts and culture in Indonesia.



**Figure 4:** The Music Education Program Students Performance at *Taman Mini Indonesia Indah (TMII)*.

Other activities held by the Music Education Program that are in line with the policy of the freedom learning are also carried out in collaboration with the national library in commemoration of World AIDS Day. A musical drama was held on Thursday, December 19, 2019, at 15:30 West Indonesia Time. The activity was held at the National Library Auditorium, Second Floor, Medan Merdeka Selatan Street, Central Jakarta. The event was attended by the Dean of the Language and Arts Faculty (FBS), Deputy Dean II, Deputy Dean III, Heads, and Several National Library Staff, all students, and lecturers of the Music Education Program, as well as the public. The musical drama performance involved 62 students of the music education program from different batches consisting of 45 music players as an accompaniment of musical drama, and 17 drama players. The show was the last agenda held by the music education program BEMP as well as in the context of closing the Students Board (BEM) of the music education program in the 2019 period. The performance held was entitled EUNOIA "Aku Bukan Pengecualian" which means "I'm Not an Exception". The show told about a teenage girl named Eunoia. She was the only child from a rich family.

Her parents are very busy high-class businessmen. However, Eunoia has never felt the warmth of family and affection from her parents because of their busy lives to the point of not having time for their children. In short, Eunoia fell into promiscuity and the night world so one day she was ill and went to see a doctor. After a medical examination through laboratory tests, she was tested positive for HIV. Eunoia was excluded by her friends, even her best friends and parents did not accept her existence. She was desperate and wanted to end her life, but the doctor who examined her always advised and gave full support to keep the spirit and not despair. Eunoia was taken by the doctor to a rehabilitation center for people with HIV. At the end of the performance, Eunoia was welcomed back by her friends and family. The musical performance was performed in December which is a commemoration of World AIDS Day. The Students Board (BEM) of the music education program has the theme to educate the public that HIV and AIDS are different. People having the disease should not be isolated and exiled. The transmission of the disease is not easy, when someone interacts with people with HIV, he/she will not easily get infected. The transmission can only be done through sex, blood relations, and the use of syringes.



**Figure 5:** Drama musical performance by the music education program student at the National Library

Other activities as an effort to develop student competencies in music education program are establishing several collaborations with foreign embassies to study music, education, culture, languages, and building relationships.



**Figure 6:** Collaboration between the study program and the US embassy in the introduction of American folklore

On Thursday, November 28, 2019, at @Ameria, Pacific Place Mall, 3rd Floor there was a musical performance performed by a music group from Los Angeles, USA. This music group is called The Americans. The Americans consist of three members namely Patrick Ferris, Zac Sokolow, and Jake Faulkner. In music education program, the Americans presented works of Bob Dylan, Johny Cash, and Bruce Springsteen. The instruments that were played were guitar, banjo, and violin. They presented music that was part of the history of music and cultural development in America. The music that was delivered was the Bluegrass genre.

Another activity of the American embassy's cooperation program and music education study program is by presenting The Ari Roland Jazz Quartet in a jazz music workshop. The Ari Roland Jazz consists of Chris Byars as a Tenor Sax player, Zaid Nasser as an Alto Sax player, John Mosca as a trombone player, Stefano Doglioni as a clarinet player, Ari Roland as a bass, Phil Stewart as a drums player, and Harold Mabern as a piano player. The Ari Roland Jazz Quartet plays songs from the "Golden Age of Jazz" (the 1930s to 1950s). The original composition they made has received international critical acclaim. In addition to having traveled to 145 U.S. State Department jazz programs, in more than 50 countries, they also direct international jazz shows and educational workshops that bring together musicians from around the world.



**Figure 7:** The Ari Roland Jazz Workshop at the Music Education Program of Jakarta State University

The workshop was attended by lecturers in the music education program of Jakarta State University, the head of the music education program alumni, and an official representative of the US embassy in Indonesia. This activity was carried out as a form of cooperation between the United States Embassy to Indonesia. Besides, the workshop was held to provide knowledge to students of the Music Education Program about jazz and its playing techniques. Some students participated actively as players who collaborated directly by the jazz quartet group from America. Students are taught directly not only the theory but also about ways and techniques of playing and improvising in jazz music. Some musical instrument materials that were involved in the workshop sessions included saxophone, percussion, and piano.

The activity began with a brass group performance by the music education program students consisting of 4 saxophones, 2 trombones, 4 trumpets, 1

French horn, then continued by The Ari Roland Jazz Quartet featuring 2 songs, then resumed by the music education program students who played jazz music. Furthermore, the core activities carried out open and direct interaction between jazz groups from America and the music education program students. The workshop was ended by a collaborative performance between lecturers and students of the music education program and The Ari Roland Jazz Quartet group.

Cooperation is also carried out between the music education program and the Japanese embassy in the context of introducing Japanese culture through traditional Japanese musical instruments by the Aun J Classic Orchestra group from Japan. This activity was held directly by the Japanese Ambassador in Indonesia. The activity was carried out to introduce Japanese culture through traditional Japanese musical instruments. Aun J Classic Orchestra is a group of young musicians formed in 2008 that actively plays traditional Japanese musical instruments. The workshop was attended by the Dean of the Faculty of Language and Art, the coordinator and lecturers of the music education program, all active/inactive students, alumni of the music education program, lecturers and students of the Japanese literature study program, Indonesian language study program, and German language study program along with the Chairperson of each student board (*BEM*).



**Figure 8:** Aun J Classic Orchestra Group Together with the Music Education Program Leaders and Faculty Deans

This collaboration activity was motivated because the Japanese Ambassador in Indonesia was eager to introduce traditional Japanese musical instruments to the people of Indonesia, so the Japanese Embassy established cooperation with UNJ especially the music education program. Also, Jakarta State University is one of the places targeted as 3 tour schedules owned by the Aun J Classic Orchestra. The music education study program also conducts focus group discussion activities in the context of preparing music learning about the policy of freedom learning. One example is a discussion with the leaders of the music and media study of the Jakarta Art Institute.



**Figure 9:** Group discussion forum (FGD)

On Thursday, October 24, 2019, in Room 214 of the Faculty of Language and Arts (FBS), a Group discussion forum (FGD) was held. The topic discussed was 21st-century music education related to technology. The topic also discussed the music education curriculum that needed to be

applied in the current era. This activity aims to provide insight as well as sharing material in integrating technology in music learning in the music education program of Jakarta State University. The activity was attended by several lecturers and students who were directly selected by the coordinator of the music education program at Jakarta State University to participate in the activity. The FGD that carries the theme of music technology in music learning presents a speaker named Gideon. He is a lecturer and head of a study program, the performing arts faculty, and a lecturer in film studies, the film and television faculty of Jakarta Art Institute. He has broad experience including as a conductor, composer, arranger, and as a judge in various music events. He teaches Music Technology at IKJ.

Therefore, he was invited to exchange experiences while sharing about the existence of music technology in the music education curriculum at the college level. Many things were discussed in the activity including the material and teaching materials delivered, learning media, the weight of university credit unit, benefits, weaknesses, and strengths, as well as the obstacles and challenges that will be faced in the current digitalization era. With this activity, insights about music technology should be encouraged by the music education program so that students have the knowledge in the field of the music industry based on multimedia. Discussions were also held between lecturers, the head of the music education program of Jakarta State University, and the head of the music education program of Indonesia University of Education (UPI) in discussing the curricula related to implementing learning innovation through the freedom learning.



**Figure 12:** Teaching skill practice (PKM) of the music education program students.

The music education programs have carried out several activities in learning innovation related to the policy of the freedom learning. The policy is done to equip students with a variety of skills, insights, and experiences. With the ability possessed by students of the music education program, opportunities for employment for the graduates will increase so that it can support the government program in developing industries and be ready to compete at the international markets. As the final result of this study, this study found the prototype concept to be applied in innovation learning through freedom learning in the music education program. Learning Innovation through freedom learning is carried out with a scheme that can be seen as follows.



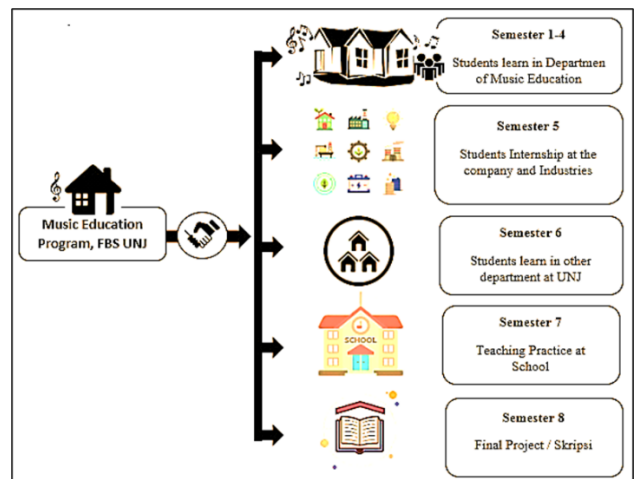
**Figure 10:** Discussion of the UNJ and UPI’s music education program curriculum

In developing students' competency in music education programs, Jakarta State University held a fieldwork program (KKL).



**Figure 11:** Fieldwork program (KKL) for students in Bali

The fieldwork program (KKL) shown in figure 12 was carried out by the music education program batch 2016. The activity was held to provide students with knowledge and skills in playing traditional Balinese music instruments such as *rindik*, *genggong*, and Bali *gamelan*. The music education program also provides students with teaching skills. This program is included in the teaching skills practice (PKM) course.



**Figure 13:** Innovation Learning in Music Education Program

**5. CONCLUSION**

Learning innovation is carried out to adapt to current conditions. Without innovation in learning, the goals of education will not be achieved. Innovation learning is carried out in line with the concept of freedom learning so that the management process is the most important aspect as an indicator of success in learning. Learning innovation through the freedom learning management in the music education program is carried out by providing opportunities for students to carry out the learning process outside the university. Students are also allowed to gain knowledge and abilities in other fields of science outside the disciplines they have studied in the music education program. Four models can be carried out in the innovation learning process through the cross-departmental and institutional exchange model. Learning innovation is applied so that the learning process can be effective, efficient, and productive. Innovation learning aims to equip students with the skills they must have in the 21st century today. In the current era, students are no longer required to have only one skill in the field of knowledge. In addition to the skills in the field of knowledge that they studied during their undergraduate studies, they must also have at least the ability to have the critical thinking, creativity, communication, and technology. Without them having the skills of the 21st century, they will find it difficult to compete in the global industry. And the worst thing is that they won't get a job.

Therefore, the ability of the 21st century is the main aspect of the innovation learning target.

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