

***Akhlaq* and Music: Student Character Development through Musical Expression**

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Abstract: The objective of this study is to ascertain endeavors aimed at cultivating students' character through the medium of music. This study employs qualitative methodologies, primarily focusing on conducting descriptive investigations. Data collecting involves utilising primary and secondary sources, encompassing theories, factual information, and documents pertaining to music, education, and character. Data analysis employs descriptive analysis, which involves the theoretical description of data through data collection, data reduction or simplification of theories and concepts, presentation of data by attempting to derive conclusions from various theories and concepts, and data verification, which entails rechecking the accuracy of the drawn conclusions and making necessary adjustments. The research findings indicate that music can contribute to attaining educational objectives, particularly in fostering the growth of an individual's personality and character in alignment with society's values and norms. The objective is to cultivate conscientious attitudes and conduct in individuals, positively contributing to society, nation, and state advancement.

Abstrak: Tujuan dari kajian ini adalah untuk mengetahui upaya pengembangan karakter peserta didik melalui seni musik. Penelitian ini menggunakan metode kualitatif dengan penekanan pada studi deskriptif. Pengumpulan data menggunakan sumber primer dan sekunder, meliputi teori, fakta, dan dokumen yang berkaitan dengan musik, pendidikan, dan karakter. Analisis data menggunakan analisis deskriptif yang menggambarkan data secara teoretis melalui pengumpulan data, reduksi data atau menyederhanakan teori dan konsep, penyajian data dengan mencoba menarik kesimpulan dari berbagai teori dan konsep, serta verifikasi data, dalam hal ini memeriksa kembali keakuratan kesimpulan yang diambil dengan melakukan penyesuaian yang diperlukan. Hasil penelitian menunjukkan bahwa musik bisa berperan dalam memfasilitasi tercapainya tujuan pendidikan, khususnya pengembangan kepribadian dan karakter individu yang selaras dengan nilai dan norma masyarakat. Hal ini bertujuan untuk menumbuhkan sikap dan perilaku

bertanggung jawab dalam diri individu, sehingga berkontribusi terhadap kemajuan masyarakat, bangsa, dan negara.

Keywords: *Akhlāq*, music, character, Islamic education

Introduction

Education is a crucial investment made by the government to ensure the survival and progress of human civilization. In its broadest sense, education refers to the deliberate efforts of educators to shape students' physical and spiritual development, fostering positive character traits and cultivating a morally upright younger generation possessing a commendable personality (Zuhairini, 2004). Education has a crucial role in the intergenerational survival and progress of human societies, contributing to the ongoing growth of a country through the cultivation of knowledge and skills in individuals. The purpose of education is explicitly mentioned in Paragraph IV of the preamble to the 1945 Constitution, which declares that the Indonesian nation aims to cultivate national intelligence. The preamble to the 1945 Constitution highlights the importance of educating the citizenry to progress the country. Education is prioritized in educating the nation, providing individuals with knowledge, skills, potential, expertise, and understanding. It is explicitly stated in Law Number 20 of 2003, which outlines the function of national education. According to this law, education aims to cultivate potential, enhance abilities, and shape individuals into dignified personalities, ultimately contributing to the nation's development. The goal is to produce citizens with noble character, knowledge, skills, and creativity, enabling them to be responsible and democratic members of society (Law, 2003). Zuhairini explains that education plays a crucial role in shaping individuals' internal and external qualities, such as personality and character. By instilling values and norms in students, education ensures the development of positive traits across generations.

The continuous advancements in technology have both positive and negative implications, particularly concerning the moral issues currently being emphasized. The prevalence of moral issues among children and teenagers, including brawls, violence, bullying, harassment, and pornography, is a concerning matter. Despite being provided with education to cultivate good character and personality, these problems persist. In contemporary times, it is common to observe ethical dilemmas in the field of education, including instances of violence, pornography, and bullying. Education, predominantly conducted within the school setting, plays a crucial part in the transformation and development of the character and personality of young individuals. By inculcating values and conventions, children and young people can be shielded from the moral predicaments currently causing significant concern. School education significantly influences a child's character and personality

(Murniyetti & Fuady, 2016). An ongoing educational initiative involves the study of music, which plays a significant role in shaping the character and personality of children. According to Pythagoras, music can alter attitudes, personalities, and thought processes by aligning with the cosmic vibrations of the universe, which are believed to impact human well-being positively (Djohan, 2009). Music is presently a highly accessible medium for children and teenagers. The experience of listening to music can be enjoyable, invigorating, and intellectually stimulating when one understands the meaning behind the musical material.

Music manifests deep emotions conveyed through the arrangement of harmonious sounds, encompassing beats, rhythms, and melodies that are aesthetically pleasing to the auditory senses (Maryoto, 1989). Music is an artistic creation that emerges from appreciating and expressing emotions through organized, aesthetically pleasing tones and rhythms (Sunarko, 1985). Ortiz asserts that music is an integral aspect of human existence, capable of fostering tranquility, motivation, and creativity in the progression of human life (Baidah, 2010). The perspectives of Maryoto, Sunarko, and Baidah highlight that music is the emotional expression of one's inner thoughts and feelings through poetic or lyrical words, accompanied by pleasing elements such as tones, beats, melodies, rhythms, and harmonies. Music can impact the human soul and mind when listened to, ultimately influencing one's personality and character.

Consequently, contemporary teenagers greatly benefit from a medium that can shape their personality and character by influencing their souls and minds. Education can utilize music to impart values and norms that can influence a child's personality and character. It can be achieved by exposing them to music, such as Opick's religious songs, which contain meaningful verses and moral messages relevant to children, teenagers, and adults. The music of Rhoma Irama carries profound significance and meanings, aiming to imbue the principles of monotheism and ethics. Incorporating the music of Opick and Rhoma Irama into students' study routines it fosters a belief in their souls, ultimately positively shaping their character and personality.

When education becomes an overwhelming burden, teenagers' moral dilemmas are significant. Education can mould the personality and character of a nation's children across generations, providing them with scientific knowledge, skills, values, rules, and norms. Cultivating virtuous character and exemplary personality traits will propel our nation's civilization towards advancement and development, encompassing technological progress and the moral and character development of our future generations. Music can enhance children's receptiveness to school lessons if it aligns with their preferences and interests. Educators can utilize this chance to cultivate character and personality traits that align with societal ideals and standards.

The use of music in education serves as a means to mold the character and personality of students. The presence of values and norms in music's poetic meaning will influence youngsters, reinforcing their views and contributing to developing their personality and character as they engage with and study the music's message and significance. Essentially, human nature is inherently drawn to beauty, thus making music an influential model in education since it molds the personality and character of students. Introducing music to school pupils and explaining the lyrical content will foster an enjoyable learning environment. Amidst the enjoyment, we educators endeavor to impart values and conventions that will mold pupils to possess exemplary and principled character. Incorporating music into education cultivates students' character, enabling them to emerge as individuals capable of leading our nation towards continuous intellectual advancement. What is the correlation between music and character education? This inquiry aims to determine the correlation between music and character education. The primary objective of this research is to enhance scientific understanding, knowledge, and literature regarding the correlation between music, education, and character. The practical application of this research is to offer a valuable reference for further investigations on the interplay between music, education, and character.

Method

This research uses a qualitative methodology, focusing on descriptive studies, to understand objective facts and data in their authentic and accountable state. Data gathers information from various sources, including primary and secondary sources, such as scientific publications, books, research reports, theses, and dissertations. The data sources were chosen from various sources, and only the data pertinent to music, education, and character were chosen. Data analysis makes use of descriptive techniques, specifically by describing data in a theoretical manner, beginning with the collection of data, reducing data or simplifying theories and concepts, displaying data or drawing conclusions from a variety of theories and concepts, and verifying data, specifically by double-checking the correctness of conclusions drawn by adapting to other theoretical theories.

Results and Discussion

Music is an artistic creation that arises from appreciating and expressing emotions through the medium of sound, characterized by the presence of consistent, aesthetically pleasing tones and rhythms (Sunarko, 1985). Wolfe & Haefner (1996) assert that music is an integral aspect of human existence that has the potential to induce tranquility, stimulate creativity, and foster the growth of individuals (Baidah, 2010). Ortiz further asserted that music comprises of sounds and tones arranged rhythmically, capable of shaping cognitive processes and alleviating monotony (Baidah, 2010). According to

experts, music is an artistic discipline that integrates sound patterns into tones and rhythms that are perceptible and audible to humans (Banoë, 2003; Huron, 2016). (2) Music combines elements such as sounds, tones, rhythm, melody, and harmony to create an artistic composition. These components are skillfully combined to convey emotions and ideas in art (Bahari, 2008; Theorell, 2014). (3) Music is an artistic creation combining elements such as pitch, rhythm, melody, voice, and sound to create a harmonious and enjoyable listening experience (Foubert et al., 2020; Jamalus, 1988). These beliefs about music have fostered the notion that music is an individual's artistic creation that conveys emotions and atmospheres by integrating notes, rhythms, sounds, and voices. This integration encompasses melody, harmony, and rhythm, resulting in a coherent and harmonious experience when listened to and encountered. Busoni (2012) and Lamont et al. (2016) cited the references. The auditory perception of the music undergoes a distinct alteration in its rhythmic pattern when performed. The term "rhythm" in music is commonly synonymous with "beats." Scientific research has determined that the rhythmic patterns in music can impact the brain, generating physical motions in the limbs. The limb movements elicited by tapping are contingent upon the presence of high and low frequencies in the rhythm (Korsakova-Kreyn, 2019; Li et al., 2019). Based on the comprehension mentioned above of music, it can be inferred that music is an assemblage of tones and sounds that generate consistent auditory patterns and possess a rhythmic quality capable of exerting an impact on the psyche, cognition, motivation, and sentiments of its listeners.

Listening to music has various advantages: (1) Music can impact one's inner emotional state and spiritual essence. When music is played in various situations, such as when someone is feeling sad, happy, or restless, it can swiftly influence their soul and mind, addressing the mental and emotional challenges they are experiencing. A restless soul can regain enthusiasm by listening to music, and a saddened mind can find solace (Bisesi & Windsor, 2016). (2) Research has demonstrated that music can reduce stress and anxiety. Specifically, those experiencing stress have been found to experience a rapid reduction in their emotional state when exposed to the rhythmic patterns of enjoyable music (Cross & Tolbert, 2016). (3) Music can serve as a therapeutic technique for promoting health, utilizing the rhythmic beats and sounds of the music. It can be particularly beneficial for memory therapy in individuals who frequently experience forgetfulness (Bisesi & Windsor, 2016). (4) The mood can transform significantly when music is played in a suitable time and condition that aligns with the emotional state. For instance, music can shift the mood from sadness to happiness when feeling sad. This effect occurs because certain sounds have the power to impact one's emotional state. This phenomenon is often called inner health therapy (Chen et al., 2016). (5) Music can impact attitudes and behavior, ultimately molding one's character and personality when actively engaged (Harris & Stokes, 2017; Rasyid, 2010).

It may be inferred that music profoundly impacts the human psyche, shaping one's character, beliefs, and mental processes based on the music being listened to. Music has been a customary and artistic expression throughout history, enhancing traditional rituals such as salvation, childbirth, marriage, and death. Music is deeply intertwined with society, serving to express gratitude and convey emotions. Consequently, music has become a defining characteristic of the cultural and customary practices in various regions of Indonesia (Chambers, 2013; Djohan, 2009). Pythagoras asserted that music can influence human conduct, encompassing personality, morals, and attitudes. According to Pythagorean doctrine, the universe is akin to a musical instrument, resonating with cosmic vibrations. When humans are in sync with these cosmic vibrations, they experience good health. Music consists of tones, harmonizing melodies, and rhythms that are believed to have the power to affect the listener's emotions, thoughts, and personality. During the time of Plato and Pythagoras, music was utilized as a means of health therapy for emotional, mental, and character therapy. Individuals were guided to listen to musical instruments played during health therapy sessions (Djohan, 2009; Swijghuisen Reigersberg, 2017).

Education in Greek can be defined as "pais," which refers to someone who guides others (Ahmadi & Uhbiyati, 1991). Education, in essence, is a deliberate endeavor to foster pupils' intellectual and spiritual growth while also shaping their personality and character. It is crucial for the sustained progress of human existence over successive generations (Zuhairini, 2004). In Islam, education encompasses ta'lim, ta'dib, and tarbiyah. However, discussing education at the academic level is commonly referred to as Tarbiyah (Hery Nur, 1999). Tarbiyah, an Arabic term, refers to the progressive growth and development of an individual's personality through education, leading to the cultivation of a strong and virtuous character (Hery Nur, 1999).

As defined by Djumransjah, education is the systematic cultivation of intellectual and spiritual capacities in children, in alignment with cultural and societal norms (Djumransjah, 2004). (2) According to Ahmad Tafsir, education encompasses enhancing an individual's personality and character across multiple dimensions, including skills, understanding, knowledge, and perception (Tafsir, 2005). (3) Law Number 20 of 2003 on education emphasizes the deliberate actions of educators in providing guidance, shaping, and fostering the personality and character of students in alignment with values and norms that enable them to contribute meaningfully to society, the nation, and the state (Law, 2003). (4) Teguh Triwiyanto defines education as a deliberate endeavor to offer both formal and non-formal experiences, whether within or outside of educational institutions, to maximize individuals' capabilities that can contribute to the welfare of the state, nation, and society (Triyanto, 2014). (5) Melmambessy Moses defines education as the act of imparting knowledge from an expert to another person to develop and transform their cognitive

abilities and personality. It can occur through official or informal educational settings (Moses, 2012). The experts' analysis of education suggests that it is a deliberate and systematic endeavor by educators to impart knowledge and shape the character and morals of students in line with societal values and norms. This process occurs in formal and informal educational settings, encompassing acquiring knowledge, skills, and attitudes. The ultimate goal is to equip students to be responsible and productive individuals, as demonstrated through their moral conduct and behavior in society, nation, and state.

According to Law number 20 of 2003, education aims to enhance skills and potential, cultivate a respectable character, promote intelligence, and instill belief and devotion to God. It aims to foster individuals with noble and ethical values, knowledge, competence, and the ability to be responsible democratic citizens (Law, 2003). According to Teguh Triwiyanto, educational pathways consist of three pathways: formal education, which involves knowledge transfer in schools; non-formal education, which includes job training; and informal education, which involves knowledge transfer within the community, family and life experiences (Triyanto, 2014).

Regarding the endeavor to utilize music to cultivate students' character, the term "character" in this context refers to a Greek linguistic concept denoting marking or focusing. The realization of good values in action and attitudes is intimately linked to character, as character manifests high moral values (Zubaedi, 2012). In psychological terms, character refers to the fundamental aspects that make up a person's attributes, whether positive or negative, and are used to identify a person's individuality (Ramayulis, 2017). In Islamic terminology, character is described as "*khuluq*," the singular form of "*ahklaq*." It refers to the overall state of both persons' inner and outer aspects. Etymologically, character is synonymous with *ahklaq*, with its derived form being *khuluqan*. Dialect refers to temperament, manners, and *tabi'at* (Ramayulis, 2017).

As defined by experts, the concept of character is the assimilation of positive human attitudes derived from both common sense and religious traditions, as stated by Michael Novak (Lickona, 2012). (2) Masnur Muslich defines character as the set of human behavioral values aligned with God and encompass attitudes and morals that adhere to societal standards and conventions. These qualities are manifested in one's surroundings, society, nation, and state (Muslich, 2011). (3) Muchlas Samani argues that character is a fundamental attribute inherent in humans, manifested via their conduct and attitudes in life. This attribute is shaped by various components of the traditions and culture that influence people's lives (Samani & Hariyanto, 2011). (3) According to Agus Wibowo, character refers to a cognitive framework and set of behaviors that individuals employ when interacting with others in a social context (Wibowo, 2012). (3) Based on the definition as mentioned above of character, the inference drawn is that character encompasses fundamental

principles of practical wisdom and the essence of humanity. These principles encompass the values and standards that govern the establishment of social connections, which are shaped by the traditions and customs of a community.

Certain principles must be followed when shaping and developing a person's character through education, as suggested by T. Lickona, E. Schaps, and C. Lewis. These principles include: (1) imparting fundamental values as the foundation of character; (2) comprehensively understanding an individual's character; (3) employing an effective approach to shape and cultivate character; (4) exhibiting a positive personality to students; (5) incorporating a character-building curriculum; (6) providing motivation; and (7) involving the family as a tool and partner in character development (Mulyadi, 2008). Abuddin Nata discusses several techniques for developing and molding one's character, including habituation, emulation, and psychological tactics (Nata, 2011).

The national education system, as defined in Law number 20 of 2003, is a deliberate and organized endeavor to establish an environment and process for learning that aims to cultivate students' abilities in various domains such as skills, scientific knowledge, religious understanding, intelligence, and moral values that are beneficial to society, the nation, and the state. According to Ahmad Tafsir, education is acquiring skills, understanding, and knowledge in a school setting to shape a strong and virtuous personality, morals, and character (Tafsir, 2005). According to Ali, guidance from an educator to students is intended to foster the development and growth of education. This guidance aims to shape and develop students' potential regarding knowledge, insight, and skills to instill positive attitudes, morals, and character following societal values and norms. Ultimately, this guidance benefits society, the nation, and the state (Hery Nur, 1999).

Teguh asserts that education encompasses acquiring knowledge and skills, both within and outside formal educational institutions, with the ultimate aim of maximizing human potential and capabilities (Triyanto, 2014). As per Ahmad Tafsir, education is the systematic cultivation of an individual's personality and character, acquiring skills, intelligence, and knowledge (Tafsir, 2005). According to Melmambessy, education is the act of imparting knowledge from individuals considered to possess expertise in the field of science and knowledge, which can be disseminated and passed on to others to foster intellectual and behavioral growth (Moses, 2012). Based on expert opinions, education can be defined as the deliberate endeavor of educators to impart knowledge, cultivate skills, unlock potential, and mold the personality and character of individuals within or outside formal educational institutions. It aims to equip individuals with the necessary tools to navigate and contribute to society, nation, and state, fostering responsible and democratic citizenship.

The incorporation of music into education is called the discipline of music. Empirical evidence demonstrates that music serves as a tool and medium for cultivating a distinct pastime among individuals from diverse age

groups, including children, teenagers, and parents who listen to it. Music education in schools enhances students' learning experience by making it enjoyable. It is undeniable that nearly 95% of students have a fondness for music, as it is an art form that evokes emotions and is expressed through various elements such as sound, tone, rhythm, and melody. These elements combine harmoniously to create a pleasing and aesthetically pleasing auditory experience (Sunarko, 1985). Music is aesthetically pleasing as it represents the heartfelt admiration conveyed via words accompanied by tone and rhythm. Moreover, music can impact both emotions and thoughts, promoting tranquillity in the soul and physical well-being. Listening to music can inspire and stimulate the imagination (Baidah, 2010).

This perspective regards music as a medium capable of impacting students' psyche and cognitive processes during their educational experience, using various methods and approaches educators employ. Various factors' influences can significantly impact students' tranquility, creativity, and imaginative abilities. These factors include the interpretation of students' unique souls, hearts, and minds, which in turn create their character and personality. Additionally, these influences play a crucial role in developing students' cognitive abilities, skills, and knowledge. Good education refers to education that aligns with the national educational objectives, specifically aimed at cultivating and enhancing pupils' overall potential, personality, character, intelligence, and skills. Music is considered an art form that can effectively enhance educational objectives. According to Aristotle, music can profoundly impact the soul and thoughts, thereby shaping one's personality and character. Since personality is rooted in the human soul and character is influenced by both the soul and thoughts, music can significantly influence the soul and mind, ultimately shaping one's personality and character (Rasyid, 2010).

According to experts, character can be defined in various ways. For instance, Muslich defines character as the values associated with God, encompassing moral values and regulatory norms within the context of the environment, society, nation, and state (Muslich, 2011). Contrary to Muchlas's perspective, the character is an inherent fundamental human quality demonstrated via human attitudes and actions in everyday life and is shaped by the local customs and culture of the surrounding environment (Samani & Hariyanto, 2011). Experts' opinions on character definition indicate that character is an inherent fundamental quality of human nature that can be shaped by culture and tradition. Natta posited that any factor capable of exerting an impact on character is a process of conditioning the soul (Nata, 2011). Music is regarded as a means of impacting the soul and intellect. The connection between one's character and music is observed through the utilization of music in molding and influencing human personality and character.

The correlation between music and character Education is a dynamic connection that has a profound impact and robustness in shaping an individual's personality and character by engaging with the human psyche and intellect. Education, seen as a pivotal institution for the dissemination of knowledge and the cultivation of potential, skills, and intellect, requires a means of shaping one's character. The current media used in education aligns with the evolving societal and technological landscape, specifically in the era of Society 5.0. This educational approach incorporates the art of music to enhance children's active listening, practice, learning, and appreciation of musical art. Education becomes more accessible and effective in developing and shaping children's character, aligning with the values and norms of the community, nation, and state.

Listening to music, such as the compositions of Rhoma Cadence, Opick, and Wali, which contain profound religious values and norms, can greatly enhance the study and appreciation of music as an art form. These musical compositions can serve as valuable educational resources for educators in schools. The child's character will be shaped by the cultivation and practice of incorporating music into their schooling. Pythagoras believed that the world functions as a musical instrument with a cosmic ambiance intertwined with human beings. According to him, when humans are affected by music, their souls and thoughts are altered, leading to a state of wellbeing (Djohan, 2009). Using music in education to shape students' character is evidently advantageous. By incorporating music into the educational system, it becomes possible to maximize its potential in molding the personality and character of students. It is particularly crucial in preventing the erosion of character observed in contemporary society. The fall in children's morality can be attributed to the absence of religious ideals and conventions in their psychology and mental processes. The relationship between music and character education lies in the role of music in facilitating the attainment of educational objectives, specifically the development of an individual's personality and character that aligns with societal values and norms. It aims to cultivate responsible attitudes and behavior in individuals, contributing to the overall well-being of the community, nation, and state. His.

Conclusion

Music is a harmonious composition of notes, rhythm, melody, and harmony that is universally enjoyable for toddlers, teenagers, and the elderly. Music exerts a profound influence on the human soul and mind, which in turn shapes human personality and character, impacting their views and behavior. Education is presently a means for a country to demonstrate its quality by cultivating knowledgeable human resources, so it serves as an investment. The primary objective of education is to mold one's personality and character while also cultivating their potential, talents, and intelligence in alignment with the

ideals and standards of society, nation, and state. Experts assert that music can profoundly influence the human soul and mind, thereby shaping one's personality and character. Given that the primary objective of education is to mold human personality and character, music can be employed as an instrument within the educational realm to impact the human soul and mind. It, in turn, can enhance the development of one's character and personality development in social, national, and state contexts, fostering a sense of responsibility in one's attitudes and behavior. The prevailing moral decay can be attributed to the character and disposition of students who lack ingrained virtues and principles. The relationship between music and character education lies in the role of music in facilitating the attainment of educational objectives, specifically the development of an individual's personality and character that aligns with societal values and norms. These aims are to cultivate responsible attitudes and behavior in individuals, contributing to the betterment of the community, nation, and state. His.

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