



Gamified Learning Intervention to Promote Music Literacy and Creativity in Elementary Music Education

Denny Bin Robert*, Nurfazila Bt. Jamri, Sandra Hazel Ling, Ainur Athirah Bt. Amin & Fatin Afiqah Bt. Yazid

Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, 94300 Kota Samarahan, Sarawak, Malaysia.

ABSTRACT

Music education often emphasises the acquisition of practical components, with students assessed on their ability to handle and operate musical instruments. The theoretical aspects of music education, particularly music theory, have been relegated to a secondary role. However, recent research has shown that music creativity, including composition, improvisation, performance of composed music, and ideation, is a core element in music studies. Teaching music theory is becoming less popular among music teachers, and consequently, the stigma associated with learning music theory limits students' ability to explore music independently. This study proposes a gamified learning intervention through Music Rhythm Tour Board Game to promote music literacy and creativity in elementary music education. Observations on players' behaviour were conducted to test the efficacy of the board game in promoting music composition. The gameplay analysis showed how the intervention successfully reduced the stigma associated with constructing rhythmic phrases, facilitating a smoother transition to music composition and rhythmic sight reading (kinetic responses of players). The findings showed that Music Rhythm Board Game effectively reflects the potential of capitalising on collaborative structures of cooperative board games. It provides a promising avenue for improving music education by encouraging students to develop their creativity and musical skills through gamified learning.

Keywords: music education, music theory, gamified learning, board games, music board games

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Email address: malcovishes@gmail.com (Denny Bin Robert)

*Corresponding author

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