

Develop Musicality of Teenager through Band Teaching and Learning: A Case Study

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Abstract: The process of learning band music in junior high school students is part of the development of skills or soft scale in the field of musical art. The level of interest in the musical activity is quite good. This can be seen from the results of the band's music learning process. This article is the result of research on the activities of grade VIII students who choose extracurricular activities at Sewon Bantul State Junior High School 1 Yogyakarta in the even academic year 2017/2018. Through interview techniques, documentation, and observations on musical activities, the band's practice can provide data that the musical activities reduce harmful activities of first-level school students. The process of practising band music at Sewon Bantul State I Junior High School Yogyakarta also uses various approaches, namely humanistic education, utilising electronic media, learning evaluation using discussion systems, demonstration methods, lecture methods, and drill methods. Learning activities outside school hours are called extracurricular learning. The band's musical activities at the Sewon Bantul State I Middle School Yogyakarta are extracurricular lessons. The results of extracurricular learning activities such as band music learning can be concluded to have a positive impact on student personality and mental development. The band's various extracurricular activities are also in line with government education programs that provide a place for positive activities for the younger generation.

1 INTRODUCTION

Learning is an interaction between teacher and students in the learning process. Learning is a system that aims to help students' learning process, which contains a series of events designed and arranged in such a way that students can be affected and support the occurrence of learning processes (Gagne & Briggs, 1979:3). Learning can be held in the form of formal, informal and non-formal. Formal learning, in general, is held by many formal schools. Forms of formal learning such as those conducted at Sewon Yogyakarta 1 Junior High School. (Smith, 1998).

Sewon Yogyakarta 1 Junior High School is one of the schools in the Bantul area. Sewon 1 Junior High School is located on Jalan Parangtritis KM 7. The school is one of the first favourite secondary schools in the Bantul area. This school has a total of 24 classrooms with a capacity of 24 to 28 people. Sewon Yogyakarta 1 Junior High School organises in the form of an intra-curricular and extracurricular learning process. Extracurricular learning is a

compulsory activity that should be carried out by the curriculum and carried out in the morning at the school. Extracurricular learning is an activity that is freer and not too binding as extracurricular activities.

The learning of extracurricular activities is carried out in the State High School 1 Sewon Yogyakarta, in general schools do not target students to have an achievement. Self-development activities carried out in the school have not been managed in a structured manner. The curriculum implementation carried out by schools is less concerned with extracurricular activities and goes on.

Extracurricular activities carried out at the school are a place to accommodate students' talents and interests. However, not all who choose musical talents and interests can be accommodated in band extracurricular activities. This is due to the selection system that does not direct students to choose extracurricular activities that are by their potential. However, there are also some students who have the potential to choose extracurricular activities. The school has several activities in self-development

which are embodied in extracurricular activities, and are held once a week. Extracurricular activities at the school aim to provide a place for students who have talents and interests related to the field of sports, arts including choir, band, painting, and calligraphy. The band's extracurricular activities carried out at the State 1 Sewon Yogyakarta Junior High School is formally done in the classroom with a sufficient number of instrument facilities. However, the condition is that there are some unkept instruments. Band extracurricular activities are carried out in classrooms containing tables and chairs.

The music band's learning has a process of students learning of instruments that are in demand and taught directly by the teacher. Learning methods applied to students are given in the form of sample material in playing band musical instruments. Extracurricular learning from teacher bands provides not only direct examples of how to play musical instruments that are of interest to students but also provides practical theories on how to play basic chords. Room facilities are less comfortable because of the existence of tables and chairs, and hot room temperatures make students feel tired during the band learning activities. This causes when the learning process takes place; some students come out of the class and do not pay attention to the teacher when delivering learning material. Besides that, there were also many participants in the band's extracurricular activities who moved with other extras.

The extracurricular learning process for band music in junior high school students through a case study of the learning process at the I Sewon State Middle School illustrates that adolescence needs a positive activity. In this article, the results of the study will be based on the background described and to the understanding of the band's music learning process, there are some things revealed, namely how the band forms extracurricular learning at Sewon Yogyakarta 1 Junior High School and how the obstacles and solutions of band extracurricular learning? The question will provide an understanding that band music extracurricular lessons will be known to form extracurricular learning models and know the obstacles and solutions in the process of teaching band music teaching at Sewon Yogyakarta 1 Junior High School.

2 METHODOLOGY

The research process at the State Junior High School I Sewon refers to several previous studies such as the research of Harel Arganata (2011) in the

final thesis report writing entitled "The Extracurricular Learning Process Band at SD Bobkri Demangan III Depok Sleman" discusses the music learning model. Then the research of Frendi Andrian (2014) in the final thesis report entitled "Band Extracurricular Learning in Santo Yosef Pangkalpinang High School in Bangka-Belitung Islands Province 2013/2014 Academic Year Period" discussed some of the methods applied in the school. Next is Rifki Kurniawan's (2014) research in the final thesis report "Band Music Extracurricular Learning 2013/2014 Academic Year in Kutowinangun 1 Kebumen Middle High School in Central Java" which discusses the learning process and applies to learn methods. The three results of the study can be concluded that no one has examined the Band Learning at Sewon Yogyakarta Junior High School 1 Bantul. Therefore the research that has been done is still original. In the process of research carried out requires several sources that can be a reference in the discussion and reference. Examining the band's learning process and strategies at Sewon Yogyakarta 1 Junior High School refers to several methods from various reference sources. Andi Aldiano provides an understanding of how to learn practically popular musical instruments, such as guitars, basses, drums, keyboards, violins, harmonicas, and others (Aldiano, 2014). The method of Andi Aldino provides knowledge in learning music that does not yet have a background in music knowledge and can be done independently or commonly called self-taught learning.

Ngalimun, 2016, gave the opinion that every implementation of the teaching and learning process would undoubtedly require a strategy. Designing a strategy in detail will assist education providers, namely teachers, in guiding students to be able to understand the material in the learning (Ngalimun, 2016). This is revealed in the book "Strategi dan Model Pembelajaran", which was published by CV. Aswaja Pressindo, Yogyakarta. Case studies of band music extracurricular learning processes also require the role of the teacher in understanding psychologically. Psychological understanding is an essential part of the teaching and learning process (Syah & Wardan, 1999). This is as described in a book entitled "Psikologi Pendidikan Dengan Pendekatan Baru" revealed by Muhibbin Shah.

According to Muhibbin Shah, the discussion of teaching and learning is directly connected with the activities of students while conducting the learning process. It is necessary for the stages of learning the material in the school environment and outside the school environment. Haryadi et al. Also provides an

understanding that the learning process at the elementary and junior high school level requires materials that are commonly used in learning. This was revealed in a book entitled *Metode Pendidikan Seni Musik Untuk Sekolah Dasar dan Sekolah Menengah Pertama*, Dedikbud, Jakarta, 1977. The process of band music extracurricular learning that has been carried out by I Sewon State Middle School students uses media technology that is currently efficiently utilised. The learning process of using technology is expressed through the thoughts of Bambang Warsita (2008) in a book entitled, *Teknologi Pembelajaran Landasan dan Aplikasinya*, Rineka Cipta, Jakarta. Understanding of student technology is also needed with the understanding and scope of learning technology. This thinking is also beneficial for the teaching teacher as well (Warsita, 2008).

The search process in the band's extracurricular music learning process through several stages of panhandling conducted directly to the field will explain and describe the band's learning strategy in extracurricular activities. This is also contained in the explanation and description of an event in certain situations (Sugiyono, 2013: 2). In the case study of the band's music learning process in extracurricular through various methods. One method of research analysis that aims to gain an understanding of reality through the process of thinking that applies things that are common in advance to be connected in particular parts. The results of data analysis in the form of exposure of the situation under study are presented in the form of narrative descriptions.

2.1 Data Collection

The search phase for data or information that is directly related to the material needed, namely using data collection techniques is the essential step in the research because the primary purpose of the research is to obtain data (Sugiyono, 2013: 224). The source of the data obtained is a literature study that research is done by collecting data from various library materials that are relevant and other references related to the material that will be studied (Sugiyono, 2013: 27). Looking for data or reference material to be used as reference material in the final assignment.

The data sought can be through libraries, web, and others. Observation According to Nasution (1998) states that the basis of all science. Scientists can work based on data, namely facts about the world of reality obtained by observation. At this stage, the observation was carried out at Sewon Yogyakarta 1 Junior High School Bantul Yogyakarta. Observing

the process directly in learning from beginning to end will be accurate. Interviews, according to Esterberg (2002) state that, interviews are a meeting of two people to exchange information and ideas through question and answer so that that meaning can be constructed in a particular topic. At this stage, the researcher conducted interviews with several speakers, namely parties at Sewon Yogyakarta 1 Public Middle School such as Principals, curriculum fields, extracurricular teacher teaching teachers as well as students of Sewon Yogyakarta 1 Junior High School to obtain information and information needed in collecting data. Documentation is a record of events that have passed (Sugiyono, 2013: 240). The document can be in the form of writing, drawing, or monumental works from a person. Through searching related documents, the learning process of the band at Sewon Yogyakarta 1 Junior High School will be complete in data collection. Also, documentation in the form of excellent photos and videos was recorded during the learning process at Sewon Yogyakarta 1 Junior High School.

2.2 Data Analysis

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood, and their findings can be informed to others (Sugiyono, 2013). Processing data with data analysis techniques is a process of searching and systematically compiling data obtained from interviews, field notes and documentation by organising data into several categories, describing into units, synthesising, arranging into patterns, choosing which ones essential and what will be learned then make conclusions (Sugiyono, 2013).

3 DISCUSSION

Education plays an essential role in preparing quality human resources. Therefore, education should be managed in quality and quantity. Education can be achieved if students can complete their education on time with one's learning outcomes, namely, the teacher's ability (teacher professionalism) in managing to learn with appropriate methods, which makes it easy for students to learn the subject matter, resulting in more learning good (Sugiyono 2012: 75). According to Jamalul (1988: 3). Learning music art is learning about sound. Whatever is discussed in musical learning must be based on the sound itself. Music is a result of sound art in the form of songs or

musical compositions, namely rhythm, melody, harmony, form or structure of songs, and expression as a unit (Jamalus, 1988: 1).

3.1 Learning Methods

The method of learning music is a way taken to achieve musical learning gradually according to the logical sequence level. This method of learning music is based on the stages of the sequence of music learning activities. The method used by a music teacher will depend on the views of the nature and nature of music itself, the nature and nature of learning, and the nature and rights of learning music (Jamalus & Busroh, 1991: 120).

In music learning, various learning methods according to Nana and Ibrahim (2003: 105), methods commonly used in teaching and learning activities include lecture methods, demonstration methods, imitation methods, discussion methods, and training drill methods (Sukmadinata & Ibrahim, 2003).

3.2 Band Learning Process

The band's extracurricular activities at Sewon Yogyakarta 1 Junior High School are held every Wednesday from 13.40-15.40 WIB or 2 hours of learning in the band's classroom. Active time lasts more or less for 4-5 months during holidays, holidays, tryouts and other activities. The space used by band extracurricular activities is located in the south of the school measuring 9x15 meters. This space should be the classroom used for theoretical learning. However, due to the absence of a special band room or soundproof room, the place is used for band extracurricular activities.

The teacher gave the band's extracurricular learning process at Sewon Yogyakarta 1 Junior High School by learning to play musical instruments and practical learning. Learning to play musical instruments is given to students in band extracurricular activities, which are only the basics in playing music and getting to know the musical instruments used to play the band. Theory learning is given to students who first hold a band instrument. Theoretical learning for beginners is also intended to see students who have more abilities than other beginner students. This is done to determine students who will play band musical instruments such as guitar, bass, drums, or vocals.

Learning the practice of the band is done in practice together with playing a song determined by the coach, and if there is a mistake, the teacher immediately gives direction. The teacher also frees

teaching participants to choose the songs that will be played when the band learning takes place. Practical learning together can also train cohesiveness in a team and hone the sensitivity of students to know where the mistakes are afterwards; students can improve them. Extra band learning takes place for one semester consisting of 12 times face to face. In 1 semester divided into three stages. In stage 1 consists of the 1st meeting until the 4th meeting to discuss the first song, stage 2 consists of the 5th meeting to the 8th meeting for the second song discussion, while stage 3 consists of the 9th to 12th meetings to discuss the third song. At the final stage or the exam is held after the meeting is completed.

3.3 Band Extracurricular Learning Results

After the band music, extracurricular activities process was held, there were three fundamental findings related to musical aspects, namely constraints, solutions to learning outcomes. The results of extracurricular learning are then evaluated through examination activities. The three fundamental findings related to musical aspects are respectively in group 1 consisting of 5 students extracurricular band activities, each student holding musical instruments is Ngalim on guitar, Fitri on vocals, Habib on guitar 2, Hafid on drums, and tough on guitars 3. Constraints that exist in this group 1 are the tempo of the song is often not right and occasionally fast. In students who play musical instruments drum tempo that is played too fast and not right, so the song played is not fun to play. The solution in group 1 is that the teacher provides direction and guidance with demonstration methods and drill methods in playing a song on a drum instrument. Learning outcomes in group 1 show that playing music must be able to regulate the rhythm pattern and can adjust cohesiveness. In a group, 1, music games are good enough to play music together.

In group 2 which consisted of 5 students extracurricular band activities, each student holding a musical instrument was Wunglen on guitar, Indah on vocals, Yeremi on guitar 2, Rendy on drums, and Dihan on guitar 3. Constraints in group 2 that is, the students who held the role of vocal when singing the song somewhat false. However, the song delivered can adjust the pitch of the sound. The solution for this group 2 is that the teacher guides students who are less fit to sing by playing back songs played with mobile media and laptops to display Mp3. The learning results in group 2, which are music games, are quite good at playing music together. In group 2,

in managing the tempo and rhythm of the song, it is good enough to be enjoyed.

In group 3 consisting of 5 students extracurricular band activities, each student is holding a musical instrument was Irfan on guitar, Naufal on vocals, Gunawan on guitar 2, Jalu on drums, and Rizky on guitar 3. Constraints in group 3 that is, for students who play a musical guitar instrument is not right on the progress of chords and lack of confidence. Students who do not fit into the progress of chords and lack confidence in playing songs are students who play guitar 1 and guitar 2. The solution in group 3 is that the teacher provides guidance and provides examples of songs played with demonstration methods and drill methods. Learning outcomes in group 3, namely music and compactness games, are quite good. In group 3, this music game and the rendition of the song was quite good.

3.4 Obstacles to Band Extracurricular Activities

In the implementation of band music, extracurricular learning at Sewon Yogyakarta Bantul Yogyakarta 1 Junior High School which took place twelve times this meeting, not all activities can run smoothly according to what the researchers expected. However, there are obstacles in the implementation of band extracurricular learning. Regarding the obstacles that are intended are problems that arise outside the musical aspects. As for related to obstacles beyond this musical aspect in detail, namely.

3.4.1 Internal Barriers

Six students are indeed still difficult to play a musical instrument because the talents or interests of students are not in music. The process of recruitment of students extracurricular activities of music is not from the talents or interests of the students themselves, but some students are only to join their friends to take part in music extracurricular activities. The habits of students during the learning process take place, which is often out of extracurricular music activities because students have an interest in other extra activities.

3.4.2 Obstacles to External Factors

The limited equipment of musical instruments and places for the activities of music extracurricular activities. This is because the school does not have a particular room for music extracurricular activities, so it uses student classrooms. Some instruments that are

not conditioned, such as electric guitar bass instruments that cannot be used, musical guitar instruments, and drums are also not maintained so that it is difficult for students to start the learning process. The school environment is still lack of concern for extracurricular music activities. The school curriculum used for learning extracurricular music activities only provides learning results in the form of several songs played.

3.5 How to Overcome Obstacles

In the research process, there have been two obstacles, namely the Internal and External factors. As a step to overcome these two obstacles, extracurricular band teachers use three approaches, namely the humanistic education approach, media usage approach, and band learning evaluation approach. The application of Humanistic Education Extracurricular learning of bands for middle school students who are growing up is not easy, because of the emotions of students who have not been sufficiently stable. Teachers need an approach to interact more closely with students. Therefore, Humanistic education is chosen because of the way the approach provides the opportunity for teachers to function as friends so that they can directly relate more closely to students.

3.5.1 Humanistic Education

Humanistic education has an inquiry-discovery learning approach where students are allowed to find and find themselves in solving a problem, but if students have difficulty students can directly ask the trainer as a source or consultant or student senior. According to Yatim, Riyanto explained that Humanistic Education is an effort to help students achieve their manifestations (Riyanto, 2009: 140).

Based on the description above, the humanistic education approach is very appropriate to be used in the band's extracurricular learning process at the junior high school level where students are teenagers and grow up. The interests and talents of students at that level mostly still experience a period of identity crisis or looking for their identity, so they need someone close to them not as a teacher or trainer but as a friend and senior student.

3.5.2 Media Use Approach

In the use of this media approach, there are two types of media used, namely the first media in the form of musical instruments, the two supporting media

namely mobile as a repertoire, the songs learned are Mp3 and laptop as a means of publishers. The use of media in the form of mobile phones and musical instruments consisting of guitar, bass, drums, mix and sound is a type of media to realise student achievement in band extracurricular learning. Therefore, mastery of playing skills is the main target in learning through demonstration methods, lectures, discussions, and drill. The use of supporting media such as cellphones and laptops to play songs has an impact on students more quickly understand the rhythms of songs and chords that are played. The use of media in the learning process aims to make the teaching and learning process run smoothly and according to the results the school wants.

3.5.3 Learning Evaluation Approach

The teacher in conducting the evaluation is, of course, to prepare the band's extracurricular participants to be able to perform well at art shows or other events. This method can also find out how far students are in learning. Besides the teacher can also find out the weaknesses and shortcomings of students in playing musical instruments or mastery of songs. Evaluation is also to find out the teacher's success in teaching. The extracurricular teacher of the SMP Negeri 1 Sewon band gave an evaluation in the form of material playing musical instruments and practical learning that had been taught during band practice. The teacher focuses on the band's extracurricular evaluation for his students. The evaluation used in each meeting was to measure the development of students in playing the band, which included playing techniques.

In the game technique section, the teacher evaluates students individually from the way students play musical instruments. The results achieved in the game technique are that the average student can play the song smoothly and well. Evaluating the material, the teacher sees students from mastering and carrying out the song as a whole and individually. If students still have not mastered the song material being played, the trainer directs to justify so that students better master and understand the song material. The results achieved in the song material being taught are that students can receive the material provided by the teacher.

Students make the sound arrangement; the teacher listens and controls the sound settings so that the sound quality that is released sounds balance. On the results achieved in this sound arrangement, the average student can begin to get used to the sound given by the teacher, namely controlling the sound to

be balanced. Evaluation in appearance, the trainer evaluates the appearance of students from the form of stage mastery, compactness, and communication between players. The results achieved were in each band's extracurricular groups in terms of the achieved students had begun to get used to and could be better.

4 CONCLUSIONS

The discussion of band extracurricular learning at Sewon Yogyakarta 1 Junior High School Bantul Yogyakarta Academic Year 2017 can be concluded that the forms carried out in the learning process using a humanistic education approach, media use approach, and evaluation approaches have a positive impact on students in understanding band music learning. The lecture method, demonstration method, discussion method, and drill method are part of the band music learning process. The approaches and methods of learning carried out are very supportive and can be understood from the band's extracurricular learning process.

In the band's extracurricular learning process there are musical, and obstacle obstacles that are non-musical, such as the level of musicality and skills are not the same, the situation of learning conditions that are not conducive and inadequate facilities. The results obtained in the band learning process through the approaches and methods used can overcome all the obstacles and obstacles that arise so that in extracurricular learning the band at Sewon Yogyakarta 1 Junior High School can run smoothly and produce a good learning process.

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