

Drumband Extracurricular Learning Steps for Champions at MNU Siti Khodijah Kindergarten

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Abstract

The musical extracurricular activities at Siti Khodijah Kindergarten are drumband activities which have been established since 2005. The drumband trainers at Siti Khodijah Kindergarten were taken from outsiders, namely Mr Asyhari and Mrs Henni who have been trainers for drumband activities at Siti Khodijah Kindergarten since 2018 until When the second semester started, group A was taught drumband practice but it was still basic, while group B was ready to take part in the competition. Basically, musical activities are definitely related to talent that is inherent from birth and here the trainer only hones and selects whether it really is talent or not. For example, one child cannot play musical instrument A, but the child can play musical instrument B, so, as a trainer must be able to adapt to the child's potential. Coaches also train their students to be independent so that when they compete, they are ready. The technical steps in drumband extracurricular activity training also greatly influence the progress and achievement of champions at the MNU Siti Khodijah Kindergarten.

Keywords: learning model, *Bungo Krinok, Kalinong Gedang*, traditional Jambi music

INTRODUCTION

At Siti Khodijah Kindergarten, activities related to music are still included in extracurricular activities, but apart from that, in learning there are also music activities such as music centers, singing and are linked to the topics presented and in accordance with the curriculum. Music is a branch of art that discusses and arranges various sounds into patterns that can be understood and interpreted by humans [1]. The musical extracurricular activities at Siti Khodijah Kindergarten are drumband activities which have been established since 2005. The drumband musical instruments at Siti Khodijah Kindergarten are complete, such as drums, marching bells, cellophone, marimba, vibraphone, pianika. The collection of musical instruments forms a harmony. The science of harmony is the science of music that discusses and talks about the beauty of musical compositions [2]. Regarding the songs played in drumband activities, which are in accordance with the theme, for example the Madurese theme, the songs taught to children are also Madurese songs. The drumband activities at Siti Khodijah Kindergarten are also on target, namely winning several championships in various competitions such as the Kapolda Cup numbers.

The drumband trainers at Siti Khodijah Kindergarten were taken from outsiders, namely Mr Asyhari and Mrs Henni who have been trainers for drumband activities at Siti Khodijah Kindergarten since 2018 until now. Becoming a drumband trainer in the kindergarten category can be said to be difficult because it requires more patience. Many teachers feel a lack of confidence when it comes to singing in front of children, worried about their voices not being good enough. This uncertainty sometimes leads to musical activities being carried out in a casual manner, lacking maximum creativity. There is still confusion in education circles regarding creating and composing [3]. Interest in drumband activities is not only from group B, but there are also from group A and are divided into categories and have gone through selection so that only 50 people take part in drumband activities. When the second semester started, group A was taught drumband practice but it was still basic, while group B was ready to take part in the competition. Basically, musical activities are definitely related to talent that is inherent from birth and here the trainer only hones and selects whether it really is talent or not. Music helps people think about who they are, who they want to be, and how to forge their own path [4]. For example, one child cannot play musical instrument A, but the child can play musical instrument B, so, as a trainer must be able to adapt to the child's potential. Coaches also train their students to be independent so that when they compete, they are ready.



Image 1. MNU Siti Khodijah Kindergarten Drumband
(Photo: Angga Fitriyono, 2025)

Currently, if you train according to the division, the results are good, but if you combine them, it still cannot be said to be harmonious. This is also a challenge for coaches. Not only did the coaches contribute, but there was support from the school principal, teachers and parents who were able to make the drumband at Siti Khodijah Kindergarten win in several competitions. The technical steps in drumband extracurricular activity

training also greatly influence the progress and achievement of champions at the MNU Siti Khodijah Kindergarten.

METHOD

This research uses a qualitative method of research, where the results are presented in the form of a short and clear narrative [5]. The focus of this research is the analysis of children's musical abilities according to the musical aesthetics of the institute paid madura. Data in this study was collected using semi- structured interview and observation techniques. A number of questions were submitted to the head of the school, teachers, and drumband trainers at the kindergarten, in the interview aimed at obtaining data related to the analysis of children's musical abilities according to the musical aesthetics of the paid madura institute. Meanwhile, observations are used to gather data and information that is not included in the list of questions on the interview. [6]. Data obtained through semi-structured interview techniques and observations were then analyzed using triangulation of Miles and Huberman Model data, including [7]: data collection, data reduction, data presentation and conclusion drawings without title.

RESULT AND DISCUSSION

Musical Ability Analysis

While the use of digital learning media is currently highly beneficial for both teachers and students [8]. Children's musical abilities are still measured through hands-on practice. After the observation and interview activities have been carried out, a discussion can be carried out regarding the musical skills mastered by students from TK Anna Husada with the song Apuse medley Tandhu Majeng and TKM NU Siti Khodijah with the song Kebyar- kebyar including:

1) Cognitive Development

Students' knowledge/cognitive aspects are greatly developed with a routine and systematic training process. You can see the development of your ability to play songs from week to week. From analyzing to playing the material smoothly. Of course, this cannot be separated from the extraordinary role of trainers and accompanying teachers in teaching song material during practice sessions.

2) Physical Motor Development

The physical motor aspect is very visible when students demonstrate songs by

hitting their respective musical instruments (fine motor skills) along with waving color guard flags in unison following the rhythm (gross motor skills). Of course, by practicing frequently, students will maximize their physical motor development.

3) Social Development

In the social aspect, it can be seen from the diligent students who come on time for practice. Then also help each other in learning the material by taking turns studying it. And listen to the trainer's instructions properly and correctly. The social aspect is also felt by the parents of students who take part in drumband by accompanying each other and picking up children from other students' parents if someone is unable to attend. This is similar to how singing a song together creates a warm and joyful atmosphere. Children learn to listen to each other to maintain harmony. This activity also teaches children to work together without competing [9].

4) Emotional Development

In line with children's social development, a sense of discipline and respect for others is also visible in students who take part in the drumband training process. Where the activities prioritize togetherness and team cohesion so as to produce good and attractive musical works.

5) Development of Multiple Intelligences

Multiple intelligences in drumband playing at these two schools include musical intelligence (auditive) which is shown in the music playing, kinesthetic intelligence (movement) shown in the expression movements, especially color guard, interpersonal and intrapersonal intelligence in the social sensitivity of the students who participate. This is in line with the ongoing development and change in music, which influences the theory, performance, style, lyrics, instrumentation, and arrangements of the music itself [10].

a. Musical Aesthetic Analysis

After the observation and interview activities have been carried out, a discussion can be conducted regarding the musical aesthetic abilities mastered by students from TK Anna Husada with the song Apuse medley Tandhu Majeng and TKM NU Siti Khodijah with the song Kebyar-kebyar including:

1) Melodic ability

Melodic abilities can be seen in the playing of pitched percussion, namely the xylophone, marimba and vibraphone. Children are able to demonstrate melodic patterns of up and down notes on melodic instruments that are used well.

2) Rhythm/Rhythm Ability

Rhythm/rhythmic abilities can be seen in playing unpitched percussion, namely bass drum, cymbals, floor and tom-tom drum. Children are capable. Children are able to demonstrate movement patterns (rhythm) correctly according to the rhythm and are able to regulate the tempo of the game.

3) Harmony Ability

In harmony with the fine melody playing of the xylophone, marimba and vibraphone musical instruments. Children have also been divided into two different sounds called harmony. The xylophone plays sound 1, the marimba and vibraphone play sound 2. So the melody of the song is richer and more harmonious.

4) Tempo Ability

In harmony with the rhythm of the drum percussion instruments (bass, toms, floor and cymbals), students are able to control the tempo neatly and well from the beginning to the end of the song. Even though at the change of songs in the medley there is a shift in tempo from slow to fast.

5) Dynamics Capability

Dynamic settings can be seen from the loudness and softness of the sound produced by percussion instruments. Students from these two schools, Sudha, were able to control the dynamics with the loudness and slowness of the blows on the musical instrument. So this ability already looks good.

6) Timbre/vocal color capabilities

The timbre/color capabilities of the sound can be seen in the type of instrument used. Xylophone, Vibraphone and Marimba which are made of metal and wood have a brighter sound color quality than drums (bass, floor, toms and cymbals) whose sound is darker because they complement the bottom root. Students are able to analyze the sound color of the sounds/tones emitted from musical instruments.

CONCLUSION

Drumband activities at TK Siti Khodijah are not only carried out by group B, but also involve group A students, with a total of approximately 50 participants. Group A receives basic drumband training, while group B is already prepared to participate in competitions. The songs played during drumband sessions are aligned with the current theme, for example themes related to Madurese culture.



Image 2. Practice to Competition MNU Siti Khodijah Kindergarten Drumband
(Photo: Angga Fitriyono, 2025)

The practice begins by training students to play melodic instruments such as marching bells, xylophone, marimba, vibraphone, and pianica with harmony, followed by practice on the drum family with dynamic variations and color guard movements that are attractive and engaging. Students regularly take part in competitions and evaluate their performances to improve future achievements. In conclusion, drumband activities at TK Siti Khodijah are structured, thematic, and progressively designed to build skills, teamwork, and performance readiness in young learners.

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