



## Learning Strategies in Drum Band Extracurricular to Enhance Self-Confidence and Responsibility in Early Childhood

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### Abstract

The aim of this research is to investigate the influence of drum band extracurricular learning on self-confidence and responsibility among early childhood learners. The research methodology adopts a qualitative approach, specifically a Case Study design. Descriptive data is obtained through interviews, observations, and documentation involving the school principal, two teacher assistants, two coaches, and parents of students from TK Bhayangkari 87 Mojokari. Data analysis involves data reduction, data presentation, and drawing conclusions. The findings reveal that the coaching model utilized direct instructional methods, where coaches demonstrated and provided examples to the children. The drill method, involving repetition, was also employed. Initially, the coach introduced the instruments to the children and allocated them into groups based on the drum band instruments. The evaluation process involved addressing issues raised during each meeting. Additionally, coaches optimized learning through the use of rewards and punishments. The impact of the drum band extracurricular at TK Bhayangkari 87 Mojokari includes fostering self-confidence, independence, socialization skills, and responsibility among the children. These results highlight the effectiveness of the learning strategies employed in the extracurricular program in enhancing holistic development among early childhood learners.

**Keywords:** Early Childhood, Drum Band Extracurricular, Self-Confidence, Responsibility

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## INTRODUCTION

The Golden Age of a child is a period when a child can develop rapidly in various aspects, including physical, mental, emotional, and others. Children at this age have a strong desire to explore and a high level of curiosity, allowing them to make the most of their time by learning about their surroundings in a creative and explorative manner (Taswiyah & Imron, 2023; Uce, 2017). All of a child's senses are used optimally during this period, enabling them to understand and acquire the knowledge they seek. Early childhood education is a learning process aimed at developing and enhancing their growth potential (Kertamuda, 2015; Yuhellistya et al., 2022).

Early childhood education can help develop a child's physical growth, mental abilities, and personality, fostering their potential and character in a positive and creative direction. During this period, development is not just about imparting knowledge from educators to students, but also about guiding students to develop their reasoning abilities as a fundamental way of thinking. Even at an early age, children engage in learning through activities, commonly known as learning through play (Ariyanti, 2016; Suryana, 2016). Therefore, schools must design their curriculum to integrate learning through activities. One form of learning through activities in schools is extracurricular activities.

Extracurricular activities are a type of learning that students engage in to develop and hone their skills. These activities aim to channel students' interests and talents in non-academic areas (Arrosyad et al., 2020). If a child's skills develop well, they can be utilized in adulthood (Aisara et al., 2020; Baharuddin et al., 2023; Munastiwi, 2018). Additionally, extracurricular activities are usually enjoyed by children and can foster a spirit of teamwork among students, increase self-confidence, and instill a sense of responsibility (Mayar et al., 2019). Government regulations regarding extracurricular activities are stated in Article 1 of Law of the Republic of Indonesia Number 20 of 2003 on the National Education System. This law stipulates that national education is based on the 1945 Constitution and Pancasila, deriving from religious values, Indonesian cultural education, and addressing the needs of contemporary development. Therefore, it can be concluded that extracurricular activities are part of developing students' knowledge and potential abilities (Rozzaq, 2020). Furthermore, extracurricular activities encompass various types, including

music-related activities such as drum band extracurriculars (Raharjo & Yulianto, 2020).

Drum band is one of the extracurricular activities carried out by a group of participants to play their musical instruments, creating distinctive and enjoyable sounds. Engaging in drum band activities greatly benefits children as they learn to socialize effectively in a group setting, collaborate with others, and reduce selfish attitudes (Asriliyanti et al., 2019; Yani et al., 2023). Learning drum band can be one of the best options for music education because it offers various lessons. These include understanding the use of musical instruments, learning how to play the drums, and most importantly, experiencing teamwork, coordination, and socialization firsthand (Afandi, 2021; Istiana & Pamungkas, 2023).

Although learning drum band may require a significant amount of time, many kindergarten schools nowadays organize and participate in various music competitions, particularly drum band competitions. The emergence of drum band competitions has motivated every kindergarten to establish drum band extracurricular activities, as they aspire to participate in these annual events (Istiqomah et al., 2023). Certainly, the ultimate goal is to win in competitions. However, what fuels the enthusiasm goes beyond mere victory; it's about instilling in children the confidence and bravery to perform in front of others, encouraging them to showcase their talents proudly (Kusumastuti, 2019; Nugraheni & Pamungkas, 2022).

So, when the drum band performance is seen and celebrated by the community, it naturally becomes a source of pride. TK Bhayangkari 87 Mojokerto is one of the early childhood education institutions that organize drum band extracurricular activities. Their extracurricular activities are well-known among the community, and they participate in various events, whether it's big birthday celebrations, religious festivities, or others. The drum band performances are impressive, and the community is enthusiastic and interested in enrolling their children because of the school's drum band extracurricular activities. Therefore, this research is conducted to understand the strategies and steps used by TK Bhayangkari 87 Mojokerto in implementing drum band extracurricular activities.

## **METHOD**

In this research, a qualitative approach is utilized, employing the Case Study method. Qualitative research is a method used to explore and understand the meanings attributed by individuals and groups related to the social phenomena being studied (Bungin, 2007; Moleong, 2014). A case study is defined as research that focuses on a specific case to be observed and analyzed accurately. In case study research, the researcher carefully analyzes a case or scenario, whether it's an activity, event, or process involving a particular group or individual (Yin, 2008).

The use of qualitative research is designed to understand the research object regarding the strategies of TK Bhayangkari 87 Mojosari in implementing drum band extracurricular activities, which are the institution's strengths. The location or research object is at the Bhayangkari 87 Mojosari Kindergarten in Mojokerto. Data sources for the research are obtained through observation, interviews, and documentation. The researcher conducts interviews with the headmaster, teachers, trainers, and parents of students at TK Bhayangkari 87 Mojosari. Data analysis is performed using the Miles & Huberman method, which consists of data reduction, data display, and conclusion drawing. Furthermore, the data are verified using the triangulation method.

## **FINDINGS AND DISCUSSION**

The extracurricular activities at TK Bhayangkari 87 Mojosari are among the favorite activities in the school. TK Bhayangkari 87 has become one of the favorite kindergarten schools due to its drum band extracurricular activity. Additionally, the drum band extracurricular activity is only available in a few kindergartens in the Mojosari district. The drum band extracurricular activity at TK Bhayangkari 87 Mojosari Mojokerto began at the beginning of the 2017/2018 academic year. Initially, the establishment of the drum band extracurricular activity was intended as an additional activity at TK Bhayangkari 87 Mojosari Mojokerto after regular teaching activities, aiming to boost children's self-confidence. At the outset, the drum band extracurricular faced several challenges such as insufficient funds, lack of equipment, shortage of expert trainers, and opposition from some parents due to the prolonged school hours for their children. To address these issues, the school decided to offer the drum band

activity solely as an extracurricular option. In 2018, the school held a meeting with parents to enroll all students (TK A and TK B) in the drum band extracurricular, although participation was not mandatory. Students were given the freedom to choose from various extracurricular activities available at TK Bhayangkari. Apart from the drum band, the school also offered dance extracurricular activities. However, the dance extracurricular became inactive due to the lack of expert trainers.

At the outset of the drum band extracurricular activity, TK Bhayangkari faced challenges such as insufficient funding for purchasing equipment and having only one trainer, which was inadequate to handle all the children. However, every year, the school worked on addressing these issues, including submitting funding proposals to the foundation chairman to acquire additional drum band equipment for TK Bhayangkari 87 Mojosari. Currently, there are about 50 drum band instruments available, and TK Bhayangkari 87 Mojosari focuses solely on the drum band extracurricular activity. The school has also recruited several skilled drum band trainers from the Mojokerto district to train the children. Presently, there are two main trainers (Fauzi and Andik) for the extracurricular activity, along with assistance from some teachers at TK Bhayangkari. Teachers at TK Bhayangkari 87 Mojosari assist the trainers during the extracurricular activities and act as companions for the children. These accompanying teachers help the students memorize songs and notes and provide encouragement and support.

### **1. The Strategies of Drum Band Extracurricular Learning**

The drum band extracurricular activities are conducted 2-3 times a week, with each session lasting 1-1.5 hours. These activities take place after regular classes, either from 09:00 to 10:00 or from 09:00 to 10:30 in the morning. As the competition approaches, the training is intensified, conducted four times a week, and extended to 2 hours per session. This is done to ensure that the results achieved are optimal during the competition.

At the beginning of the drum band implementation, the Coach introduced the instruments to the children. The instruments used in this drum band activity include: pianica, marching bells (balera), cymbals, bass drum, snare drum, majorette baton, and flagstuffs. In TK Bhayangkari 87 Mojosari, the total number of students consists of 43 children from TK B divided into 2 classes, and 39 children from TK A also divided into 2 classes. For the extracurricular activities

participating in the competition, the school only recruited about 53 students. This number comprises 43 students from TK B and 10 students from TK A. Recruitment for class A is limited because of the limited drum band instruments. The selection of 10 students from TK A is because these children understand and are more prepared compared to their peers.

Recruitment of participants for the drum band activity at TK Bhayangkari is done to select the parts or instruments that the children will play. In the drum band extracurricular at TK Bhayangkari 87 Mojosari, Fauzi stated that "the coaches agree that the most important thing in recruiting children for the drum band is to prioritize selecting the marching bells (balera) part because the balera instrument will become the dominant and clearly audible sound when all the instruments are played together."

Therefore, in the selection of the balera musical instrument, there is a test for the children. The test is designed to determine if the child understands notes and which children are most capable of memorizing songs. Recruitment for the balera musical instrument is only attended by 12 children out of 53. The second is the recruitment for the majorette. Only 3 children are chosen as majorettes. The criteria for children chosen as majorettes are confidence, a loud voice, and flexibility. Subsequently, recruitment for the bass drum is done only for boys, as well as for the snare drum. This is because these instruments are large, so only boys are selected. Approximately 8 children will carry the bass drum and snare drum. For the pianica, recruitment is focused on children with long breath and who can memorize simple notes. Around 15 children are recruited to play the pianica. Next, recruitment for the cymbals is done by 2 boys. And for the flag bearers, recruitment is done by girls from TK B and TK A. Around 12 children are recruited as flag bearers.

The initial implementation conducted by the coach is by dividing several groups according to the instrument played. Before the training session, the children are introduced to the songs and notes that will be played, which are written on paper and distributed to the children. Fauzi mentioned that "the learning model applied to the children is direct, involving practical demonstrations of how to play the drum band instruments. There isn't much theory involved; the focus is mainly on hands-on practice."

Once the children have memorized the notes, the coach simply observes and supervises the children's performances while being assisted by a teacher.

During the training sessions, the coach also employs the drill method (repetition), which is used about 3-4 times in each practice session. This method is utilized to help the children quickly memorize and become more adept at holding the drumstick.

During the training process, activities typically take place in the front yard of the school. The majorette is instructed to give commands while walking in place. However, it is common for some children to make mistakes during these activities. Sometimes, there is a lack of synchronization between the instruments, and occasionally, the children may become distracted and look at their peers.

In evaluating the drum band activities, the coach sometimes assesses the overall performance. If there are any issues, feedback is provided to the children. To achieve optimal results, the children who play the pianica and balera are instructed to take their instruments home for independent practice.

## **2. The Influence of Drum Band Extracurricular Activities on Children's Self-Confidence**

The Coach noted that playing drum band has several positive impacts on TK Bhayangkari children. It enhances their self-confidence, as they become more responsible for the instruments they carry. Moreover, it facilitates better socialization with the community (Yani et al., 2023). For example, when asked by residents, the children are not shy and are more enthusiastic. However, the coach encountered several obstacles when training the TK Bhayangkari drum band children. These obstacles include the difficulty children face in memorizing songs at the beginning of the sessions, which persists for about two weeks. Another challenge is the children's struggle to synchronize their instruments with the notes. Additionally, the weight of the instruments can be burdensome, leading to divided stamina and concentration among the students. Sometimes, children's sudden mood changes may affect their willingness to participate in drum band practice. Furthermore, overly active children who are not fully engaged in the practice sessions also hinder the drum band activities.

Given these obstacles, the coach implements classroom management solutions by using rewards and punishments for the children. Rewards are given through words of encouragement to children who perform well (Hayati, 2023; Kinteki & Utomo, 2023). Furthermore, for punishment, the coach issues reprimands to children who do not participate in drum band practice.

Implementing activities through reward and punishment has proven to be highly effective in instilling discipline and diligence among the children in carrying out drum band activities (Zahro, 2019).

Children also become more independent as they have to take care of the instruments they bring. This extracurricular activity can also be used as a way to discover children's talents and interests through their participation (Khoiriyah et al., 2019). The children's enthusiasm for this extracurricular activity is also high. They become very excited because they can meet their friends. In the weeks leading up to the competition, the children become more intensive in meeting each other. Sometimes, on holidays, they practice for up to 2 hours so they can play with their friends for a longer time.

The response of parents towards the drum band extracurricular activity at TK Bhayangkari 87 Mojosari is highly appreciative. Parents are very supportive and encourage their children to participate in this extracurricular activity. They also help their children learn drum band at home. Children are encouraged to continue memorizing notes and songs, and parents motivate them to enthusiastically learn the drum band instruments at home (Elisabeth et al., 2024). Parents hope that this extracurricular activity serves as a way to identify their children's talents and interests in a particular activity (Afandi, 2021; Asriliyanti et al., 2019; Rahmi & Maemonah, 2023). On average, parents enroll their children in TK Bhayangkari because of the extracurricular activities offered, which are not available in other schools.

The drum band activities at TK Bhayangkari 87 Mojosari have participated in various competitions. For example, in May 2022, the TK Bhayangkari drum band participated in the Mayor's Cup drum band competition held in Mojokerto Regency. They won the 1st runner-up in the Color Guard Division for the Pianica, 1st runner-up in the Pianica Class Division, 1st place in the Gitapani Pianica Class Division, and the champion in the Majorette Division for the Pianica Class. The drum band activities are not limited to competitions; they also participate in events like the August 17th Independence Day festival. These drum band activities have an impact on the school as they serve as a promotional platform, showcasing to the community that TK Bhayangkari 87 Mojosari offers various positive activities, including the drum band extracurricular.



## CONCLUSION

The drum band extracurricular activity at TK Bhayangkari 87 Mojokerto, follows a direct instructional model where the coach demonstrates and provides examples to the children. During training sessions, the coach also employs the drill method, repeating instructions 3-4 times in each session. This repetition aids in quick memorization and improves the children's proficiency in handling drumsticks. The learning strategy begins with introducing the instruments to the children, including the pianica, marching bells (balera), cymbals, bass drum, snare drum, majorette sticks, and flagpoles. The coach conducts a selection process to allocate the instruments to the children. The evaluation process involves providing feedback on the challenges encountered in each session. Classroom management includes implementing rewards and punishments, which helps in instilling responsibility, quick memorization of notes, and the smooth execution of activities. The impact of the drum band extracurricular at TK Bhayangkari 87 Mojokerto includes fostering responsibility, boosting confidence in public performance, enhancing socialization skills, and promoting independence among the children. Additionally, this extracurricular activity serves as a means to discover and nurture children's talents and interests.

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