



JAVANESE KARAWITAN EXTRACURRICULAR LEARNING IN ELEMENTARY SCHOOL WALUYOREJO PURING KEBUMEN

Tian Faoztina Abie✉

Widodo

Joko Wiyoso

Departement of Dance, Drama and Music Universitas Negeri Semarang, Indonesia

Article Info

Received Januari 2020

Approve March 2020

Published June 2020

Keywords

Extracurricular Learning,
Karawitan Java

Abstrak

Karawitan Jawa merupakan salah satu jenis musik tradisi nusantara yang masih jarang digunakan sebagai mata ajar ekstrakurikuler di lembaga-lembaga pendidikan formal. Namun, Sekolah Dasar (SD) Negeri 1 Waluyorejo Kecamatan Puring Kabupaten Kebumen mengajarkan karawitan Jawa pada ekstrakurikuler di bidang seni. Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan pembelajaran ekstrakurikuler karawitan Jawa di SD Negeri 1 Waluyorejo serta faktor pendukung dan penghambat pembelajarannya. Metode penelitian yang digunakan adalah metode deskriptif kualitatif. Data diperoleh melalui teknik observasi, wawancara, dan dokumentasi. Hasil penelitian yaitu ekstrakurikuler karawitan Jawa di SD Negeri 1 Waluyorejo dilaksanakan tiga kali seminggu. Pembelajaran ekstrakurikuler karawitan Jawa dibagi menjadi dua kegiatan, yaitu pembelajaran rutin dan insidental. Pemberian materi dari pertemuan 1 hingga 4 yaitu, (1) materi *gending Lancaran Gugur Gunung*; (2) materi *gending Lancaran Kebo Giro* dan *Kebumen Binuko*; (3) penggabungan dan penerapan metode latihan bagi *nayaga* dan *penggerong*; (4) pemantapan *nayaga* dan *penggerong* dalam memainkan *gending* serta materi vokal *Lancaran Kebo Giro* dan *Kebumen Binuko* yang telah dipelajari. Faktor pendukungnya yaitu, (1) komponen pembelajaran yang saling berkesinambungan; (2) dukungan moral kepala sekolah; serta (3) kompetensi guru dan tim yang berkompeten dalam bidangnya. Faktor penghambat yaitu, (1) minat siswa yang minim terhadap kesenian tradisional; (2) kegiatan guru yang berbenturan dengan waktu latihan.

Abstract

Javanese Karawitan is a type of traditional music that is rarely used as extracurricular subjects in formal educational institutions. However, Sekolah Dasar (SD) Negeri 1 Waluyorejo, Puring District, Kebumen Regency, teaches Javanese music to extracurricular activities in the arts. The research method used was descriptive qualitative method. The data were obtained through observation techniques, interviews, and documentation. The results of the study were karawitan Jawa extracurricular at SD Negeri 1 Waluyorejo held three times a week. Javanese musical extracurricular learning is divided into two activities, namely routine and incidental learning. Provision of material from meetings 1 to 4, namely, (1) *Gending Lancaran Gugur Gunung* materials; (2) *gending Lancaran Kebo Giro* and *Kebumen Binuko* materials; (3) incorporation and application of training methods for *nayaga* and *penggerong*; (4) stabilization of *nayaga* and *penggerong* in playing the music and vocal *Lancaran Kebo Giro* and *Kebumen Binuko* materials which have been studied. Supporting factors are, (1) learning components that are mutually sustainable; (2) the moral support of the principal; and (3) the teachers and teams competence who are competent in their fields. The inhibiting factors are, (1) student interest still low in traditional arts; (2) teacher activities that conflict with practice time.

© 2020 Universitas Negeri Semarang

✉ Departement Dance, Drama and Music UNNES, Gunungpati
Semarang, Indonesia
Email: tianabi43@gmail.com

INTRODUCING

Extracurricular is one of the non-academic activities in the learning process in formal education institutions such as Elementary Schools / Madrasah Ibtidaiyah (SD / MI), Junior High Schools / Madrasah Tsanawiyah (SMP / MTs), Senior High Schools / Madrasah Aliyah (SMA / MA) , and Vocational High School / Madrasah Aliyah Vocational (SMK / MAK). The fields that are often taught in extracurricular activities at various Formal and Secondary Educational Institutions are generally scouting, flag raising troops (Paskibra), scientific mastery activities and academic abilities, sports, nature lovers, journalism, and arts and culture. The field of art is one of the common teaching materials developed in extracurricular activities in Primary and Secondary Education. The aim is to accommodate the talents and interests of students in the field. Some fields of art that are commonly developed in these activities are dance, music, theater, and appearance. The types of music commonly taught are popular music such as choirs, bands, tambourines, marching bands, and so forth. Almost all formal schools in Central Java Province have extracurricular activities in the art field.

The illustration above shows a general description of the fields of art that are often taught in extracurricular activities in various Primary and Secondary Education Institutions. Different things happen to the types of traditional music that is rarely used as extracurricular teaching material in formal educational institutions. Some examples of types of traditional music in the archipelago in Central Java are referred to as Javanese music, the gambang semarang, calung banyumasan, and keroncong. However, that does not mean there are no schools that do not teach it. Researchers found seven elementary schools in Kebumen Regency, which apparently still carried out the extracurricular art of the local tradition, where four living groups were reluctant to die. Javanese Karawitan extracurricular is still actively taught in three elementary schools, one of the schools in question is SD Negeri 1 Waluyorejo.

Waluyorejo State Elementary School is located in Waluyorejo Village, Puring District, Kebumen Regency. Unlike most other elementary schools in Kebumen, this elementary school is one of the formal educational institutions that chooses Javanese music as one of the extracurricular subjects. In addition to introducing and preserving one of the Central Javanese traditional arts, Javanese musical extracurricular learning at SD Negeri 1 Waluyorejo aims to instill a sense of cultural love for students and form a character that is smooth, confident, more respectful and can work together with others.

“Siswa Budaya” is a Javanese musical extracurricular name at SD Negeri 1 Waluyorejo that can be followed by students in grades IV and V divided into two training groups. This extracurricular learning is carried out three times a week since April 2018. In order to maximize the potential of students and available infrastructure, the school also invites teachers who have expertise in their fields.

According to pre-research observations, in the initial process of extracurricular karawitan learning at SD Negeri 1 Waluyorejo the teacher gave an overview of Javanese music, by explaining the understanding that this art was performed in groups. Therefore, in playing gamelan instruments students must be able to work together. Then, the teacher makes a further approach to each student, by exploring each student's characteristics. It aims to establish teaching methods that will be applied in Javanese musical extracurricular learning. Each student can absorb the material presented by the teacher, as well as creating a learning atmosphere that is cool and not boring. From this phenomenon, students feel drawn to learning Javanese music.

According to several surrounding communities, the musical "Siswa Budaya" has been able to produce music that is in harmony so that it can be enjoyed by people who listen to it. In addition this musical group has superior achievements in the educational environment and the community in the non-academic field. Therefore, Javanese musical extracurricular became one of the proud art icons in the school. According to several teachers and the public in every performance "Siswa Budaya" always gets a positive response and very interesting audience.

These things show that Javanese musical extracurricular learning at SD Negeri 1 Waluyorejo was successful. This success was supported by several aspects of Javanese musical learning including facilities and infrastructure, learning media, teachers, students, and methods. It is interesting to study how extracurricular learning is applied and to know the supporting and inhibiting factors.

Beberapa permasalahan tersebut akan diungkap melalui penelitian ini.

MATERIAL AND METHOD

According to Moleong (Pratidina, 2017) qualitative research is research that emphasizes more on the analysis of deductive and inductive inference processes and on the analysis of the dynamics and relationships between observed phenomena, using scientific logic.

The object of this research is Javanese musical extracurricular learning at State Elementary School 1 Waluyorejo Puring Kebumen Regency. Researchers describe the Javanese musical extracurricular learning in SD Negeri 1 Waluyorejo as well as the supporting and inhibiting factors of learning. Data collection techniques using observation, interviews, and documentation. And the analysis technique used in this study is interactive analysis, which consists of data collection, data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

The number of students at SD Negeri 1 Waluyorejo in the 2018/2019 school year was 216 students. Consists of 33 students in class I, 32 students in class II, 37 students in class III, 37 students in class IV, 33 students, class V in 35 students, class VI A 22 students, and class VI B 24 students. Students registered at SD Negeri 1 Waluyorejo come from villages in the neighborhood around the school.

1. Javanese Karawitan Extracurricular Learning

Javanese musical extracurricular learning at SD Negeri 1 Waluyorejo involves the following components.

(1) Learning Objectives

The goal is an ideal to be achieved from the implementation of an activity. With the goal, an activity can be determined in which direction the activity will be taken. Like Wafa's research, the objectives in the planning stage, the teacher describes the material and is carried out at the implementation stage of the learning process. Learning activities carried out by learning by doing, namely students learn through musical experience (Wafa, 2016).

Basically the goals in learning are important components that can affect other learning components. Javanese musical learning in SD Negeri 1 Waluyorejo has several objectives. The objectives of Javanese Karawitan extracurricular activities as expressed by the school principal are, among others, (1) To introduce one of the Central Javanese traditional arts, especially Javanese karawitan; (2) To preserve and cultivate Javanese musical arts so as not to just disappear; (3) To instill a sense of cultural love for students. This Javanese karawitan extracurricular learning program is a program that is used as an art icon that shows the characteristics of SD Negeri 1 Waluyorejo.

(2) Teacher

The teacher is the main and determining factor that influences the success of a learning. SD Negeri 1 Waluyorejo has two Javanese musical extracurricular teachers, namely Mr Sutarso as the main teacher and Mrs. Pariyah as the accompanying teacher. Mr. Sutarso is one of the Javanese musical artists in the District of Puring. Mr. Sutarso's ability to train Javanese musical extracurricular was gained through his experience in participating in the training of karawitan arts (workshop) which he often participated in both Regency and out of town. In addition, it was also obtained by self-taught, which is based on his hobbies and love of Javanese musical arts since childhood, this he proved by establishing a Javanese musical arts studio and teaching several other schools.

In the implementation of Javanese musical extracurricular learning, Mr. Sutarso is assisted by Mrs. Pariyah as a trainer. He is a teacher at SD Negeri 1 Waluyorejo with a background in undergraduate education at the Open University Primary School Teacher Education. Even though he is not a teacher of arts, the ability and knowledge of Javanese music he gained through experience in attending training in the art of karawitan representing schools. With his knowledge and abilities, he is also often invited to be a judge at the district level choir, solo singing, and macapat. So with artistic competence gained from the experience it is expected that the teacher will greatly influence the student output in Javanese extracurricular learning.

(3) Students

Javanese musical extracurricular activities at SD Negeri 1 Waluyorejo are followed by students in grades IV and V with a total of 22 members. The majority of students' goals in participating in extracurricular learning come from their interest in Javanese musical arts. In the implementation of Javanese musical extracurricular learning students are divided into two teams, namely the core team and non-core team. The core team is prepared to represent the school in the race. To become a core team, they must go through a selection process first.

(4) Materials

The subject matter is a medium to achieve the objectives in learning in the form of material that is arranged systematically and dynamically. In the implementation of learning in schools, both intracurricular and extracurricular activities, of course, there are learning materials used by teachers as a reference material to be used.

The choice of material given to students in Javanese extracurricular learning is not based on the curriculum as in the learning of other subjects during intracurricular activities. In other words the teacher provides learning material with

a reference based on the difficulty level of gending that is adjusted to the ability of students.

One of gendhing material given is *Lancaran Gugur Gunung Pelog Barang*.

a. *Gending Lcr. Gugur Gunung Pl. Br.*

Buka : . 3 2 3 . 6 . 5 . 7 . 6 . 3 . g2

Balungan :

A : . 6 = . n7 = . p6 = . n7 = . p3 = . n5 = . p7 = . g6
 B : . 2 = . n7 . p2 = . n7 = . p6 = . n5 = . p2 = . g3
 C : . 5 = . n6 = . p5 = . n6 = . p2 = . n3 = . p6 = . g5
 D : . 2 = . n3 . p2 = . n3 = . p6 = . n5 = . p3 = . g2_

b. Tabuhan

1. *Saron Penerus*

A : 6 6 7 7 6 6 7 7 3 3 5 5 7 7 6 6
 B : 2 2 7 7 2 2 7 7 6 6 5 5 2 2 3 3
 C : 5 5 6 6 5 5 6 6 2 2 3 3 6 6 5 5
 D : 2 2 3 3 2 2 3 3 6 6 5 5 3 3 2 2

2. *Bonang Barung*

Umpak :

A : 7/7 . 7/7 . 7/7 . 7/7 . 6/6 . 6/6 . 6/6 . 6/6 .
 B : 7/7 . 7/7 . 7/7 . 7/7 . 3/3 . 3/3 . 3/3 . 3/3 .
 C : 6/6 . 6/6 . 6/6 . 6/6 . 5/5 . 5/5 . 5/5 . 5/5 .
 D : 3/3 . 3/3 . 3/3 . 3/3 . 2/2 . 2/2 . 2/2 . 2/2 .

Imbal Sekaran :

6 : _ . 5 . 7 _ 4x e t y u # j@u jtu y
 3 : _ . u . # _ 4x 3/7 5 3/7 . e jtu jyt e
 5 : _ . # . ^ _ 4x 5/7 6 5/7 . t jyu jyu t
 2 : _ . u . # _ 4x y e y u @ jyu jyu @

3. *Bonang Penerus*

Umpak :

A : .jj7j/ 7 . 7/7 7/7 j.jj7j/ 7 . 7/7 7/7 j.jj6j/ 6 . 6/6 6/6
 j.jj6j/ 6 . 6/6 6/6
 B : .jj7j/ 7 . 7/7 7/7 j.jj7j/ 7 . 7/7 7/7 j.jj3j/ 3 . 3/3 3/3
 j.jj3j/ 3 . 3/3 3/3
 C : j.jj6j/ 6 . 6/6 6/6 j.jj6j/ 6 . 6/6 6/6 j.jj5j/ 5 .
 5/5 5/5 j.jj5j/ 5 . 5/5 5/5
 D : j.jj3j/ 3 . 3/3 3/3 j.jj3j/ 3 . 3/3 3/3 j.jj2j/ 2 . 2/2 2/2
 j.jj2j/ 2 . 2/2 2/2

Imbal Sekaran :

6 : _ 6 . 2 _ 4x j.6 j75 j67 j57 j66 j75 j67 j57
 3 : _ 2 . 5 _ 4x . j25 j35 j25 3 j25 j35 j25
 5 : _ 5 . 7 _ 4x . j36 j56 j36 5 j36 j56 j36
 2 : _ 2 . 5 _ 4x j.6 j7@ j## j## j.6 j7@ j## j##

2. *Kendangan*

Buka :

	I I P C	. P . P
A : . P . P	. P . P	. P . P
B : P P P P	P B P P	P B P P
P ₁ : P P P P	j I P I P B	. P P j I P
L : . P P j I P	. P P j I P	j. B B j. B B
P ₂ : P P P P	j I P I P B	I I P B
D : P I P I	P B P I	B P I B

Kendang Rythm gending :

A B B P₁ - // L L L L - L L L P₂// - B B B D

Information :

= : Kethuk L : Lagu

n	: Kenong	P ₂	: Peralihan 2
p	: Kempul	I	: Tak
g	: Gong	P	: Thung
P ₁	: Peralihan 1	C	: Dhah

c. *Notasi Vocal Lcr. Gugur Gunung Pl. Br.*

_@7@7 @7@7 3 5 6 7 # @7 6
A -yo kan-ca a -yo kan-ca nga yah-i kar- ya ning pra-ja
 @ # @ # @ # @ # @ 7 6 5 6 2 5 3
Ke-ne ke-ne ke-ne ke-ne gu-gur gu-nung tan-dang ga-we
 . . 5 6 6 6 6 6 2 3 5 6 5 7 6 5
Sa-yuk sa-yuk ru kun be-ba-re-ngan ro kan-ca-ne
 . . 2 3 3 3 3 3 5 6 7 5 6 5 3 2
Li-la lan le-ga-wa kang-go mul-ya-ning ne-ga-ra
 @7@7 @7@7 . . 3 5 6 6 6 6
Si-ji lo-ro te-lu pa-pat ma-ju pa-pat pa-pat
 . # 6 7 6 # @ # @ 7 6 5 3 3 3 3
Di-u-lang u-lung-a-ke wis mes-ti eng-nggal ram-pung-e
 . 6 6 6 6 6 6 6 . 5 5 5 5 5 5 5
Ho-lo-bis kun-tul ba-ris ho-lo-bis kun-tul ba-ris
 . 3 3 3 3 3 3 3 x x x x x c 5 6 7 5 2 3 2 2
Ho-lo-bis kun-tul ba-ris ho-lo-bis kun-tul ba-ris

(5) Learning Resources

Learning resources related to everything that can be used to facilitate student learning, so that students can gain learning experiences. In the implementation of Javanese musical extracurricular learning in SD Negeri 1 Waluyorejo, learning resources come from notation books, dolanan song books, tapes, the internet and so on. The teacher obtains learning resources from materials from workshop workshops that have been developed so that they can be taught to students. In addition, in order to keep abreast of current developments of the teacher using internet resources that are re-worked on.

Methods

Javanese musical extracurricular learning at SD Negeri 1 Waluyorejo, the learning methods used by the teacher are as follows.

(1) Lecture Method

The lecture method is a way of presenting the material by explaining to students the basic material of karawitan before learning a gending. Before the gending material is given first, the teacher explains the understanding that Javanese musical art is delivered in groups, thus requiring the cohesiveness of all its members. Then introduce gamelan instruments to students, and explain the sitting position both in playing gamelan or gerongan. The correct sitting position in beating gamelan or gerongan is to sit upright cross-legged for men, while for women by sitting upright with two legs folded into a pedestal. After learning the gamelan device and sitting position, the teacher then explains how to beat each gamelan instrument.

(2) Demonstration

Demonstration method is a way of presenting material by demonstrating to students a particular process, situation, or object that is being studied. After explaining the basic material of playing gamelan, the teacher approaches and exemplifies the technique of sounding each instrument using original instruments, which are witnessed by students directly. First, the teacher exemplifies the technique of drums used to sound the drums and *gembyang*, *mipil*, and returns on *bonang*. Then the teacher exemplifies the technique of sounding *balungan* and *slenthem*, which is by using the right hand to beat while the left hand is used for the *mathet* blades after beating by the right hand. The teacher repeats several techniques of beating each piece until the students understand.

(3) Drill method

The drill method is used with the aim of instilling a particular skill in the student repeatedly until the student is able to do it automatically. The implementation of the training methods used in Javanese musical extracurricular learning at SD Negeri 1 Waluyorejo is divided into two, namely routine training and incidental training. In routine exercises, which are exercises conducted by students when extracurricular learning takes place in class, are held three times a week on Mondays, Wednesdays, and Fridays. Whereas incidental training is carried out outside the schedule of extracurricular activities with a more flexible implementation time according to the day that has been negotiated and agreed upon by the teacher and students.

(6) Media

Media or tools used in learning are all things that can be used in order to achieve learning objectives. Brown in Suliani (2004: 54) said that the media used well in teaching and learning activities can influence the effectiveness of instructional programs. In Javanese musical extracurricular learning at SD Negeri 1 Waluyorejo, the learning media used are markers and blackboards that read the material to be studied. The learning tool used is a set of *slendro* and *pelog* gamelan instruments. The set of gamelan instruments consists of drums, *bonang barung*, *bonang penerus*, *demung*, *saron barung*, *saron penerus*, *slenthem*, *kethuk-kempyang*, *kenong*, *kempul*, *gong*.

Situation and Environment

The situation and environment affect the teacher in determining learning strategies. The environment in question is the situation and physical condition or relationships between humans. The situation at the time of the implementation of Javanese musical extracurricular learning at SD Negeri 1 Waluyorejo was conducive. This is because in one

art space only followed by students of Javanese musical extracurricular members. Learning is done casually with the aim that students feel enjoy and do not feel pressured when learning takes place. But when playing each of the details held, the teacher asks students to stay focused on the learning carried out so that there are no wrong parts.

Besides the situation, the environment also influences learning activities. For example, when there is a staging event at the celebration, but at the school the test is being carried out, the teacher prefers not to practice during class so that it does not interfere. Because it often interferes with learning activities in the classroom, now the art space is moved in front and a little distance from the classroom, so that during practice it does not interfere with other learning activities. In addition to the school environment, the community environment is not so impacted on Javanese musical extracurricular learning activities, and vice versa. This is because Javanese Javanese extracurricular learning is held in classrooms and does not really disturb the activities of the surrounding community.

(7) Learning Activity

a. Routine Learning

The routine learning of Javanese *karawitan* extracurricular activities at SD Negeri 1 Waluyorejo is held three times a week, on Mondays, Wednesdays, and Fridays at 14.00-16.00. In this extracurricular learning a process is needed. The process consists of three stages, including the stages of planning, implementation, and evaluation.

1. Planning

Planning is the process of compiling something that will be carried out to achieve the specified goals. Planning in extracurricular learning, especially Javanese music in SD Negeri 1 Waluyorejo, is different from planning in intracurricular activities. In Javanese Javanese extracurricular learning, the plans arranged by the teacher to achieve the learning objectives are not fixed on the lesson plans, but rather adjust to the scheduled activities. In addition, planning is also used in the selection of teaching methods, methods used, and approaches to students that are adapted to student conditions. It is intended that each student can find a good learning experience in accordance with his own learning style.

2. Implementation

a) 1st meeting

At the first meeting, the focus of the teacher in learning is to harmonize *nayaga* and *penggerong* in playing the *gugur gunung* that has been taught at the previous meeting so that the resulting *gingings* are more harmonious and in accordance with the

tempo. The method used by the teacher in Javanese Javanese extracurricular learning is the demonstration method and the drill method.

In this Javanese karawitan extracurricular learning, the demonstration method is carried out with the aim that students can understand and practice the material taught directly by the teacher well. After demonstrating the wasp and song patterns, the teacher then gives the students time to practice individually while occasionally approaching students.

This is done with the aim of strengthening the material that has been submitted and knowing in detail the student's training process. The exercises are repeated until students master the material and play the mountain fall cycle simultaneously.

b) 2nd meeting

At the 2nd meeting, the learning activity aims to train vocals (penggerong) and nayaga in playing gending which will be presented in preparation for performing arts in the context of the release of class VI students on June 12, 2019. The nayaga group is first trained by the first gending material teacher and two. In this case, the teacher directly demonstrates the patterns of the gending wasp to each of the nayaga students so that they can easily understand and play the gending patterns taught. Besides that, penggerong began to be trained in the second gending song material by the accompanying teacher.

In practice, the teacher uses the demonstration method, where he exemplifies the finished song and then teaches the song notation directly to the penggerong then imitated by the penggerong students. It is intended that students do not feel difficulties.

c) 3rd meeting

The third meeting, the implementation of Javanese musical extracurricular aims to train and harmonize nayaga with penggerong. Implementation of learning in nayaga is done by the training method. The teacher ripens the gending material that has been studied previously by doing exercises continuously to nayaga. The material taught is Lancaran Kebo Giro and Lancaran Kebumen Binuko.

Lancaran Kebo Giro used to accompany the release of class VI students. Besides that, the gerong trainer began to practice Lancaran Binumen that had been learned at the previous meeting, with the aim to review and solidify the song material. After nayaga and penggerong have finished practicing, the teacher then tries to combine the two. This is done repeatedly until harmony between vocal and vocal is achieved. Harmony in musical

playing is very important, because musical art is a traditional art that is delivered in the form of groups.

d) 4th meeting

At this 4th meeting the teacher trains students continuously and repeatedly the material that has been prepared for performing arts in the context of the release of class VI students. It is intended that students increasingly master the gending material to be staged. The 4th meeting learning is also used by the teacher for the rehearsal before the performance.

3. Evaluation

Evaluation is a component that serves to find out whether the learning objectives have been applied achieved or not. Javanese musical extracurricular learning at SD Negeri 1 Waluyorejo has two forms of evaluation, namely direct evaluation and stage evaluation. The performance evaluation is carried out more flexibly depending on the performance schedule of the musical group. The evaluation is carried out as an indicator of student mental testing

b. Incidental Learning

Incidental learning in Javanese musical extracurricular activities at SD Negeri 1 Waluyorejo is a learning program that is carried out at certain times outside the routine schedule set by the school. The implementation of incidental learning aims to prepare schools for art competitions. Learning material taught includes material that will be used in a race. Incidental learning is carried out as it approaches the months of the competition.

1. Supporting and Inhibiting Factors

a. Supporting Factors

Factors supporting the implementation of Javanese musical extracurricular learning activities in SD Negeri 1 Waluyorejo do not only come from the learning component. Based on the observations of the researchers, both the teacher and the team who helped in carrying out Javanese Javanese extracurricular learning were competent people in their fields, so students could absorb the knowledge provided by the teacher to the full. In addition to the competency of the teacher, the policy and full support from the Principal is one of the supporting factors for the achievement of learning activities.

b. Inhibiting Factors

The obstacles faced in Javanese musical extracurricular learning activities come from the factors of students and teachers. Teacher activities that clash with practice time become one of the obstacles in learning activities. In addition, it turns out that students' interest in joining Javanese musical extracurricular activities is very limited, only to the extent that students who are indeed interested in traditional arts or who do have the talent to take part in the learning. Students who are

lazy to exercise also become an inhibiting factor in forming cohesiveness in playing.

CONCLUSION

The Javanese musical extracurricular learning activities at SD Negeri 1 Waluyorejo are carried out in stages, starting from the planning, implementation and evaluation stages. Javanese extracurricular learning planning is not in the form of syllabus or lesson plans, but rather adjusts to the scheduled activities. In the 2018/2019 school year the teacher arranged a plan for the release activities of Grade VI students. Javanese karawitan extracurricular learning is carried out in stages, namely, (1) 1 teacher meeting demonstrates and repeats the knockout and song patterns of Gugur Gunung; (2) A meeting of 2 teachers demonstrating and training nayaga and penggerong to play Lancaran Kebo Giro and Lancaran Kebumen Binumen; (3) The 3 learning meetings are held by combining nayaga and penggerong to practice the material that has been studied repeatedly until harmony is achieved between gending and vocal; (4) Meeting 4 teachers strengthen nayaga and penggerong in playing music and vocal material that has been learned during extracurricular learning activities.. Implementation of extracurricular learning in SD Negeri 1 Waluyorejo teachers perform two forms of evaluation, namely direct evaluation and stage evaluation. Direct evaluation is carried out at the end of the lesson or during the activity. Performance evaluation is carried out inside or outside the school environment. In the 2018/2019 school year, the performance of the Javanese Javanese musical extracurricular group was carried out in the school during the release activities of Grade VI students.

Javanese musical extracurricular learning activities are inseparable from the inhibiting and supporting factors. Supporting factors are, (1) learning components that are mutually sustainable; (2) the moral support of the principal; and (3) competence of teachers and teams who are competent in their fields. While the inhibiting factors are, (1) minimal student interest in traditional arts; (2) teacher activities that conflict with practice time.

DAFTAR PUSTAKA

Azwar, S. (2004). *Metode Penelitian* (p. 4). Yogyakarta: Pustaka Pelajar.

Moleong, J Lexy. 2010. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.

Pratidina, N. N. (2017). *Penerapan Metode Mendongeng Dalam Pembelajaran*

Electone Dasar Bagi Anak Usia Dini Di Yamaha Music School Kudus. 6(1).

Suliani, Ni Nyoman Wetty. 2004. *Pengembangan Silabus Berbasis Kompetensi dan Media Pembelajaran Bahasa Indonesia*. Bandar Lampung: Universitas Lampung.

Wafa, M. U. (2016). Implementasi Konsep Ekspresi dan Kreasi Dalam Pembelajaran Seni Musik di SMP Karangturi Kota Semarang. *Jurnal Seni Musik*, 5(1). <https://doi.org/https://doi.org/10.15294/jsm.v5i1.18400>