



STRATEGY OF ANGKLUNG EXTRACURRICULAR LEARNING IN SMP 13 CIREBON

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Abstrak

Strategi pembelajaran angklung di SMP Negeri 13 Cirebon sangat unik, guru menggunakan not mutlak dalam pembelajarannya. Permasalahan yang dibahas dalam tulisan ini adalah bagaimana strategi yang digunakan oleh pelatih dan apa saja faktor pendukung dan penghambat. Penelitian ini menggunakan pendekatan kualitatif. Sasaran penelitian ini yaitu strategi pembelajaran ekstrakurikuler angklung di SMP Negeri 13 Kota Cirebon. Teknik pengumpulan data menggunakan teknik observasi, wawancara, dokumentasi, dan triangulasi. Hasil penelitian menunjukkan bahwa: (1) Pelatih menggunakan strategi pembelajaran langsung; (2) faktor pendukung adalah fasilitas yang disediakan; (3) faktor penghambat yaitu jadwal ekstrakurikuler yang bertabrakan dengan jadwal ekstrakurikuler yang lain. Strategi yang digunakan adalah strategi pembelajaran langsung. peserta didik lebih terpusat pada guru dengan beberapa metode, yaitu ceramah, demonstrasi, dan drill. Media yang digunakan yaitu alat musik angklung, keyboard, laptop, ampli sound, dan papan tulis.

Abstract

Angklung learning strategies in SMP Negeri 13 Cirebon are very unique, teachers use not in accordance with their learning. The problem discussed in this paper is how the strategies are used by the trainer and what are the supporting and inhibiting factors. This research uses qualitative. The target of this research is angklung extracurricular learning strategy in SMP Negeri 13 Kota Cirebon. Data collection techniques using observation, interviews, documentation, and triangulation techniques. The results showed that: (1) The trainer used a direct learning strategy; (2) supporting factors are facilities provided; (3) inhibiting factors, namely extracurricular schedules that collide with other extracurricular schedules. The strategy used is a direct learning strategy. students are more focused on the teacher with several methods, namely lectures, demonstrations, and drills. The media used are angklung instruments, keyboards, laptops, amps, and blackboards.

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INTRODUCING

Humans living things have potential in themselves. The potential possessed by humans have to be developed in order to be put to good use. To develop the potential can be done through various things. One of them is through educational institutions. The task of educators is to activate students, both mentally, physically, intellectually, and emotionally, so that the potential of students can grow better (Arifin, 2015, p. 40). To develop students' potential, educators have good learning strategies.

Learning strategies in developing students' potentials can be carried out through various activities, one of which is extracurricular activities. Extracurricular activities are held outside of school hours with the aim of meeting students' needs in addition to learning subjects. Extracurricular activities can be taught by teachers within the school itself or teachers obtained from outside the school. Extracurricular activities are expected that students can develop their potential and talents.

Extracurricular has various activities. For example, scout extracurricular, sports, PMR, arts, and others. In this research, it is focused on art extracurricular activities, namely angklung. Angklung is a musical instrument that is played by shaking from West Java. To get a harmonious sound or good, of course, have certain ways. Because basically angklung is a musical instrument that cannot be played solo. Therefore, teachers / trainers have their own learning strategies in training students to work together and practice the correct angklung playing technique.

Based on the researchers' initial interview with angklung trainers in SMP 13 Cirebon, was held on Monday, January 28, 2019 received information that angklung extracurricular activities in SMP 13 Cirebon had been implemented since 2013. Initially, the angklung extracurricular was only as media introduction and study for the development of teaching materials in art and culture subjects. Over time, angklung extracurriculars at SMP Negeri 3 Cirebon get invitations to perform outside of school such as the national education day event on May 20, 2015 at Dinas Pendidikan Cirebon, Cirebon Festival in the context of Cirebon birthday on October 15, 2015 in Alun-alun

District Attorney General's Office Cirebon, a wedding on March 19, 2016 at Pertamina Pancaka Braja Klayan Building, Cirebon Regency. This angklung extracurricular has also participated in the Pasanggih competition held by Saung Udjo in the Kian Rara Santang Cirebon building on November 19, 2015. The angklung extracurricular purpose was staged at the event to train students' mentality as an evaluation material.

Since the existence of angklung extracurricular activities in 2015 until now, of course, has made personnel changes. Students who have graduated will of course be replaced by other students who have not yet graduated. Students who have just entered have different potentials and talents and may not necessarily have musical experience. So the trainer must carry out strategies in teaching angklung extracurricular. And also as a medium for the introduction of traditional music from West Java to students as the next generation successors.

According to Setiawan's research (2014), Putri (2012), Sulastris (2019), Supriyadi (2006), Firsty (2018), Kholid (2019) showed learning strategies in angklung extracurricular activities use management strategies, media use strategies, student motivation approach strategies, and evaluation strategies. Teacher uses the method of learning while playing to make it easier for young children to learn to play traditional angklung instruments. The results showed that the use of these methods was more effective for early childhood learning angklung.

MATERIAL AND METHOD

A qualitative approach was used in this study. This approach is a study conducted to study a particular phenomenon or event that exists in the environment of human life. According to Moleong (2016, p. 6) "A qualitative approach is a process of analysis that does not use statistical or quantitative methods".

A very strategic thing in research activities is data collection (Sugiyono, 2014, p. 224). Sugiyono (2014, p. 225) states that the qualitative data collection approach is more data collection data with participatory

observation, in-depth interviews, and documentation.

According to Bogdan & Biklen in Moleong (2016, p. 248) Qualitative data analysis of data obtained is sorted, and made one that can be managed. Meanwhile, according to Sugiyono, (2014, p. 243) qualitative approach, data obtained from various sources by means of various data collection techniques.

RESULT AND DISCUSSION

Learning strategies an important role in learning to facilitate the learning process so as to achieve the objectives to be achieved. In extracurricular activities also use learning strategies to achieve goals in extracurricular learning.

In order to achieve the goals planned by the trainer strategies are needed in the learning process. The trainer in extracurricular uses one of the learning strategies proposed by Saskatchewan Educational in Majid (2014, p.10), namely direct learning strategy. Because the results in the field show that learning is that extracurricular students are more centered on the trainer.

In learning strategy there are components of learning strategies according to Gulo (2008 p. 8-9) these components include teaching, teacher, students, learning material, teaching methods, teaching media, teaching media, administrative and financial factors. In the angklung extracurricular learning process in SMP Negeri 13 Kota Cirebon, there are components related to the learning process, namely the learning objectives are the basis on which the student reaches the target the trainer wants. Observation showed trainer's goal in learning after conducting the learning process, students are expected to be able to appreciate and create angklung music art that is determining the varied angklung playing techniques, appreciating the results of students' understanding of the principles, techniques and procedures of playing angklung.

Angklung extracurricular members are students from grade 7 and class 8 of junior high school. Class 9 is no longer able to follow because they have to focus on learning to pursue targets in school exams and national exams. Students attend various

study groups, including contemporary music study groups and Angklung study groups.

There are 45 students, material taught in angklung learning is different from music learning in general. In this study music theory is not disclosed separately, but the material is inserted in the song material to be played, so the first material given is the introduction of angklung instruments, both how to play angklung and the correct angklung playing technique.

The learning method is prepared by the teacher to carry out angklung learning. Based on observations, angklung trainers used lecture, demonstration and drill methods. The media used in angklung extracurricular learning at SMP Negeri 13 Cirebon are Angklung musical instruments, keyboards, laptops, sound amplifiers, blackboards. Angklung extracurricular activities are held 2 times a week, namely Tuesday and Wednesday with 90 minutes each. Learning facilities are provided to support the angklung extracurricular training process. In addition, angklung learning in SMP 13 Cirebon is carried out in a fairly comfortable room. Although the room is not equipped with a silencer so the sound is still heard out of the room.

Based on research data, researchers discussed three stages of the angklung extracurricular learning process in SMP Negeri 13 Kota Cirebon. The stages of the learning process in question include the planning stage, the implementation phase, and the evaluation stage. The following three stages will be discussed.

Planning Stage. This stage, the trainer before starting the angklung learning activity in SMP Negeri 13 Kota Cirebon is preparing the planning and preparation needed by the trainer to undergo the angklung learning activity.

Implementation Stage. The implementation phase of angklung extracurricular learning in SMP Negeri 13 Kota Cirebon, the trainer undertakes several stages of the implementation of learning, namely opening learning. Before doing the learning begins with interaction with students that is chatting and giving encouragement and motivation, this is done while waiting for the other participants to come. Therefore the trainer can be more intimate and not cause a tension and a boredom to start angklung learning.



Figure 4.7: Opening lesson. (Fazri Ivan, 2019)

Interaction activities with students are in accordance with the components of the learning strategy, namely the introduction of activities to prepare mentally and the readiness of students to participate in learning so as to create a situation conducive to learning. The next activity after interacting by way of talking with students is to condition the students to start learning angklung. After the students are ready to take part in the learning activities, Munadi as the angklung trainer leads the prayers and gives thanks to God Almighty before entering the material to be delivered to the students. This indirectly imparts good character to students.



Figure 4.8: Trainer discussion material (Fazri Ivan, 2019)

In Figure 4.8, what Munadi does is reviewing material that has been presented to students at previous meetings. Material delivery activities in angklung learning at SMP Negeri 13 Cirebon City were carried out using several methods namely lecture method, demonstration method, drill method. In delivering teaching material tends to be more flexible and not too formal like learning in general. Submission of

material by Munadi tends to be relaxed so that it does not cause boredom and tension in this activity.

Submission of material conducted by angklung trainers in SMP Negeri 13 Cirebon City is divided into several stages, namely the delivery of material before the song material which explains how to hold angklung, demonstrate how to play angklung correctly, scales and distance of pitches, and play songs to be played.

Submission of material before the song material, in theory the trainer inserts the basis of musical theory that is the scale along with the interval. At this stage the teacher uses the lecture method.

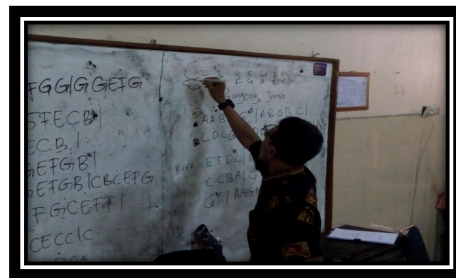


Figure 4.9: Writing Scale (Fazri Ivan, 2019)

In Figure 4.9 shows that the trainer is explaining the scale along with the interval. And students are seriously paying attention to the trainer who is explaining the material on the scale and the interval on the C.

Then, the next activity is to explain the parts of angklung in detail by directly showing the angklung's body parts to students using the lecture method

In addition to the explanation of the introduction of angklung musical instrument the next material taught is in the form of song notation that has been changed by the teacher to be easier to learn.

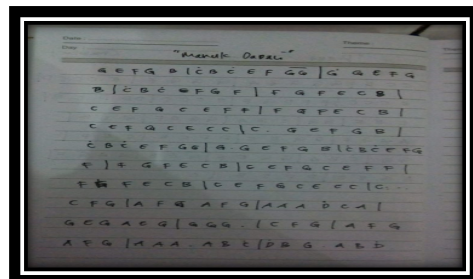


Figure 4.13: Notation (Fazri Ivan, 2019)

The evaluation stage is one of the last learning stages used to measure students' abilities so far in angklung learning activities in angklung extracurricular SMP Negeri 13 Cirebon. The evaluation stage is usually after 5 weeks or once a month by practicing songs that have been learned without looking at the sheet music on the writing board. And displayed in every school event such as the introduction of new student orientation, school farewell events, and annual events. Besides events outside the school such as competitions, national education days, or weddings.

There are supporting factors and inhibiting factors in learning angklung extracurricular in SMP Negeri 13. Supporting factors explain about what supports the angklung extracurricular learning activities in SMP Negeri 13 Kota Cirebon. One of the supporting factors for angklung extracurricular is that it is supported by the school such as providing a room with fairly complete facilities. The facilities are in the form of 3 sets of angklung, angklung towel, accompaniment angklung, laptop, keyboard, speakers. One inhibiting factor is that, at the same time as other extracurriculars, it is too late so that students sometimes feel tired, hungry. This prevents students from being able to take part in angklung extracurricular learning at SMP Negeri 13 Kota Cirebon.

CONCLUSION

The strategy used by teachers in angklung extracurricular learning in SMP Negeri 13 Kota Cirebon is a direct learning strategy. Where in the learning students are more focused on the teacher with several methods, namely lectures, demonstrations, and drills. The media used are angklung music instruments, keyboards, laptops, sound amps, and blackboards. Angklung extracurricular activities are held every 2 times a week namely Tuesday and Wednesday with an duration of one hour and a half by reviewing the material given at the previous meeting. This is done so that students better understand what they are learning and can proceed to the next material.

Angklung extracurricular supporting factors, namely, a room with adequate facilities. The facilities include musical instruments such as

3 sets of angklung, angklung towel, accompaniment angklung, keyboard, laptop, and speakers. In addition, angklung extracurricular inhibiting factors, namely, angklung extracurricular schedules are the same as other extracurricular schedules, so students sometimes become unfocused with what they are learning.

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