



## Learning Methods Of Keroncong Music Extracurricular On Junior High School (SMP) in Purbalingga

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### Abstract

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*SMP Negeri 1 Karangmoncol in Purbalingga Regency is the only junior high school in Purbalingga that implements keroncong extracurricular activities. The purpose of implementing the keroncong extracurricular is introduce keroncong music to students. The problem in this research is how the keroncong music extracurricular learning method in SMP Negeri 1 Karangmoncol. The research method used is descriptive qualitative.*

*Data were obtained through interviews, qualitative observation, and documentation. The results show that (1) there are five methods used by the keroncong extracurricular teacher in the keroncong extracurricular learning process, five of which were the lecture method, the discussion method, the question and answer method, the peer tutoring method, and the drill method; (2) From the five methods, it is found that the drill method is the most frequently used in the learning process. It is because the keroncong extracurricular requires more psychomotor skills from students to be more skilled and fluent in playing keroncong musical instruments.*

## INTRODUCTION

SMP Negeri 1 Karangmoncol is one of the favorite public schools in Purbalingga Regency. SMP Negeri 1 Karangmoncol is located on Jl. Raya Karangmoncol, Pekiringan Village, Karangmoncol Sub-District, Purbalingga Regency. SMP Negeri 1 Karangmoncol has a vision “Unggul dalam prestasi, teguh dalam iman, bijak dalam bertindak” and has the motto “my school is my future”.

SMP Negeri 1 Karangmoncol has a goal to form students who are excellent and outstanding in both academic and non-academic fields. One of the excellent extracurriculars and characteristics of SMP Negeri 1 Karangmoncol is keroncong music extracurricular. SMP Negeri 1 Karangmoncol is the only junior high school in Purbalingga Regency that has its keroncong group and holds a keroncong music extracurricular. The instruments used in keroncong music learning at SMP Negeri 1 Karangmoncol include the banjo (cak), ukulele (cuk), cello, bass betot, acoustic guitar, violin, and flute. Meanwhile, the flute is replaced with a keyboard but the sound chosen is the sound of the flute. Keroncong at SMP Negeri 1 Karangmoncol is always invited to be a guest star for the keroncong events in Purbalingga, a Waroeng Keroncong event in RRI of Banyumas and an event on TVRI Station in Central Java.

Keroncong is a musical ensemble consisting of the cak, cuk, cello, drum, bass betot, guitar, flute, and violin. Keroncong music develops into several forms, including original keroncong, langgam, stambul, and extra songs. There are differentiators in several types of keroncong music. They are the number of bars, chords, and harmony displacements (Prasetyo, 2017).

Keroncong music extracurricular learning at SMP Negeri 1 Karangmoncol guides the students from those who can't play keroncong and don't even know them to become skilled in playing keroncong music. The purpose of this keroncong music extracurricular learning is so that the students can love keroncong music which today has been lost with dangdut and pop music, especially in the Purbalingga area, the students can preserve the keroncong culture, and keroncong music can be a place for creativity and appreciation in art, and until the students graduate, they are still in the field of keroncong as their skills. Not only in the school they play keroncong music, but also in the community they can show their skills in playing keroncong music.

The keroncong learning is generally aimed at adults who want to deepen the art of keroncong music and it is usually held by several music

communities outside of the school. Meanwhile, what happened at SMP Negeri 1 Karangmoncol is that the learning is aimed at children. However, the results obtained from the keroncong extracurricular learning at SMP Negeri 1 Karangmoncol are quite good and it is often asked to show in several events and places such as a Waroeng Keroncong event in RRI of Banyumas and an event on TVRI Station in Central Java. Therefore, the researchers assume that the learning method used by the keroncong extracurricular teacher at SMP Negeri 1 Karangmoncol is very good.

Research related to the keroncong music learning method has also been carried out by several researchers in previous studies, such as by Wismandanu, Wadiyo, Utomo (2019), Christy, Wasino, Suryadi (2019), Rahoetomo, Haryono (2017), Rachman (2013).

The Keroncong Group of SMP Negeri 1 Karangmoncol in Purbalingga Regency is the only junior high school in Purbalingga Regency that has its keroncong group and conducts a keroncong music extracurricular. The keroncong extracurricular of SMP Negeri 1 Karangmoncol in Purbalingga Regency is well known in Purbalingga Regency and its surroundings. It is proved by the fact that every year, they are always invited to be the guest stars in events in Purbalingga, for example, a Waroeng Keroncong program in RRI in Banyumas and an event on TVRI Station in Central Java.

Seeing the existence and uniqueness of the keroncong group in SMP Negeri 1 Karangmoncol and the teacher's method in keroncong music extracurricular learning, the authors are interested to research the keroncong music extracurricular learning method at the junior high school level.

## METHOD

This research is carried out using a musicology and learning approach. The research took place when the extracurricular teacher directly taught keroncong extracurricular to the students.

The research method used by the researcher is the descriptive qualitative method, which is a study aimed to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and people's thoughts individually or in groups (Milles, Huberman:2009). Several descriptions are used to find principles and explanations that lead to conclusions.

The research design used by the researcher is a case study research design, where the research takes a case study of keroncong extracurricular learning in SMP Negeri 1 Karangmoncol.

This research is located in SMP Negeri 1 Karangmoncol, precisely on Jl. Raya Karangmoncol, Pekiringan Village, Karangmoncol Sub-district, Purbalingga Regency, Central Java Province. This location is selected because it is the only junior high school that holds keroncong music extracurricular in the Purbalingga area, the learning uses the media of pop songs, and the keroncong group of SMP Negeri 1 Keroncong is already well-known and has performed everywhere, especially in the Purbalingga Regency area, even in Banyumas Residency.

The interview technique in this research is carried out on the keroncong extracurricular teachers in SMP N 1 Karangmoncol, students who follow the keroncong extracurricular, and the principal. In addition, the researchers will use a tool in the form of a recording device to record the results of the interview.

The researchers in conducting research interviews directly visited SMP Negeri 1 Karangmoncol and meet directly with the informants, namely the extracurricular teachers. The questions that gave to the informants are related to the formulation of the problem, namely the keroncong extracurricular learning method. The setting of direct interviews is done in the gaps of the extracurricular teachers teaching. Meanwhile, the interviews with the principal are conducted in schools, and the interviews with students are also conducted in the gaps of the learning agenda.

## RESULTS AND DISCUSSION

### Keroncong Learning Methods

As the discussion that the researchers review in the previous chapter, namely in the literature review, where the method is one of the strategies or methods used by teachers in the learning process to be achieved for their keroncong extracurricular students. From the information obtained from the extracurricular teacher, they explain that the methods used in keroncong extracurricular learning include the lecture method, the discussion method, the question-and-answer method, the peer tutoring method, and the drill method.

The researchers give several descriptions related to the methods used by extracurricular teachers in the field as follows:

#### Lecture method

From the observations that the researchers got in the field, it shows that at every early step of learning, the extracurricular teachers always use a lecture method first. It is conducted to always motivate the students regarding the importance of preserving the ancestral cultural heritage, namely

keroncong and to convey several theories that will be presented at the meeting session.



Figure 1  
Lecture Method  
(Source: Tegar, 2020)

This is in line with the objectives of the lecture method, namely to: (1) convey information or subject matter, (2) arouse the desire, interest, and motivation of the students to learn, and (3) clarify the subject matter. The subject matter in this research is the keroncong extracurricular material.

### Discussion Method

A discussion method carried out by extracurricular teachers is sometimes the first on the gaps of keroncong extracurricular teaching activities in a class and the second in informal meetings outside the classroom when a casual meeting between extracurricular teachers and several keroncong extracurricular students takes place. It was done to strengthen the sense of brotherhood between students, to love the ancestral heritage of the keroncong culture itself, and to improve their knowledge regarding keroncong music.

The benefit of the discussion method in general is as a way to understand learning material from the various perspectives of each discussion participant, both students and teachers. In this study, the findings in the field show that if the extracurricular teachers often held meetings using the discussion method, the student's understanding of the material is larger regarding the learning provided. In addition, a good relationship between the students and the keroncong extracurricular teachers will be closer.

### Question-and-answer method

A question-and-answer method used by extracurricular teachers in the keroncong learning process, both during the theory-giving process and in practice, is useful for broadening and deepening knowledge about the practice of playing keroncong music. The method is carried out both inside and outside the classroom.

Based on Sutikno (2006), why a teacher uses the question-and-answer method because it is for

the importance of self-development of students who are aggressive in understanding knowledge insights. The students will feel happy if they are allowed to ask questions during teaching and learning. It will encourage the students to further enhance their knowledge in the field occupied.

The researchers find information in the field where the keroncong extracurricular teachers give the students time to ask questions about the theory and practice of keroncong music. The question-and-answer method in the keroncong extracurricular class is held at the end of the extracurricular class session, for beginners, medium, and advanced classes (Figure 2,3,4).



Figure 2  
Beginner Class  
(Source: Tegar, 2020)



Figure 3  
Medium Class  
(Source: Tegar, 2020)



Figure 4  
Advanced Class  
(Source: Tegar, 2020)

### Peer Tutoring Method

The peer tutoring method used by the extracurricular teachers in learning keroncong music is a method to ease students in understanding the practice of playing keroncong musical instruments, some of which are to minimize some students who are embarrassed when they want to ask questions directly to the extracurricular teachers and to maximize the skills of students who are already able to practice or teach other students in their class (Figure 5). Moreover, through the peer tutoring method applied by the extracurricular teachers, the students practice independently and perform in front of their friends. It automatically trains students mentally to be confident.



Figure 5  
Peer Tutoring Method  
(Source: Tegar, 2020)

According to Djamarah (2013) peer tutoring learning method requires a student who acts as a tutor. Determining who will act as a tutor requires some considerations. Tutors are not the smartest student but several things are considered in the selection of tutors including as follows: (1) the tutors can be accepted (approved) by the students and the students can get an improvement program so that they do not feel afraid or reluctant to ask a question, (2) the tutors can explain the repair materials needed by the students who receive the improvement program, (3) the tutors are not arrogant, cruel or hard-hearted the other students, (4) the tutors are creative enough to provide the guidance, which can explain the lesson to the other students.

### Drill Method

The drill method is a method used in fields that focus on psychomotor aspects. In this case, keroncong music extracurricular activities require more practice by students to increase the flexibility of the sensory aspects of students in using the keroncong musical instrument. If the extracurricular teachers often use this drill method, the students are more agile to operate the keroncong musical instruments with its various



typical songs. It can be seen that some students both inside and outside the classroom often practice by themselves due to the suggestions from their extracurricular teachers and it affects the results of the extracurricular learning process in their classes. An extracurricular teacher has no difficulty in providing directions when the learning process takes place because the students are already fluent in using the keroncong musical instruments.

According to Anitah (2009) the drill method or commonly called an exercise is a teaching method by providing some exercises on what students have learned from a teacher so that they acquire a certain skill. In addition, the skills will be more mature when the students further hone their skills with continuous practice activities.

### **Summary Table of Keroncong Extracurricular Teacher Learning Methods**

Here, the researchers give a summary in the form of a percentage table using the learning method of the keroncong extracurricular teachers in SMP Negeri 1 Karangmoncol, Purbalingga Regency (attached). From several research results in the field by conducting interviews with the research informants namely the extracurricular teachers. The results are obtained in the attached table.

From the attached table, it can be concluded that in keroncong extracurricular learning in SMP Negeri 1 Karangmoncol, there are three grade levels, namely beginner, medium, and advanced classes. Each class in the learning process is divided into three levels, namely: opening, content, and closing.

Meanwhile, each class applies a portion of the different methods according to the class levels. It is to ease for both the extracurricular teachers and the students in the keroncong extracurricular teaching and learning process in SMP Negeri 1 Karangmoncol. The ratio percentage portion of the learning methods used is obtained from the time duration of extracurricular conducted in a matter of minutes. One face-to-face meeting of extracurricular activities is conducted for 90 minutes.

At the beginner class stage, the use of the lecture method is conducted for 22.5 minutes or 25% because according to the extracurricular teachers, the students are still unfamiliar with the basics of keroncong music, for example, what keroncong is, how its history is, why it must be preserved, and others. The content learning process is dominated by the drill method for 36 minutes or 40% because the students must be forced to know

the keroncong instruments by practicing directly accompanied by an extracurricular teacher.

At the medium class stage, the learning process is multiplied in content rather than opening, which is for 63 minutes or 70%. It is because the students are considered more familiar with the basics of keroncong and they begin to need a lot of practice. At the content stage, it is dominated by using the drill method for 45 minutes or 50%, while the peer tutoring method is conducted for 18 minutes or 20%. In addition, the closing process is dominated by the question-and-answer method with a duration of 9 minutes or 10%, and the discussion method is conducted only for 4.5 minutes or 5%. The assumption of the extracurricular teachers is based on learning in the field to accommodate the results of the practice process during the content stage, where some students must have some questions related to the exercises that have been done.

The difference between the advanced class and the previous classes is that its proportion of practice is increasing. The learning process of the content stage is conducted for 81 minutes or 90% which is dominated by the drill method with a duration of 63 minutes or 70% and the peer tutoring method with a duration of 18 minutes or 20%. It is because the students have entered the advanced phase where it needs a lot of practice to do new things related to keroncong music innovations. Therefore, the opening portion with a discussion method is only given 4.5 minutes or 5%, and the closing portion with a question-and-answer method is also only 4.5 minutes or 5%.

### **CONCLUSION**

The results show that (1) there are five methods used by the keroncong extracurricular teachers in the keroncong extracurricular learning process, five of which are the lecture method, discussion method, question-and-answer method, peer tutoring method, and drill method; (2) From the five methods, it is found that the drill method is the most frequently used and the most dominating at each stage of the class namely the beginner, medium, and advanced classes. It is only the percentage of use that makes the difference between each class. If the grade level is higher, the percentage of the use of the drill method in keroncong extracurricular learning will be more significant; and (3) the drill method is the method with the most dominant ratio chosen by the keroncong extracurricular teachers in learning compared to the other four methods. This is because the keroncong extracurricular requires more

psychomotor skills from students to be more skilled and fluent in playing the keroncong musical instruments.

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