



## MIXED ANSAMBLE LEARNING IN EXTRACURRICULAR STUDENTS OF SMPN 15 PALEMBANG

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### Abstract

This study aims to describe mixed ensemble learning in extracurricular activities in class IX students of SMP Negeri 15 Palembang. The research method used is descriptive qualitative with data collection techniques in the form of observation, interviews, and documentation.

The preparation of the trainer before doing the learning is to determine the material that is taught to students at each meeting, then the trainer determines the strategies and learning methods that will be used in learning so that learning objectives are achieved. The implementation of mixed ensemble learning at SMP Negeri 15 Palembang includes; 1) The mixed ensemble learning process consists of group division, placement and selection of musical instruments, learning for each instrument, 2) Mixed ensemble learning includes three stages, namely preparation, implementation, and evaluation

## INTRODUCTIONS

Art and culture is one of the subjects in Elementary School (SD), Junior High School (SMP), and Senior High School (SMA). This subject has a strategic role and purpose to increase understanding and knowledge in the field of arts and culture. The role of the teacher in learning arts and culture in schools is very important because the teacher has the authority to choose and determine the method to be used in learning, especially in learning music. Learning music is not only playing a musical instrument, but can also play a role in changing behavior and character building to express and develop students' personalities. This statement is in line with Chingos, M.M. & Peterson, (2011), namely upholding good character values that exist in various teaching and approaches to guide children in getting to know character education.

Character education is actually not a new policy. There have been government efforts related to character education, namely the 2013 curriculum which packs character education with four competency points, namely core competency 1 which contains religious values, core competency 2 has social human values, 3 contains knowledge, and core competency 4 contains the learning process. However, these efforts should be implemented in various forms of learning in schools.

The selection of learning strategies is basically one of the important things that must be understood by every teacher, considering the learning process is a multi-way communication process between students, teachers and the learning environment. This is due to several factors, namely teaching materials, learning methods, musical instruments, and inadequate motivation. These are obstacles in the implementation of extracurricular learning of musical ensembles

SMP Negeri 15 Palembang is located in the Plaju area, precisely on Jalan A. Yani Silaberanti Seberang Ulu 1 Palembang. Established in 1977. SMP Negeri 15 Palembang officially has the status of an A-accredited school. The school carries out extracurricular activities which are non-formal activities at school, generally outside the standard curriculum learning hours. Extracurricular is a student activity that serves as a tool to shape the character, attitude and personality of students (Wiyani, 2013).

In mixed ensemble learning music extracurricular activities, students are provided with useful music art materials, not only to develop creativity but to produce musical works of art that have use value. There are many ways that can be applied to be used as a musical ensemble learning method, one of which is using the drill method.

Based on interviews and observations made by researchers, the extracurricular activities of music carried out were mixed ensemble learning using the drill method. The musical instruments used in extracurricular activities are pianika, percussion, guitar, bass, *beduk*.

The implementation of mixed ensemble extracurricular learning certainly has its own uniqueness in each study group, so that the preparation, implementation, and evaluation have special strategies to adjust the students they face (Iswangga, K., Muttaqin, M., & Wiyoso, 2020; Respati, R., & Fuadah, 2018; Strinariswari, R., Susetyo, B., & Raharjo, 2015)

## METHODS

This research conducted in the realm of qualitative research. Because qualitative research is used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2017: 9).

Researchers made observations by observing directly the extracurricular activities of mixed ensembles and the musical instruments used by the students. At the time of conducting interviews, researchers used a recording device. The researcher conducted an interview for learning activities to the trainer, namely Deria Sepdwiko.

The analysis process is carried out after going through a classification process in the form of grouping and categorizing data into predetermined classes. Classification of data as the beginning of procurement changes from raw data to data utilization so that it can be accounted for.

Qualitative data analysis is carried out on data in the form of information, descriptions in prose and then linked with other data to get clarity on a truth or vice versa, so as to obtain a new picture or

strengthen an existing picture or vice versa (Subagya, 2004).

## RESULTS AND DISCUSSION

Musical ensemble extracurricular is one of the extracurricular activities in music. This extracurricular is useful for developing students' potential in the field of music. Mixed ensemble extracurricular activities can also add and broaden students' horizons and knowledge in the field of music, develop students' skills and talents in playing musical instruments, as well as shape students' character and personality, such as: training discipline and responsibility, fostering tolerance and mutual respect, instilling politeness values, and train students' self-confidence. This is in accordance with one of the goals of extracurricular activities, namely extracurricular activities must be able to improve students' abilities in cognitive, affective, and psychomotor aspects (Hambali, 2008).

The preparation of the trainer before carrying out learning is to determine the material to be taught to students at each meeting in mixed ensemble extracurricular activities. Then the trainer determines the strategies and learning methods that will be used in learning so that learning objectives are achieved, then the trainer prepares a work program for extracurricular activities, student absent lists, and the material being taught. Furthermore, the trainer prepares learning tools that are in accordance with the learning material and prepares the media or equipment needed in mixed ensemble learning.

The implementation of mixed ensemble music learning includes media and learning methods carried out by the trainer. The trainer uses learning media in the form of mixed ensemble musical instruments. The learning method used by the trainer in extracurricular activities actually uses various methods, but in this study the drill method is used. The material taught by the trainer in this extracurricular activity is to explain the basic techniques of playing mixed ensembles.

Based on the results of observations made by researchers, the mixed ensemble extracurricular learning process is carried out on Fridays in the school field.

Learning evaluation is an assessment activity carried out in a planned, systematic, and continuous manner. In the musical ensemble learning process, the trainer also carries out evaluation or assessment activities. This is in accordance with one of the roles of the trainer in

the learning process, namely the teacher acts as an evaluator.

Based on the results of the interview with Deria Sepwiko as the trainer, he said that the assessment activities in mixed ensemble learning were carried out during the learning process at each meeting. Aspects assessed by the trainer include the activeness and seriousness of students in participating in learning activities, and the ability of students to absorb the material presented during the learning process. The evaluation process in learning is also carried out at the end of each learning activity, with the aim of knowing the level of success and students' understanding of the material.

Furthermore, the trainer explained that the evaluation in each learning process must be carried out by a trainer, while the objectives of the evaluation in this mixed ensemble learning are:

1. To measure the level of success of the trainer on the teaching method used.
2. To find out the advantages and disadvantages of the method used by the trainer.
3. To determine the level of students' understanding of the material being taught.
4. To determine the learning strategies used in subsequent learning activities.

Learning outcomes have an important role in the learning process. The results of learning that have been carried out in extracurricular activities based on the evaluations that have been carried out obtained the value of learning outcomes from 15 participants who took part in mixed ensemble extracurricular activities, namely 11 participants got an A score and 4 participants got a B score. Based on the value obtained from the data above, the researcher concluded that the mixed ensemble extracurricular learning runs in accordance with the learning objectives.

Participants who get a minimum score of B will then be registered in activities such as school farewells, inter-school competitions.

The material in the mixed ensemble extracurricular activities is the song "Prau Layar"

Separate exercises for melodic instruments are guided directly by the trainer. Students do individual exercises according to the material that has been taught by the trainer. This exercise is

carried out specifically for melodic musical instruments, with the aim of seeing how far the understanding of the material received and the students' ability to play melodic instruments is.

In extracurricular activities, students play percussion instruments well, so the trainer provides basic percussion techniques, namely single stroke, double stroke, triplet and paradiddle, as well as basic techniques for melodic playing of other instruments, namely scale scales, arpeggios, staccato and legato.

## CONCLUSION

The implementation of mixed ensemble learning at SMP Negeri 15 Palembang includes; 1) Mixed ensemble learning process consists of group division, placement and selection of musical instruments, learning of each instrument (musical instrument), 2) Mixed ensemble learning phase includes three stages, namely the preparation stage, the implementation stage, and the evaluation stage. Preparation stage: the teacher prepares teaching materials for extracurricular activities, students prepare musical instruments that will be used in mixed ensemble extracurricular activities. Implementation stages: mixed ensemble learning objectives, the method used is the lecture method, demonstration method, question and answer method, drill method. In this extracurricular activity the drill method is the dominant method in the learning process and other methods as a supporting method in the delivery of learning materials. Mixed ensemble learning steps include techniques for playing musical instruments (pianica, violin, and rhythmic musical instruments such as jimbe, beduk). Evaluation stage: assessment aspects in mixed ensemble learning include cohesiveness in playing musical instruments and techniques for playing musical instruments, 3) Evaluation. Mixed ensemble learning evaluation consists of practical or skill tests.

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