

METODE PEMBELAJARAN KEGIATAN EKSTRAKURIKULER NUSA OCTAVE ORCHESTRA SMA NU 1 GRESIK

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Abstract: This research aims to analyze the learning methods applied in the Nusa Octave Orchestra extracurricular at SMA NU 1 Gresik. This research uses a qualitative approach with descriptive methods. Data was obtained from the extracurricular activities of the Nusa Octave Orchestra which was trained by Mukmin Efendi. Data collection techniques are carried out through interviews, observation and documentation. Data analysis techniques include data presentation, data reduction, and drawing conclusions. The research results show that several learning methods applied include the lecture method, demonstration method, peer tutoring method, drill method, and imitation method. The drill method is the most dominant method used, especially in warm-up exercises, musical instrument playing techniques, intonation and ensembles. The application of various learning methods in the Nusa Octave Orchestra's extracurricular activities contributes significantly to improving students' technical abilities and musicality. Through a systematic and structured approach, students are able to develop in mastery of musical instruments and ensemble performance. Therefore, the learning methods applied in this extracurricular can be used as a model for teaching music in other educational environments.

Keywords: *learning methods, extracurricular, orchestra, drill method, ensemble.*

1. INTRODUCTION

Extracurricular activities in schools are very important, each student has different abilities in different fields and various interests and talents, it is very unfortunate if these student interests and talents are not facilitated by the school through extracurricular activities. According to Yudha M Saputra (1999) Extracurricular activities are educational activities outside of basic school lessons that aim to expand students' knowledge. Benefits of extracurricular activities in schools also diverse for both students and schools. for students extracurricular activities can be additional knowledge according to the interests and talents of the students, and for schools extracurricular activities can be school branding in improving the quality of learning and achievement through extracurricular activities. according to Harjanti (2020:169) strengthens that extracurricular activities according to their form are divided into five types, namely crafts, scientific work, training, religion, and other forms according to the analysis of school needs.

NU 1 Gresik High School has several excellent extracurricular activities in the field of music, one of which is orchestra. Through this orchestra extracurricular activity, it is hoped that students can develop their interests and talents in playing musical instruments. NU 1 Gresik High School is one of the private high schools based on Islamic schools in Gresik Regency, precisely on Jalan Raden Santri Gg.5 No. 22, Gresik District, Gresik Regency, East Java Province. The NU 1 Gresik High School orchestra extracurricular is called the Nusa Octave Orchestra which was formed by Mukmin Efendi, S.Pd in 2011. He is a music art teacher at NU 1 Gresik High School and is also the mentor and trainer of the Nusa Octave Orchestra.

NU 1 Gresik High School is a school that cares about the interests and talents of its students, as evidenced by the total of 30 extracurricular activities supporting the development of the interests and talents of its students, including the Nusa Octave Orchestra. This extracurricular activity has succeeded in branding NU 1 Gresik High School as an art school in Gresik and has become a topic of conversation among

the wider community and has not escaped the spotlight of the Gresik Regency government, as evidenced by several commemorations and major events in Gresik Regency which often involve the Nusa Octave Orchestra to perform to enliven the event. Appreciation for the existence of this extracurricular activity is very high to accommodate the interests and talents in the field of music of students so that students are more enthusiastic about undergoing weekly practice which is expected to hone their musical playing skills, both individually and in groups, to become a unified whole as a performance.

Nusa Octave Orchestra has been established for 14 years, until now this extracurricular is still a favorite of NU 1 Gresik High School students to develop their talents in music. It is proven that in each generation of this extracurricular generation, around 40 new members are obtained each year. For the total number of students who have joined this extracurricular, it was recorded that in the 2024-2025 academic year, there were 138 active students.

Nusa Octave Orchestra divided into 4 sections, namely string, brass, band and vocal sections. String section is a collection of string instrument players including violin, viola and cello. In orchestra performances, usually one of the violinists is chosen to be the concert master. Brass Section is a collection of wind instrument players, namely trumpet, trombone, alto saxophone, tenor saxophone and flute. Band Section is filled by drum, guitar, bass and keyboard players. With the many musical instruments studied, the role of the trainer is very important to determine what method is used so that all students can apply the song material with various musical instruments. based on the facts and phenomena presented in the background, the researcher is interested in what methods Mr. Mukmin Efendi applies to train the *Nusa Octave Orchestra* extracurricular NU 1 Gresik High School.

In this study, the focus of the problem is drawn as follows: (1) What learning methods are applied to the extracurricular activities of *Nusa Octave Orchestra* NU 1 Gresik High School, and (2) What are the learning outcomes from the application of learning methods to the extracurricular activities of *Nusa Octave Orchestra* NU 1 Gresik High School. This study aims to analyze the learning methods in the extracurricular activities of *Nusa Octave Orchestra* NU 1 Gresik High School, and describe the learning outcomes from the application of learning methods to the extracurricular activities of *Nusa Octave Orchestra* NU 1 Gresik High School. The reason the researcher chose the object of the *Nusa Octave Orchestra* extracurricular research was to add references and knowledge to further research related to learning methods in the orchestra, and the researcher hopes that this study can be a reference for learning both in theory and practice in improving the quality of the *Nusa Octave Orchestra*.

2. METHOD

Research on the extracurricular learning method of *Nusa Octave Orchestra* NU 1 Gresik High School uses a qualitative descriptive approach. The subjects in this study were the *Nusa Octave Orchestra* extracurricular activities of NU 1 Gresik High School. The object of this study focused on the learning method applied by Mukmin Efendi in training the *Nusa Octave Orchestra* extracurricular activities. The subjects of this study were researchers who interviewed various sources, namely Mukmin Efendi, S.Pd, as the *Nusa Octave Orchestra* trainer, Viki Aliansyah Putra as the chairman of the *Nusa Octave Orchestra* generation XII and representatives of *Nusa Octave Orchestra* members. Data collection techniques used interviews, observations and documentation. researchers in collecting data by means of participatory observation in several *Nusa Octave Orchestra* extracurricular exercises. data presentation is data that has been filtered, detailed and orderly presentation after analyzing in the form of a prepared narrative format. From data reduction, it is then presented in the form of a narrative learning method, implementation of exercises and the results of *Nusa Octave Orchestra* extracurricular learning at NU 1 Gresik High School. then in the final stage is drawing

conclusions. The validity of the data in this study uses triangulation. Triangulation is one of the approaches taken by researchers to explore and conduct data collection techniques. The triangulation technique can be likened to a technique for checking the validity of data by comparing the results of interviews with research subjects (Sugiyono, 2012:327).

3. RESULTS AND DISCUSSION

3.1 Results

With the research method that the researcher has used, the learning method is very influential in improving the mastery of playing techniques, dynamics and students' expressions in playing musical instruments. This is in connection with the Nusa Octave Orchestra extracurricular SMA NU 1 Gresik which applies several learning methods in its practice process, including the lecture method, demonstration method, peer tutor method, drill method and imitation method. In describing the description and application of each method are as follows:

a. Drill Method

The implementation of the drill method in the Nusa Octave Orchestra extracurricular training of SMA NU 1 Gresik was carried out by Mukmin Efendi to hone students' musical instrument playing skills. The drill method is a method of repeated practice used to acquire skills and abilities that have been learned (Sudjana, 2013:86). The drill method is a technique that can be interpreted as an educational method where students carry out training activities so that students have higher skills than those learned (JJ. Hasibuan (2000:6). Explaining the definition of the drill method, namely a good way of teaching to instill habits in students to obtain skills, dexterity, opportunity and speed, these skills can be mastered with the habits that have been built in students. To apply the drill method to each training, the trainer focuses on training techniques, namely musical instrument playing techniques, intonation, ensemble and dynamics as well as physical warm-up exercises and scale exercises.

1. Implementation of Physical Warm-up Drill Method

Physical warm-up is usually done by stretching the limbs such as hands, feet, neck and back so that students are not tense and relaxed when practicing and can focus on playing musical instruments. In each practice, Nusa Octave Orchestra does a 15-minute physical warm-up to maintain the consistency of students in starting the beginning of the practice. With the drill method used by the trainer, it aims to accustom students to start the beginning of the practice well and healthily.

2. Application of Drill Method in Musical Scale Practice

A scale is a tiered arrangement of basic notes in a tone system, starting from the base note to its octave, such as do, re, mi, fa, sol, la, ti, do. Scale practice begins with tuning all musical instruments according to the tune of the musical instrument, so that the resulting notes are harmonious and pleasant to hear. For musical instruments, especially those that are bowed such as the violin, viola and cello, they must always be tuned before being played because the strings on the musical instrument must be loosened or can be said to be out of tune. After being tuned, all players will play a long note with the note A to ensure that all sections including strings, brass, rhythm are tuned. After it is considered sufficient, it is continued with the A scale with an initial rhythm of 4 beats with a slow tempo first and gradually becoming faster. This is done repeatedly for 15 minutes, with the aim that students can practice the technique of playing musical instruments and can harmonize the relationship between players to be able to play together and produce music that is pleasant to hear. with the drill method used by the trainer, creating students to continue warming up their musical instrument exercises by practicing scales until they are able to do them well and smoothly. This exercise also aims to enable students to memorize scales well.

3. Application of Drill Method in Musical Instrument Playing Techniques

The technique of playing musical instruments varies depending on the type of musical instrument and how to play it. According to Endang Sriningsih(2021), musical instruments based on their function in performances are grouped into three, namely harmonic, rhythmic and melodic musical instruments. The Nusa Octave Orchestra extracurricular itself includes these three types of musical instruments.

1) Harmonious Musical Instruments

Harmonious musical instruments are musical instruments that act as a guide for notes or chords. There are various musical instruments whose function is to produce harmony. These harmonic musical instruments can actually stand alone in terms of melody, rhythm and accompanying tone guides. In the Nusa Octave Orchestra extracurricular itself, there are two harmonic musical instruments used, namely guitar and keyboard.

2) Rhythmic Musical Instruments

Rhythmic musical instruments are musical instruments that act as rhythm carriers. The main task of this rhythmic musical instrument is to set the tempo in a song or performance. In the Nusa Octave Orchestra extracurricular itself, there are three rhythmic musical instruments used, namely drums, bongos and congas and sometimes using drums if necessary to fill the dangdut music. Rhythmic musical instruments are usually played by being hit.

3) Melodic Musical Instruments

Melodic musical instruments are musical instruments that are tasked with playing a series of notes or melodies of a song. In the Nusa Octave Orchestra extracurricular itself, there are many melodic musical instruments used, namely violin, viola, cello, trumpet, trombone, saxophone, flute. There are two techniques for playing melodic musical instruments, namely legato and staccato techniques.

a. Legato Technique

Legato technique is playing several notes at one time without breaking the sound between one note and the next. This technique is trained with the drill method by playing long tones or long notes without any breaks and changing notes. With this practice method, students who hold string instruments such as violins, violas and cellos can train their bowing skills to be consistent and smooth. For wind instruments, this exercise serves to strengthen the breathing technique used, the more notes played, the better for wind instrument players such as trumpets, trombones and saxophones.

b. Staccato Technique

Staccato technique is playing notes with a short rhythm, so that it sounds intermittent between one note and the next. This technique is trained using the drill method by playing short notes repeatedly and intermittently. In stringed instruments, the key is in the placement and pressure on the bow, the shorter the notes played, the better it is for training the ability of the staccato technique. And in wind instrument players, the key is in the ta technique (involving the tongue as a tone cutter) the tongue functions to cut off the air flow from the mouth to the instrument and produces a short tone sound. This technique needs to be done repeatedly to increase the strength of the tongue so that the wind released can be controlled consistently.

4. Application of Drill Method on Intonation

Intonation is one of the important parts of music, the pitch of the tone is determined by the parameters of pitch accuracy so that the resulting tone is not dissonant or unpleasant to hear. According to Prier (2014:74) intonation is the accuracy of pitch when singing or in instrumental music. In terms of intonation itself, it is usually determined from the basic tone of the song. In training students' intonation skills with the drill method, the trainer uses the interval scale training method, namely sounding the tone by skipping 1 next tone and returning to 1 previous tone and doing it until it reaches octave, for example do-m-re-fa-mi-sol-fa-la-sol-si-la-do, the tone is repeated up and down until the students can do it well and smoothly. This training technique is useful for training the sensitivity and dexterity of the students' brains in processing tones. For string instrument players, they can train the movement of the position of the fingers and hands so that they can do it smoothly and pleasantly. For wind instrument players, it is useful for regulating the lip ambience in processing the consistency of the air released and of course also the placement of the fingers and hands to be more flexible in playing the instrument. for vocals this technique is very useful for training melodious voices and in harmony with the musical instrument players so that they become a whole unit, namely the Nusa Octave Orchestra. After that the trainer gave instructions to read the song notation so that students would not get bored if they only practiced scales with the practice of using song notation giving new enthusiasm for students to be able to perform the song well and smoothly.

5. Application of Drill Method in Ensembles

Orchestra is a form of mixed ensemble performance, namely a combination of several musical instruments that have different functions intended to perform a musical performance. According to A. Yudana Basuki (1996) ensemble music is a form of musical performance performed by many people using certain musical instruments and playing simple musical instruments. In playing ensemble music, especially orchestras, each player has an important role in packaging a beautiful performance. To realize this, the coach instructs all players to practice together in order to get harmony in playing the ensemble music. In one orchestra performance there will be a conductor in the Nusa Octave Orchestra extracurricular, this role is taken by the coach, namely Mukmin Efendi. After the students practice the technique of playing musical instruments, intonation, and have received the score of the song, the coach instructs them to do combined exercises between sections. This exercise seeks that after the material that has been understood by students can be applied together and produce an extraordinary performance. The trainer uses the drill learning method on the ensemble by playing the same song together and if there is a wrong section then the song will be repeated from the beginning again until the song is perfect and worthy to be performed in public. even though the song is worthy in the practice does not mean that in the next practice this song will not be practiced again, in fact to improve the students' playing ability, the finished song will continue to be practiced so that when there is a future performance it can minimize mistakes from the players. led by the conductor, the tempo and dynamics of a song are held by the conductor.

b. Lecture Method

In the closing activity after completing the training, the role of the trainer to provide evaluation and motivation to students to be able to hone their abilities outside of training is very important. According to Suryono (1992) The lecture method is a teacher's oral narration or explanation, where in its implementation the teacher can use teaching aids to clarify the description given to students. At the end of each training, evaluation is always carried out by the trainer, with the aim of being able to measure and improve what has been trained that day. Through the evaluation process, the trainer and students can test the effectiveness, productivity and achievement of

targets in each training. In addition, the purpose of the evaluation is so that there is a comparison for the next training in order to achieve the teaching objectives that are the learning targets of the Nusa Octave Orchestra. From this evaluation, notes will certainly emerge from the trainer that need to be considered and improved for future training, as a basis for decision making.

c. Peer Tutoring Method

After the routine practice held twice a week in the Nusa Octave Orchestra extracurricular, the trainer instructed each individual student to practice together every day through small groups. can be done between classes or between sections to improve the technique of playing the musical instruments they hold. and evaluate themselves if their abilities are lacking so that they can practice together especially for classes XI and XII or can be called seniors can guide their younger siblings in class X to be able to practice together in order to teach the material that has been delivered during practice. this method is very useful for trainers with a total of 136 active students who are members of the Nusa Octave Orchestra extracurricular, it is really lacking if students only use the time which is only 2 days on Friday and Saturday. therefore the trainer hopes that all students can work together to improve the quality of their playing and together carry the name of the Nusa Octave Orchestra extracurricular as an orchestra that can create reliable musicians in the future.

3.2 Discussion

Learning Outcomes from the Implementation of the Nusa Octave Orchestra Extracurricular Learning Method at SMA NU 1 Gresik. Learning outcomes are the abilities acquired by students after following the training process and a series of learning methods provided by the trainer. According to Bloom in (Herneta Fatirani: 2022) The definition of learning outcomes includes a person's cognitive, affective and psychomotor abilities. Cognitive consists of knowledge, understanding, application or determination of relationships, organization, and assessment. While affective, includes attitudes of acceptance, giving responses, giving values, organization, and characterization. While psychomotor abilities include production skills, physical techniques, social, managerial, to intellectual. The learning outcomes referred to in this case are the results achieved by students who are members of the Nusa Octave Orchestra extracurricular at SMA NU 1 Gresik after they go through a long and repeated training process until they master the material and techniques thoroughly. The learning outcomes obtained by students who are members of the Nusa Octave Orchestra at SMA NU 1 Gresik, consist of cognitive, affective and psychomotor elements.

a. Cognitive Domain

The cognitive domain that includes mental activities and thinking skills also includes the ability to remember, understand, apply, analyze, evaluate and create. In this case, during the training process involving all students of the Nusa Octave Orchestra SMA NU 1 Gresik which is associated with cognitive learning outcomes, it influences the development of knowledge, especially in the field of music, from basic theory to techniques for playing musical instruments of various forms and functions. understanding of mixed ensembles that combine melodic, rhythmic and harmonic musical instruments. and improving the ability to read song notation given by the trainer.

b. Affective Domain

The Affective Domain is a learning outcome that focuses on the attitudes, values, interests and appreciation of students. According to Winkel (2004), attitude is an internal ability that plays an important role in taking action or finding various alternatives. The type of affective learning referred to in the Nusa Octave Orchestra extracurricular activities of SMA NU 1 Gresik is the growth of a sense of discipline from students to improve and develop their ability to play music by continuing to practice every day when there is a practice

schedule or with their peers, which in turn strengthens each student's interest and desire to learn and fosters a sense of family that makes the Nusa Octave Orchestra even more solid and works together for mutual progress.

c. Psychomotor

The psychomotor domain is the application of learning outcomes related to motor skills, physical movements and coordination. According to Sudjana (2011:30) The psychomotor domain is a learning outcome related to the skills and abilities of an individual to act or behave after receiving a learning experience. In the psychomotor domain, the learning outcomes of students who are members of the Nusa Octave Orchestra extracurricular at SMA NU 1 Gresik can have the ability to play a song or material in the form of a mixed ensemble after going through a practice process that can be performed well and smoothly.

4. CONCLUSION

Based on the results of the study on the Nusa Octave Orchestra Extracurricular Learning Method of SMA NU 1 Gresik, it can be concluded that the Learning Method applied in the Nusa Octave Orchestra extracurricular activities in each practice uses 3 types of learning methods, namely the drill method, the lecture method and the peer tutor method. These three methods form a practice flow starting from physical warm-up, practicing musical instrument playing techniques accompanied by practicing scales and closing with group practice as an ensemble. The drill learning method is used by Mukmin Efendi as a trainer to practice how to train each student's individual abilities in musical instrument playing techniques and apply them in a musical performance packaged as an ensemble and led by a conductor aimed at training the sensitivity of the Nusa Octave Orchestra students to the team. This practice is carried out repeatedly until the Nusa Octave Orchestra students can understand and absorb it.

a song material that will be performed expressively and well. After a tiring training process, of course, the role of the trainer is very important to foster motivation in each individual student because in each training, the development of students is certainly different, that's where the trainer is present to apply the lecture method which aims to make students more active in pursuing material with their friends outside the mandatory training schedule which is carried out every Friday and Saturday. After mandatory training This is where the creativity of the Nusa Octave Orchestra members slowly grows. They are free to express themselves to practice the techniques they have learned during the mandatory practice. In this method, a sense of kinship also grows because there are no boundaries between seniors and juniors. Everything here is in process. It's all just a matter of time between being able to do it now or later until the learning target is achieved.

The learning outcomes achieved by the Nusa Octave Orchestra extracurricular of SMA NU 1 Gresik include three domains, namely the cognitive domain in the form of understanding musical instrument playing techniques and basic music theory. in the affective domain, the formation of a disciplined attitude among students is formed because of their habit of doing routine exercises every week. in the psychomotor domain, students can perform a song with an expressive appearance and are suitable for consumption by the general public.

AUTHOR CONTRIBUTIONS

Writing a paper entitled "Learning Method of Nusa Octave Orchestra Extracurricular Activities SMA NU 1 Gresik" The author conducted research in order to fulfill the final assignment at Surabaya State University. In this case, the author helps

guide and provide direction so that the writing of the research can run well and smoothly

ACKNOWLEDGMENTS

Thank you to all parties involved in completing this research which the author cannot mention one by one. The author who is still in the learning process feels very helpful. The author hopes that this paper can provide benefits both theoretically and practically.

REFERENCE

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