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Solmization Method for Student Learning Motivation in Choir Extracurricular Activities at Labschool UNESA 1 Elementary School, Surabaya

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Abstract: The phenomenon of low student motivation and participation in choir activities at SD Labschool Unesa 1 prompted the choir coach to implement the Solmisasi method as an alternative approach to vocal training. This study employed a descriptive qualitative approach aimed at describing the implementation of choir extracurricular activities and the application of the Solmisasi method, along with its influence on students' learning motivation. Data collection techniques included non-participant observation, semi-structured interviews, and documentation. Data were analyzed through data reduction and data presentation, and the validity was ensured using source and method triangulation. The findings show that choir activities were carried out routinely and in a structured manner, supported by an enjoyable practice atmosphere and the teacher's personal approach. The implementation of the Solmisasi method enhanced students' understanding of basic pitch and encouraged intrinsic motivation through an active, engaging, and meaningful learning experience. Students appeared more confident and enthusiastic in participating, both individually and in groups. This study concludes that the Solmisasi method is effective in increasing student motivation and engagement in vocal learning activities at school.

Keywords: *Extracurricular, Choir, Solmization, Learning Motivation*

1. INTRODUCTION

Elementary education is a crucial initial stage in shaping character and developing students' potential. The success of the learning process at this level depends not only on the delivery of material but also on the extent to which students have a strong motivation to learn. Motivation to learn encourages students to be more active, enthusiastic, and consistent in participating in learning activities, both academic and non-academic. In this context, schools need to provide alternative spaces that can foster a passion for learning, one of which is through extracurricular activities that not only train skills but also shape children's attitudes, discipline, and social and emotional abilities. Extracurricular activities are an effective educational strategy in fostering students' interests, talents, and enthusiasm for learning. In elementary schools, these activities play a crucial role in enriching children's learning experiences holistically, especially beyond academic aspects. One form of activity that provides many benefits is the choir. Through choir, students not only learn singing techniques but also practice teamwork, pitch accuracy, concentration, and musical expression. Furthermore, these activities can build self-confidence and courage to perform in public. Putri and Syeulendra (2023) emphasized that arts extracurricular activities, such as choirs, that are actively and collaboratively designed, can foster



self-confidence and increase student engagement in the arts learning process. However, in practice, not all choir activities are effective. An appropriate and enjoyable approach is needed so that students feel actively involved and enjoy the practice process.

Labschool Unesa 1 Elementary School, Surabaya, is one of the elementary schools that actively organizes various extracurricular activities, including Pencak Silat, futsal, science, public speaking, and choir. Based on the researcher's initial observations, although the number of choir participants was relatively small, the practice atmosphere was quite active and enjoyable. This attracted the researcher's attention, because the students' enthusiasm was high even though the practice was held after school. The researcher's interest grew stronger when he learned that the choir instructor at Labschool Unesa 1 Elementary School used the Solmization method in vocal practice. This information was obtained through direct observation and interviews with the instructor, Rofi'ul Fajar. He stated that vocal learning for elementary school-aged children needs to be carried out through a concrete and enjoyable approach. One way to implement this is by repeatedly practicing solmization notes, either sequentially or randomly, so that students become accustomed to recognizing high and low notes naturally. "If this practice is done regularly, children will quickly memorize the notes," said Rofi'ul Fajar (interview, April 18, 2025). The Solmization method in the extracurricular choir activities of Labschool Unesa 1 Elementary School has been implemented routinely since March 18, 2025, coinciding with the beginning of the research period. For the first three weeks, the activities still used a conventional vocal approach as a basic habituation. The use of the Solmization method is one of the innovative efforts made by the supervising teacher to increase student participation, especially in vocal warm-up sessions. Short syllables such as Sol-Mi-Sa-Si are pronounced rhythmically and combined with hand movements and piano accompaniment, creating an interactive and multisensory practice atmosphere. Student responses to this method were quite varied at first. Some students appeared confused in following the tone patterns and hand movements, but over time, they began to show increasing progress and enthusiasm. Students who initially seemed shy and reluctant to sing, slowly began to gain confidence and actively participate in practice.

This phenomenon became the starting point for the researcher to examine more deeply how the Solmization method plays a role in shaping students' learning motivation, especially in the context of extracurricular activities that are carried out routinely and are non-academic in nature. Based on this background, the researcher obtained the following research problem formulations in this study: (1) How is the implementation of choir extracurricular activities at Labschool Unesa 1 Surabaya Elementary School? and (2) How is the application of the Solmization method in choir activities and how does it affect students' learning motivation? In line with these problem formulations, the purpose of this study is to describe the implementation of choir extracurricular activities at Labschool Unesa 1 Surabaya Elementary School, as well as to describe the application of the Solmization method and its effect on students' learning motivation in these activities. This study started from the problem of low student motivation in participating in choir extracurricular activities.

Based on the results of observations, some students appeared less enthusiastic and confident in participating in practice. To overcome this, the supervising teacher implemented the Solmization

method as a vocal approach that is adapted to the learning characteristics of elementary school-aged children. This method is considered effective because it uses a fun and easy-to-understand musical approach, thus increasing student enthusiasm and engagement. The researcher refers to learning motivation theory, social learning theory, and music education theory and examines the application of the Solmization method in the context of elementary education. Through a descriptive qualitative approach, this study was designed to describe in depth how the Solmization method is implemented and how it influences student motivation in choir activities at SD Labschool Unesa 1 Surabaya

2. METHOD

This research employed a descriptive qualitative approach to explore the implementation of the Solmisasi method and its influence on students' learning motivation in choir extracurricular activities at SD Labschool Unesa 1 Surabaya. The study was conducted from February to May 2025 and took place in the school's music room, where choir practice is regularly held. The participants included active choir students from grades I to III and the choir coach, Mr. Rofi'ul Fajar. Data were obtained through non-participant observation, semi-structured interviews, and documentation. Observations were carried out across ten sessions, allowing the researcher to compare students' participation and motivation before and after the introduction of the Solmisasi method, which began on March 18, 2025. Semi-structured interviews were conducted with the choir coach and several students to gain insight into their responses and experiences. The interview with the coach was formally recorded and transcribed, while conversations with students were noted informally during practice sessions. Documentation such as attendance records, training schedules, photos, and short video clips supported the observational and interview data. The data analysis followed the interactive model by Miles and Huberman (1994), which includes data reduction, data display, and conclusion drawing. To ensure data validity, the researcher employed source and method triangulation by comparing information across participants and data collection techniques. Member checking was also used to confirm the accuracy of interpretations with key informants. Research Approach.

3. RESULTS AND DISCUSSION

3.1 Results

The choir extracurricular activity at SD Labschool Unesa 1 Surabaya was conducted regularly every Tuesday after school, from 1:30 to 2:30 p.m., in the school's music room. The activity was attended by ten students from grades I to III, led by Mr. Rofi'ul Fajar, a music teacher with a background in music education from the State University of Surabaya. Based on observation, attendance fluctuated between six and ten students per session. Participation was initially low due to seasonal illness, but gradually became more stable. In the first week (February 25, 2025), students were less focused during practice. Although sessions began with vocal warm-ups and basic pitch exercises, most students preferred playing or chatting with friends and were reluctant to sing properly. The teacher maintained a conventional training format to establish discipline. During the second session, student attendance dropped, but those present continued

participating in group warm-ups and song exercises. By the third week (March 11), more students returned and the teacher initiated more personal communication. This created a more relaxed and friendly practice environment, encouraging student engagement. The fourth session (March 18) marked the introduction of the Solmization method using the syllables Sol-Mi-Sa-Si. Students expressed curiosity, though some experienced difficulty following the hand movements and tone patterns. Over the next few sessions, students became more familiar with the method. By the fifth and sixth sessions, some began to sing more confidently and enthusiastically. The teacher adjusted pitch and varied exercises while maintaining a joyful and supportive atmosphere. By late April and early May, students were participating actively, singing even before the session started. The teacher gave open praise to reinforce their progress. In the final sessions, students started helping each other, suggesting songs, and showing initiative during practice. These behavioral shifts indicated increased engagement, confidence, and group responsibility.

3.2 Discussion

The implementation of the Solmization method began on March 18, 2025, after three weeks of conventional vocal exercises. The method used rhythmic syllables such as Sol-Mi-Sa-Si combined with hand movements and piano accompaniment. This multisensory approach aimed to help students recognize pitch intervals and maintain proper intonation.



Figure 1. Solmization Pattern Used in Vocal Practice

The teacher guided the students gradually and encouraged independent practice to foster confidence and internal motivation. This method matched the active and playful nature of elementary school students, making vocal practice feel like a fun and engaging experience. According to Gordon (2012), musical understanding in children develops best through repeated and structured musical experiences. The Solmization method supported this by providing rhythmic repetition and consistent tone exposure. Students who were previously shy began to sing with confidence, indicating the emergence of intrinsic motivation. Ryan and Deci (2000) define intrinsic motivation as internal drive rooted in enjoyment and interest. This was evident as students began practicing the Solmization pattern even outside scheduled sessions. Increased self-efficacy was also observed. As Zelenak (2020) states, positive musical experiences enhance students' belief in their ability to succeed. The teacher used strategies like playful exercises, praise, and flexibility, which made the learning environment more student-centered and less stressful. Supporting this, Kwidura, Haryono, and Raharjo (2020) highlight that solfeggio ear training improves pitch sensitivity. Meanwhile, Sari, Mering, and Muniir (2022) found that solmization increases confidence and engagement in choir activities. Similar findings were noted by Kristianingsih, Khaq, and Anjarini (2021), who emphasized that cheerful solmization drills enhance pitch awareness and musical interest. Moreover, this study revealed that students practiced Solmization patterns informally during play and taught them to friends. This spontaneous musical behavior suggests that Solmization helped build long-term musical habits and

motivation. As noted by Bernabé-Valero et al. (2019), active engagement and positive reinforcement are key to sustaining student motivation in music education.

4. CONCLUSION

Based on the research findings, it can be concluded that the choir extracurricular activity at SD Labschool Unesa 1 Surabaya was carried out in a structured and consistent manner. Initially, student participation was relatively low due to fatigue and dependence on peer support. However, through a personal, communicative, and enjoyable teaching approach, the coach successfully created a positive learning environment, leading to a gradual increase in student involvement. Indicators of engagement included increased activeness during practice, improved vocal confidence, and initiative to rehearse outside of formal sessions.

The implementation of the Solmization method significantly contributed to enhancing students' learning motivation. This method was effective due to its simplicity, rhythmic repetition, and combination of movement and tone, making it easy for children to understand. The motivational impact was evident in students' behavioral changes — from passive to enthusiastic, from shy to confident, and from silent to actively singing, even beyond scheduled practice. Furthermore, the spontaneous use of Solmization patterns by students reflects meaningful internalization and the development of self-driven musical interest. In addition, the method encouraged the development of students' musical character and collaborative habits during group practice.

AUTHOR CONTRIBUTIONS

The author was solely responsible for the design, data collection, analysis, interpretation, and writing of this article. All stages of the research, from field observation to manuscript preparation, were conducted independently by the author.

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