*(Research Articles)*

# Direct Learning Strategies in Choir Extracurricular Activities at State Middle School 4 Sewon

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**Abstract** *. Learning strategies are a series of instructional actions that teachers must carry out in order for learning objectives to be achieved efficiently. The learning strategies used in the choir extracurricular activities at SMP Negeri 4 Sewon include direct learning strategies, indirect learning strategies, and inquiry-based learning strategies, using demonstration, imitation, and drill methods . This research uses a qualitative method with a case study approach. The object of the research is the learning strategies employed in choir extracurricular activities, with the research subjects being the extracurricular teachers and students. Data collection techniques include observation, interviews, documentation, and literature study. Data validation is carried out using source triangulation and technique triangulation. Data analysis is conducted through data collection, data reduction, data presentation, and data verification. The results of the study show that the implementation of learning strategies in the choir extracurricular activities at SMP Negeri 4 Sewon uses demonstration, imitation, and drill methods in a structured and effective manner. These methods are combined with direct, indirect, and inquiry-based learning strategies to enhance students' vocal skills and creativity. The impact of implementing these strategies is an improvement in singing ability, the development of self-confidence, creativity, and independence, as well as increased student motivation to actively participate in choir activities. The teacher acts as a facilitator who creates a space for independent and collaborative learning, making the learning process more enjoyable. This activity not only develops musical skills but also builds students' confidence and professionalism in various performance opportunities. With regular practice schedules and relevant song material, this extracurricular activity makes a positive contribution to the development of students' talents and character at school.*

*Keywords : learning strategies, extracurricular, choir*

## 1. BACKGROUND

The art of having role important in life society , good as form expression individual and also group . Art is also present as need integrative that reflects as creature thinker , moral , and tasteful integrate various need become a justified system morally and understandably reason thoughts . Prasetyo (2021: 500) stated that learning art is a process that aims change attitudes and behavior through experience art as well as interaction with environment culture . There are three principle main in learning art in schools , namely : first , providing chance to participant educate For develop creativity in a way free ; second , expand connection social and communication participant educate with environment surrounding areas ; and third , implemented in a pleasant and stress -free atmosphere pressure . Sari & Nugraha (2021) also emphasized that education art in a way significant support development social-emotional students and form creative and adaptive character .

Experience in the field art Can obtained through learning art culture in schools , which is one of the eye lesson mandatory . Learning This aiming For develop potential participant educate to become a man of faith and piety to God Almighty, have morals

noble , healthy , knowledgeable , creative , independent and responsible answer ( Minister of Education and Culture Regulation No. 62 of 2014: 5). Implementation learning art culture also participates as well as in to plant mark aesthetics and skills expressions that can help participant educate in develop creativity . Based on results pre-observation at SMP Negeri 4 Sewon , found that interest participant students who follow extracurricular alloy voice little . Participants students who follow extracurricular alloy voice No originate from his wish Alone but part big chosen directly by the trainer extracurricular activities . Hartati, et al. (2021) highlighted that lack of participation student in activity art often due to lack of internal motivation and compulsion follow activities . Although thus participant educate follow learning with Enough good . Participant students who follow extracurricular consists of from two classes that is Classes VII and VIII, totaling 250 people, ultimately took part extracurricular alloy voice only 24 people. Participants students who follow extracurricular alloy voice on his wish Alone totaling 7 people, the rest No on will Alone in meaning chosen directly by the trainer extracurricular alloy voice .

## 2.    THEORETICAL STUDY

### Learning strategies

Learning strategy is a series of learning that must be carried out by teachers so that learning objectives can be achieved efficiently, relevantly and effectively (Gurning et al., 2017: 21). Dick & Carey (in Sanjaya, 2016: 126) stated that learning strategy is a set of learning materials and procedures that are used together to produce learning outcomes in students. In addition, according to Darmayah (in Hayaturraiyan & Harahap 2022: 111) learning strategy is the organization, delivery and management of learning activities using various learning resources used by teachers to support the creation of an effective and efficient learning process. Martono, (2017: ) stated that learning strategy is all efforts of teachers to help students learn well through the process of learning interactions well through the process of effective and efficient learning interactions. From the definition above, it can be concluded that learning strategy is a plan or action (series of activities). Learning strategy aims to achieve an educational goal by using an approach that has been prepared by the teacher.

### Extracurricular

Extracurricular activities are activities carried out outside of mandatory class hours. These activities aim to deepen and enrich students' knowledge, recognize the relationship between various subject matter, provide students with the freedom to choose activities according to their talents and interests, enrich and expand themselves, namely by expanding knowledge horizons and encouraging the development of positive attitudes or values Abidin (2019: 189). Extracurricular activities are curricular activities carried out by students outside of school hours, intracurricular activities and co-curricular activities, under the guidance and supervision of the educational unit.

Extracurricular activities are also held with the aim of developing the potential, talents, interests, personality abilities, cooperation, and independence of students optimally in order to support the achievement of national education goals (Permendikbut 62 of 2014). So extracurricular activities are activities that are carried out outside of class hours which are a vehicle for developing student competencies that aim to provide opportunities to express themselves and develop themselves according to their needs, talents, and interests and shape the character of students to be better (Yadi & Fitri, 2024: 197).

Meanwhile, Sigiro (2020: 37) stated that extracurricular activities are activities outside school hours, which aim to broaden students' knowledge about the relationship between subjects, talents and interests . In the context of education, the difference between intracurricular and extracurricular is quite clear. Intracurricular activities are activities carried out in the classroom and are included in the formal curriculum. While extracurricular activities are independent activities of students that focus more on individual interests and talents.

From the definition above, it can be concluded that extracurricular activities are activities carried out outside of class hours. This activity aims to develop various aspects of students, such as potential, talents, interests, abilities, personality, cooperation, and independence to the maximum, according to the needs of students. In addition, extracurricular activities also function to broaden horizons, add experience, and shape students' characters in accordance with positive values. In other words, extracurricular activities are a means for students to express themselves.

**Choir**

A choir is a group that combines various types of voices into one musical performance that expresses the soul of the song being sung. In conducting choir practice, of course, there are several methods and techniques used by the trainer so that the choir group becomes an outstanding group (Mita & Kristiandri, 2020: 11). A choir is a collection of singers who are grouped based on their voice type. The type of voice in each individual certainly also has differences in voice grouping. The type of voice in women is generally divided into three types of voices, namely soprano, mezzo soprano, and alto. While in men it is also divided into three types, namely tenor, baritone, and bass Aden (1979). The division of female voices in the choir at SMP Negeri 4 Sewon consists of three main groups, namely soprano 1, soprano 2, and alto. The soprano voice is a female voice with the highest pitch range, usually filled by female students who have high and clear voices. Furthermore, soprano 2 is part of a female voice that has a lower pitch than soprano 1 but higher than alto. Soprano 2 members are usually selected based on their voice color which is not too shrill and is able to reach middle notes well. The alto voice is a female voice with a lower pitch range, functioning as a balancer of harmony and filling the middle part in the arrangement. This voice division is very important to create beautiful harmony in the choir, especially considering that the majority of students at SMP Negeri

4 Sewon are female. The approach used in voice division in the SMP Negeri 4 Sewon choir is a practical approach and direct observation consisting of several stages. First, the trainer conducts a voice test ( *vocal placement* ) to each member to find out the character and range of each voice. Second, the voice division is carried out in a participatory and collaborative manner. The trainer gives participants the opportunity to try several voice parts before discussing the most comfortable and appropriate part. After the voice division is complete, exercises are carried out separately for each voice group (Soprano 1, Soprano 2, Alto) so that participants can focus more on mastering their parts, then continued with combined exercises to build harmony. Considering that students are still in junior high school age, the trainer also uses a child-friendly educational approach by providing motivation and ensuring that all members feel comfortable with their voice positions, so that an inclusive learning environment is created that supports the development of their vocal abilities.

## 3.    RESEARCH METHODS

The research method used is a qualitative research method. Qualitative research is a research method used to research natural object conditions, where the author is the key instrument, data collection techniques are carried out by triangulation, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Satori & Komariah (2009). In qualitative research, data collection is not guided by theory but is guided by facts found during field research Creswell (2016: 4) **.** The type of research used in this study is a case study. Case studies are a type of research that covers many areas of researchers analyzing one case, program, event, activity, process, or more comprehensively Creswell (2016: 19).

## 4.    RESULTS AND DISCUSSION

### Research result

a.    Identity of State Middle School 4 Sewon

SMP Negeri 4 Sewon was established on October 26, 1995. This school is located in the Kasongan Permai Housing Complex, Banyon, Pendowoharjo, Kapanewon Sewon, Bantul Regency. This school was established since the 1994/1995 academic year based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0315/0/1995. SMP Negeri 4 Sewon initially occupied the SMP Negeri 3 Bantul building as its main building and only occupied its own building in the 1995/1996 academic year. SMP Negeri 4 Sewon has been accredited B since 2017. In 2025 this school was under the leadership of Dra. Ratna Handarini, M.Pd., as the principal. This school can be contacted via email ( smp4.sewon@gmail.com ) and telephone number (0274) 6465846.

b.    Vision and Mission of SMP Negeri 4 Sewon

SMP Negeri 4 Sewon has a vision of " Faithful, Devout, Achieving, Indonesian Culture".

The mission of SMP Negeri 4 Sewon is:

1) Improve academic and non-academic achievements optimally;

2) Cultivate students' character to love their homeland;

3) Implementing school-based quality improvement management (MPMBS);

4) Improving faith and piety for all school residents;

5) Implementing teaching and learning activities with a varied approach and ICT-based educational staff services;

6) Implementing improvements in character and character of the Indonesian people;

7) Cultivate a democratic attitude.

c. Organizational structure

SMP Negeri 4 Sewon is led by a principal who is responsible for all activities carried out in the school. In carrying out his duties, the principal is assisted by staff who coordinate with each other in one task or job. The organizational structure of SMP Negeri 4 Sewon is as follows.

d. Number of Students

The total number of students at SMP Negeri 4 Sewon in the Even Semester of the 2024/2025 Academic Year is 368 students consisting of 195 male students and 173 female students. Details of the division of male and female students at each level.

e. School Extracurricular Activities

Extracurricular activities at SMP Negeri 4 Sewon are activities carried out outside formal school hours with the aim of developing students' talents, interests, and skills. In its implementation, extracurricular activities at school are divided into two categories, namely mandatory and elective extracurricular activities. Mandatory extracurricular activities are Scouts, while elective extracurricular activities include Choir, Sports (basketball and karate), Dance, Ensemble, and so on. One of the elective extracurricular activities that has shown quite rapid development is the choir, although it initially faced many limitations.

**Extracurricular Activities Choir**

a. Learners

The choir extracurricular activity at SMP Negeri 4 Sewon is only attended by female students because male students do not show interest in the activity. Most male students prefer to attend other extracurricular activities that are considered more interesting and in accordance with the interests of students, such as pencak silat. Thus, choir becomes a more popular activity among female students. The number of students who attend this extracurricular activity is 24 people consisting of 7 students in grade VII and 17 students in grade VIII.

b. Extracurricular Tutor Teacher

Extracurricular activities are supervised by the Informatics subject teacher, who previously taught arts and culture subjects at SMP Negeri 4 Sewon. The choir extracurricular teacher is Brigita Puspa Juwita, an alumna of the Music Arts Education Department, Yogyakarta State University.

c. Choir Extracurricular Goals

The choir extracurricular at SMP Negeri 4 Sewon aims to develop students' talents and skills in music, especially in singing. This activity provides an opportunity for students to learn the elements of singing. The strategy used in the learning process is a direct learning strategy, using demonstration and imitation methods. In its implementation, the method applied is a demonstration method where students not only receive material passively, but are also actively involved in directly practicing singing techniques that have been demonstrated by the teacher.

d. Choir Extracurricular Learning Materials

Learning materials are teaching materials delivered by teachers to students during the learning process, functioning as a guide for teachers and students to achieve learning objectives. In extracurricular choir activities, the materials taught are national and popular songs that are in accordance with the interests and tastes of teenagers at school. The selection of songs is adjusted to those that are easy for students to understand. "For songs, usually follow and adjust". (Interview with Puspa, April 28, 2025, permitted to be quoted). The song sung by students is entitled " *Kharisma Indonesia* ".

## 5.    DISCUSSION

### Extracurricular Choir Learning Strategy at SMP Negeri 4 Sewon

Based on the understanding of learning strategies from Sanjaya (2016: 126) that learning strategies are action plans (series of activities) including the use of methods and utilization of various resources or strengths in learning. Effective choir learning strategies include organizing, implementing, and managing learning that pays attention to the needs of students so that learning objectives can be achieved effectively and efficiently (Nuriyah & Rahayuningtyas, 2024: 10) . In this case, the learning strategies applied at SMP Negeri 4 Sewon play an important role in facilitating the process of learning music for students, ensuring that the desired goals can be achieved effectively and efficiently. By using learning methods including demonstration, imitation, and *drill* which are strengths in Choir Extracurricular Learning at SMP Negeri 4 Sewon.

The strategies used in learning are direct, indirect, and inquiry learning strategies using learning methods. Learning methods are techniques and approaches used in the teaching and learning process to help students understand and master the subject matter. (Riza & Barrulwalidin, 2023: 120) . The use of learning methods and experience of the trainer in teaching is the key to the smooth running of the Choir learning process, because using a supportive method can affect the results obtained during the practice

process. The better the method used, the better the achievement of learning objectives. In implementing learning, the methods used are demonstration, imitation, and *drill methods* which are used optimally so that they become the main strength that supports the success of choir extracurricular activities at SMP Negeri 4 Sewon.

## 6.    CONCLUSION

Based on the results of the study and discussion, it can be explained that the implementation of learning strategies in the choir extracurricular at SMP Negeri 4 Sewon is carried out in a structured and effective manner, through a combination of demonstration, imitation, and drill methods, by optimizing direct, indirect, and inquiry learning strategies, which not only focus on improving students' vocal skills but also on the formation of confident, creative, and independent characters, so as to motivate active participation and improve musical abilities through the role of teachers as facilitators and instructions that provide independent and collaborative learning space. This activity not only develops musical skills, but also builds students' self-confidence and professionalism in various performance opportunities. With a regular practice schedule and relevant song material , this extracurricular activity makes a positive contribution to the development of students' talents and characters at school.

**SUGGESTION**

Schools are advised to improve extracurricular choir support facilities, such as musical instruments and audio devices, so that the practice process becomes more optimal. Supervisors are advised to continue to develop learning methods that are in accordance with the development of student interests and provide consistent motivation to maintain the spirit of practice. In addition, there needs to be an increase in opportunities for choirs to perform at various events, both inside and outside of school, in order to broaden their experience and increase student confidence.

**Suggestions for further research**

Here are some suggestions for researchers who want to conduct similar studies:

1. Further research is suggested to develop further research objectives and focus more on specific aspects to be studied.
2. Researchers need to deepen their understanding of the focus of the study by conducting a more in-depth review of relevant literature.
3. It is recommended that subsequent researchers increase their accuracy, especially in ensuring the completeness of data obtained from the field.

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