

Fostering Discipline Through Drum Band Extracurricular Activities in Children Aged 5-6 Years

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DOI : <https://doi.org/10.61796/acjoure.v2i2.233>



Sections Info

Article history:

Submitted: November 01, 2024

Final Revised: November 15, 2024

Accepted: November 30, 2024

Published: November 30, 2024

Keywords:

Discipline

Early childhood

Drum band extracurricular

ABSTRACT

Objective: The study aims to instill a disciplined attitude in children aged 5–6 years through drum band extracurricular activities at RA Muslimat NU 10 Banin Banat, Gresik. **Methods:** This research adopts a descriptive-qualitative method. Data collection was conducted through observation, interviews with the principal, drum corps coach, class teachers, and participating children, as well as documentation. **Results:** The findings reveal that the drum band extracurricular effectively fosters discipline through consistent signaling by the instructors, such as long whistles and three short whistles, each conveying specific instructions. Non-compliance is addressed through direct reprimands. The discipline cultivated during these activities extends to daily school routines, where children consistently place their shoes on racks, line up when entering the classroom or during recess, and maintain order when leaving school. **Novelty:** This research highlights the unique contribution of drum band extracurricular activities in developing discipline among young children. It demonstrates how structured and consistent techniques, such as whistle commands, can effectively influence children's behaviors both during extracurricular sessions and in their broader daily routines, offering valuable insights for early childhood education practices.

INTRODUCTION

Early childhood is a crucial phase in human development, covering the age range of 0-6 years. At this stage, children experience rapid development in physical motor skills, cognitive, socio-emotional, moral-religious, and language aspects. In socio-emotional development, children show improvement in independence, discipline, responsibility, honesty, and self-confidence. The character education they experience during this phase must be well-stimulated, one of which is through early childhood education.

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Early Childhood Education (ECE) is an institution for the comprehensive development of children's growth. Early Childhood Education has the main goal [1] to shape quality Indonesian children, that is, children who grow and develop according to

their developmental stages so that they have optimal readiness in entering basic education and navigating life in adulthood. Early Childhood Education has a complementary goal to help prepare children to achieve academic readiness in school, thereby reducing the dropout age and enabling them to compete healthily in the next level of education. Through Early Childhood Education (ECE), it is hoped that children can develop spiritual, moral, social-emotional, and intellectual intelligence as the next generation of the nation. One of the social-emotional intelligences being developed is the attitude of discipline.

According to Wiyani in [2] Child discipline is the control of a child's behavior so that it aligns with the rules and values present at home, school, or in the community. According to Hurlock in [3] interpreting disciplined behavior, which is the behavior of someone who learns from or voluntarily follows a leader. Thomas Gordon (1996: 3) in [4] stating that discipline is behavior and orderliness that comply with regulations and provisions, or behavior acquired from continuous training. According to Conny Semiawan in [5] Discipline is a planned influence to help children face problems and enable them to cope with their surroundings wherever they are. Discipline character must be nurtured from an early age through school. Discipline character in schools is not only instilled during formal learning but also outside of formal education, for example, through extracurricular activities.

According to Pratiwi [6] Extracurricular activities refer to activities that are not included in formal school learning hours and are designed with the intention of enhancing students' personalities. According to Mulyono in [2] that extracurricular activities also serve to: 1) cultivate character traits of discipline, honesty, trust, and responsibility, 2) enhance morality and ethics that integrate relationships with the environment and even with oneself, 3) increase students' sensitivity to socio-religious issues, 4) provide instructions, guidance, and training to students on how to communicate effectively. Extracurricular activities that can enhance children's discipline in the journal by Arsy Istiani (2023) through drum band activities.

According to Sudrajat [7] drum band can be defined as a form of musical and athletic performance consisting of several personnel to accompany marching steps, or in other words, marching while playing music according to Boneo [8], A drumband is a band that consists of drums as its core and is performed as field music in a marching formation. According to Ahmad Bengar Harahap in [9] there are several drumline instruments, including: 1) percussion instruments such as snare drum, tom-tom, and bass drum, 2) wind instruments such as saxophone, flute, and trumpet, 3) color guard (supporting unit) consisting of flags or sticks, rifles, and sabers (sword). Nurin Fitria Alfananda's research [9] stating that the character values contained in the drum band extracurricular activities are tolerance, discipline, friendliness/communicativeness, hard work, and responsibility.

The extracurricular drum band at RA Muslimat NU 10 Banin Banat Gresik is quite interesting, as it is played by children aged 5-6 years. The children at RA Muslimat NU

10 Banin Banat Gresik are very enthusiastic about participating in the drum band extracurricular activities. Children never give up on memorizing musical notes; if something is wrong, they always start over from the beginning. Children who participate in the drum band extracurricular not only learn about tempo and rhythm but also about discipline. The discipline that the children have in the drum band extracurricular activity is when they listen to the coach's whistle. The whistle made the children move together and simultaneously at that moment. When the children took the drum band instruments, they also used the whistle signal.

The discipline instilled in children through the drum band extracurricular can be applied to their daily activities at school. Every time they enter the classroom, the children of RA Muslimat NU 10 Banin Banat Gresik always take off and store their shoes on the rack. The teacher waits for the children in front of the classroom, they line up immediately without being told and enter neatly. When entering the classroom, the children put their bags in their respective lockers and sat in a circle. Recess time arrives, the children take out the toys, and when the teacher signals that recess is over, the toys are put away again as before. The activities they engage in stem from the demand that has become a habit for children to always be disciplined.

According to research by Istiqomah [10] It can be concluded that children aged 4-5 years are able to behave disciplinarily while participating in drum band lessons. In the research of Arsy Istiana [2] providing research results that there are several applications of discipline in the drum band extracurricular activities. Research Results of Ridha Chafifah Kinteki [11] showing that drumline extracurricular activities can influence children's characteristics of discipline and hard work. This research focuses on Cultivating Discipline Through Drum Band Extracurricular Activities in Children Aged 5-6 Years. From the explanation above, this research aims to find ways to cultivate the discipline of children aged 5-6 years through drum band extracurricular activities. In previous studies, drum band extracurricular activities have been shown to influence children's discipline. The purpose of this research is to determine how to cultivate a disciplined attitude in children aged 5-6 years through drum band extracurricular activities.

RESEARCH METHOD

The research method used is descriptive qualitative. Where qualitative methods can explain data descriptively, as expressed by Moleong [12] that descriptive qualitative research is a study that analyzes data in the form of words, descriptions, and not numbers obtained from interview transcripts, field notes, and other documents. This research was conducted at RA Muslimat NU 10 Banin Banat Gresik with 20 students participating in the extracurricular drum band activities. The data sources used in the research consist of primary data, which is data obtained directly in the field and data from informants who provide information related to fostering discipline in children aged 5-6 years in the drum

band extracurricular activity. Secondary data includes supporting data such as literature and document data.

The data collection technique used is observation, where data is obtained from direct observation by taking notes during field activities according to the previously prepared observation instruments. Interview, data was collected from the drum band instructor and the school principal with questions according to the interview instrument sheet created by the researcher to discuss children's discipline attitudes while participating in the drum band extracurricular. Documentation, data was collected by examining documents such as records of children who are less disciplined in the drum band extracurricular and their handling. Data analysis is carried out continuously from the moment data is obtained in the field, with data collection, data reduction, data presentation, and finally data interpretation. The data analysis technique used by the researcher can be seen in Figure 1.

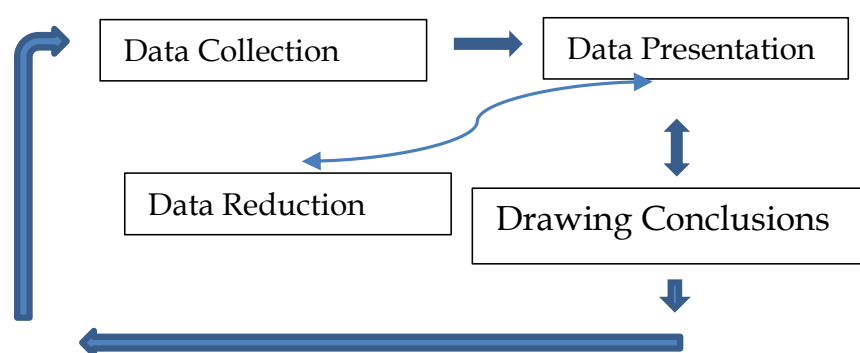


Figure 1. Data analysis technique Miles and Huberman.

RESULTS AND DISCUSSION

Results

The drum band extracurricular at RA Muslimat NU 10 Banin Banat Gresik has been around since 2017. The purpose of the drum band extracurricular is to introduce children to music and enhance their musical abilities. This is in line with the research of Panji Prasetyo and Choiriyah Wiidyasari [13] that each child has their own level of musical ability and that it is enhanced through the drum band extracurricular program.

The principal of RA Muslimat NU 10 Banin Banat Gresik also mentioned many benefits gained from the existence of the drum band extracurricular: 1. Children can learn music, 2. Develop fine motor skills while playing musical instruments, 3. Train children to learn cooperation, 4. Make children sensitive to sounds. This is also in line with previous research by Claudia Sitanggang [14] which states that by playing in a drum band, children benefit by increasing their sensitivity to sound, creating harmony between the right and left brain related to musical skills.

The drum band extracurricular at RA Muslimat NU 10 Banin Banat Gresik not only benefits the children but also enhances the school's reputation and makes it well-known in the community because they can win competitions. The parents' response when the

drum band was held was very positive and supportive of this extracurricular activity. The form of support provided is by accompanying the children during the competition and contributing to preparing the clothes they wear during the event.

The drumband extracurricular is held every Wednesday from 09:15 to 10:15. This extracurricular is attended by several children from group B. According to an interview with the drumband coach, the basic skills taught include introducing musical instruments to the children by first familiarizing them with the names of the instruments and how to hold them. Then the children are taught the basic rhythm of counting beats 1-2-3-4 while listening to the example beats given by the coach. The children also memorize the notes, and this process is given by the coach gradually and repeatedly so that the children do not have difficulty. If there is a child who is struggling, the coach teaches them individually so as not to disrupt the training process.

The challenges faced when training drum band children are: 1) Lack of focus leading to mistakes while playing musical instruments, 2) Differences in each child's ability, with some being able to learn easily and others less so, all depending on the coordination between eyes, hands, and feet, 3) Teaching unity and cooperation to the children, 4) Limited practice time, only once a week and for 1 hour, 5) Having different attitudes, each child is unique; some are quiet, some are very active, and some are difficult to manage. Although there are many challenges, no children were found skipping the drum band extracurricular activities. Many children enjoy participating in the drum band extracurricular activity because it takes place outside the classroom, allowing them to play freely. The musical instruments they enjoy playing are drums and flags, but during practice, they will hold the instruments according to their expertise.

The drum band extracurricular activity not only teaches how to play musical instruments but also instills discipline in children. When the children hear the long whistle from the coach, they must immediately go to the pilot and take the musical instrument that will be played. When the coach blows the whistle twice, the children are allowed to take a break. To end the break session, a long whistle is also used. With the coach's whistle, the children learn the habit of discipline. If they have already heard the whistle and the children do not return immediately, the coach will reprimand them.

The discipline that the children acquire from this drum band extracurricular activity is also applied to their daily activities. From the results of the interview with the class teacher, the children practice daily discipline by putting their shoes on the rack without being asked. When entering the classroom, the children also line up alternately without pushing, and inside the classroom, they immediately place their bags in their respective lockers. During recess, the children also wash their hands in turn, they play together, and when they are done, the children tidy up their toys. This data is also supported by the results of the observations I conducted directly with the children. The results of the observation show that the children follow the coach's instructions, but there are also some who do not comply. The command given by the coach was a long whistle in the spilot that made the children rush to immediately grab their musical instruments. Two short

whistles signal the children to quickly take a break, and a long whistle signals the end of the break.

Observations were also conducted on the implementation of children's daily activity discipline at school. It started with them lining up and walking to put their shoes on the shoe rack. When they enter the classroom, they immediately line up and take turns entering the classroom and also greet the teacher. During the break, the children take turns washing their hands. It can be concluded from the results of the observations and interviews conducted that there is a connection between children's discipline and the drum band extracurricular activity.

Discussion

The drum band extracurricular not only teaches about playing musical instruments, but it can also foster children's discipline. Through the drumline coach who always gives signals like a long whistle indicating to immediately enter the spilot and take the musical instruments. A short whistle three times indicating the end of break time and several taps on the musical instruments signaling to repeat because there was a wrong beat.

This can make the children accustomed to being disciplined and obeying every command from the drumline coach. However, not everyone complies; some children often disobey and are indifferent to those commands. If there is a child who does not comply, the coach does not hesitate to reprimand them, even chasing the child in class. The discipline they have gained from the drum band extracurricular activities is a result of the strictness of the drum band coach and the routine of their practice sessions.

The discipline fostered through the drum band extracurricular activities is also applied to their daily school activities. The children always put their shoes on the rack without being told. When they enter the classroom, they also line up and take turns kissing the teacher's hand. After entering the classroom, the children immediately put their bags in the lockers and then sit in a circle to prepare for prayer. During the break, the children line up and take turns washing their hands. Some children choose to play during recess, but when recess is over, they also put their toys back in their proper places. If it's time to go home, the children line up and take turns going home without cutting in line. From the sequence of activities, the teacher only supervises, because the children are already accustomed to the discipline fostered through the extracurricular drum band activities.

Fostering children's discipline through drum band extracurricular activities is also in line with the research findings of Arsy Istiana and Joko Pamungkas [2], which state that drum band extracurricular activities can train children in discipline. The discipline shown in this study by arriving on time and obeying the commands of the drumline coach. The disciplined behavior exhibited by the child is also in line with the understanding put forth by Thomas Gordon (1996: 3) in [4] stating that discipline is behavior and orderliness that conform to regulations and stipulations, or behavior acquired from continuous training.

The purpose of discipline according to Harlock in [15] is capable of educating children to behave according to the standards set by their social group. The benefits of discipline according to John Garmo in [3] is to cultivate good habits in a person, enhance their ability to endure, and protect them from confusing temptations and a dangerous and unbalanced lifestyle.

How to instill a sense of discipline in children [16] can be achieved through 1. Habituation, which is a consistent routine in the child's daily activities, 2. Example from parents: parents must set a disciplined example by involving the child in structured activities. 3. Rewards and consequences: give the child praise for good behavior and explain the consequences of actions when not disciplined.

CONCLUSION

Fundamental Finding : The drum band extracurricular activity at Spilot fosters children's discipline through structured training sessions conducted by a strict coach. Commands are communicated using specific cues, such as long and short whistles or the beating of a musical instrument. These activities cultivate discipline, which is evident in both the extracurricular setting and children's daily behaviors. **Implication :** The structured approach in the drum band extracurricular activity highlights the importance of early behavioral training in fostering discipline. It suggests that such programs can instill a sense of responsibility and adherence to social norms, potentially benefiting children's development and helping them navigate societal expectations in the future. **Limitation :** The research focuses solely on the drum band extracurricular activity at Spilot, which limits the generalizability of the findings. It does not explore whether similar outcomes can be achieved through other extracurricular activities or in different settings with varied coaching styles. **Future Research :** Further studies could investigate the long-term impacts of discipline cultivated through extracurricular activities on children's overall development. Additionally, comparative research on various extracurricular activities could provide broader insights into their relative effectiveness in fostering discipline and other character traits.

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