

Original Article

The Role of Band Music Extracurricular Activities in Enhancing Students' Musical Skills at SMA Negeri 1 Wonogiri

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Abstract:

Band music extracurricular activities at SMA Negeri 1 Wonogiri demonstrate the role of music education as a medium for developing students' musical skills, creativity, and social attitudes within the school environment. The implementation of well-structured practice sessions, teacher guidance, and facility support encourages students to demonstrate competitive and high-achieving musical abilities, as reflected in accomplishments at the regional level. This condition affirms the function of band music extracurricular activities as a space for the actualization of artistic potential and the integrated development of student character. This study employs a descriptive qualitative approach to understand the role of band music extracurricular activities in enhancing students' musical skills at SMA Negeri 1 Wonogiri. Data were collected through participatory observation, structured interviews, and documentation, and their validity was examined through technique and source triangulation. The findings indicate that band music extracurricular activities at SMA Negeri 1 Wonogiri play a significant role in improving students' musical skills through systematic coaching, continuous practical training, integrated learning strategies, and adequate support of facilities and infrastructure. These activities foster technical mastery, musical understanding, ensemble performance skills, as well as social and character competencies in the form of cooperation, discipline, responsibility, and self-confidence, as evidenced by achievements in various music art competitions.

Keywords: band music extracurricular activities, musical skills, music arts development

Introduction

Music plays an important role in daily life because it is easily accessible through

various media and functions not only as entertainment but also as a means to cope with the complexities of modern problems, to channel longing, sadness, happiness, and various forms of human emotional expression ([Hirza, 2011](#)). Essentially, music is a manifestation of inner expression realized through sound, rhythm, melody, and harmony, which is capable of uniting emotions and creating emotional resonance among individuals, while also possessing educational value as it is an independent subject in the curriculum and functions as a medium for interdisciplinary integration ([Irawati, 2020](#)). In formal education, music constitutes part of the arts and culture subject from elementary to secondary levels, with the aim of developing students' appreciation, expression, basic skills, and creativity through two main aspects of assessment, namely musical appreciation and musical expression ([Wadiyo & Utomo, 2018](#)), and is further strengthened through extracurricular activities that provide broader opportunities for the development of students' musical potential.

Extracurricular activities are part of the educational process carried out outside standard instructional hours and function as an extension of formal learning under school supervision, with the aim of developing students' personality, talents, interests, and abilities that exceed the scope of the formal curriculum ([Kemendikbud, 2014](#)). The development of potential through these activities aligns with the objectives of National Education as stated in Law Number 20 of 2003 concerning the National Education System, which emphasizes that the cognitive, affective, and psychomotor aspects of learners must be developed holistically through various forms of educational activities, thereby positioning extracurricular activities as an important component in the formation of students' character and skills.

The Educational Assessment Standards stipulated in Permendikbud Number 66 of 2013 explain that the assessment of attitude competencies, both spiritual and social, is conducted continuously by all educators over one semester, and the results are presented by homeroom teachers as an overview of students' competencies. In this context, extracurricular activities play a significant role because students' participation and performance can serve as valid indicators in assessing attitudes and character. This is consistent with Permendikbud Number 62 of 2014 Article 7 Paragraph 1, which requires educational units to provide qualitative evaluations of students' performance in extracurricular activities and to include them in report cards as documentation of students' development ([Herman & Syeilendra, 2020](#)). One common form of extracurricular activity at the secondary school level is band music, which is conducted outside instructional hours to develop students' potential in popular music arts, with educational value in the form of enhanced musical perception, sound sensitivity, motor coordination, and the ability to interpret and creatively express musical ideas. Participation in band activities also enhances creativity, mastery of musical instruments, vocal techniques, ensemble performance skills, and socio-emotional competencies such as cooperation, discipline, responsibility, and emotional regulation ([Maningkas & Sianturi, 2022](#)).

SMA Negeri 1 Wonogiri is one of the upper secondary education institutions located in Wonogiri Regency, Central Java Province. Geographically, the school is situated at Jalan Perwakilan No. 24, Giripurwo Village, Wonogiri District. As a formal educational institution, SMA Negeri 1 Wonogiri is committed to developing students' potential optimally in both academic and non-academic aspects. This commitment is reflected in the implementation of effective and efficient learning activities, as well as the development of various extracurricular programs aimed at fostering students' interests, talents, and creativity, particularly in the fields of sports and arts.

One prominent extracurricular activity at SMA Negeri 1 Wonogiri is the band music program. This activity serves as a platform for students to develop musical skills, work in teams, and express creativity through musical works. Active student participation in this program has resulted in notable achievements, including the selection of the SMA Negeri 1 Wonogiri band team as the best band in the Parade Band Indie Festival Pelajar Nusantara (FPN) 2023 organized by RRI Surakarta. The assessment in this event was conducted comprehensively by a panel of professional judges, taking into account performance aspects, arrangement quality, and appreciation of the originality of the works presented.

The implementation of this band extracurricular activity receives full support from educators, particularly teachers of arts and culture subjects at the school. The activity involves students from various grade levels, namely grades IX, X, and XI, with a total of seven participants. Member recruitment is based on students' interests and talents in music, as well as their enthusiasm to contribute to school extracurricular activities. In the learning process, teachers apply diverse methods, including lectures to deliver basic music theory, practical exercises to enhance instrumental skills, and discussions to build understanding and teamwork. The facilities used in the band extracurricular activities include adequate musical equipment such as microphones, electric guitars, bass guitars, percussion instruments, speakers, and guitar effects, all of which are utilized in the school music studio. The availability of supportive facilities and infrastructure constitutes an important factor in optimizing the extracurricular band music learning process.

The implementation of music arts extracurricular activities at SMA Negeri 1 Wonogiri begins with systematic steps aimed at creating a directed and effective learning process. The first stage involves the delivery of guidelines and regulations that serve as the foundation for program implementation. This step is important to establish discipline and commitment among participants in consistently engaging in the activities. Subsequently, the instructor seeks to understand the character and personality of each band member, which constitutes an essential foundation for building harmonious and mutually supportive group dynamics. The material provided is designed progressively, starting from basic vocal training and techniques for playing instruments such as guitar, bass, and percussion, before proceeding to the introduction and deepening of song material. The learning approach is participatory and dialogical, in which the instructor and participants actively discuss obstacles encountered during the practice process. This demonstrates that the implementation of extracurricular activities is not merely instructional but also educational and therapeutic, with the coach positioning as a facilitator capable of creating an enjoyable learning atmosphere through humorous and motivating approaches.

These music arts extracurricular activities are not solely oriented toward technical aspects of musical performance but also aim to fulfill students' actual needs in channeling their interests and talents in the arts. Students of SMA Negeri 1 Wonogiri demonstrate considerable musical potential that needs to be directed and developed through structured guidance. Through band extracurricular activities, students are instilled with attitudes of cooperation, discipline, and appreciation for the arts. Teachers and coaches play a strategic role in cultivating music arts within the school environment and providing opportunities for self-actualization for students with musical talent. High student enthusiasm constitutes the main reason this extracurricular activity continues to be actively promoted as a medium for expression and self-development.

The success of the implementation of the music arts extracurricular program at SMA Negeri 1 Wonogiri is evident from various achievements attained by students. One significant accomplishment is the school band's success in winning First Place in the Regional Song Creation (Folksong) Competition held as part of the 56th Anniversary of Universitas Veteriner Bantara (Univet Bantara) in 2024. In addition, the SMA Negeri 1 Wonogiri band group achieved Second Place in the Wonogiri Regency Student Band Festival in 2023, demonstrating the quality and competitiveness of students' musical abilities at the regency level. Active participation was also shown in the Wonogiri Student Solo Vocal Competition in January 2025, as part of the commemoration of the 27th Anniversary of SMA Negeri 1 Pracimantoro. This event was attended by 25 contestants from various upper secondary schools in Wonogiri Regency, affirming the presence of SMA Negeri 1 Wonogiri as one of the schools excelling in the field of music arts. All of these achievements constitute concrete evidence that music arts coaching within the school environment is capable of producing high-quality outputs and making a significant contribution to the development of arts and culture at the local level.

The urgency of this study lies in the need to explore more deeply how band music extracurricular activities can contribute to the enhancement of students' musical skills. This is based on the fact that many students possess musical potential that needs to be developed through systematic and structured approaches. On the other hand, the achievements of SMA Negeri 1 Wonogiri students in various music competitions, such as First Place in the Regional Song Creation Competition at Univet Bantara in 2024 and Second Place in the Wonogiri Regency Student Band Festival in 2023, serve as indicators of the successful implementation of this extracurricular program. These achievements demonstrate that band music extracurricular coaching is capable of producing tangible outputs in improving students' artistic competencies.

This study is important to describe and analyze comprehensively the contribution of band music extracurricular activities to the development of students' musical skills, as well as to provide a scientific foundation for strengthening similar programs in other educational institutions. Through this study, it is expected that an effective, relevant, and contextual model of music extracurricular coaching can be identified, capable of addressing the needs of arts learning in schools and supporting the achievement of character education through music arts.

Based on conditions observed in the field and findings from previous studies, this research aims to analyze the role of band music extracurricular activities in enhancing students' musical skills at SMA Negeri 1 Wonogiri. Through the study entitled "The Role of Band Music Extracurricular Activities in Enhancing Students' Musical Skills at SMA Negeri 1 Wonogiri", it is expected that a clear and structured description of effective coaching strategies, challenges encountered, and tangible impacts on students' musical abilities can be obtained.

Methods

This study employs a qualitative approach with a descriptive method, aiming to gain an in-depth understanding of the role of band music extracurricular activities in improving students' musical skills at SMA Negeri 1 Wonogiri. The qualitative approach falls within naturalistic inquiry, in which the researcher serves as the primary instrument and is directly involved in the social context under investigation. Qualitative research is inductive in nature, emphasizing deep understanding of real phenomena based on direct experience, observation, interviews, and document analysis ([Abdussamad,](#)

[2021; Nursapiyah, 2020](#)). The descriptive method is used to construct a comprehensive portrayal of the phenomenon under study without statistically comparing or relating variables ([Sugiyono, 2013](#)).

The focus of the study is directed toward analyzing the role of band music extracurricular activities in developing technical musical skills, creativity, and students' soft skills such as cooperation, discipline, and self-confidence. The study was conducted at SMA Negeri 1 Wonogiri, an A-accredited school implementing the Merdeka Curriculum with three areas of specialization. The band music extracurricular activity at this school was selected because it plays a significant role in enhancing students' musical abilities.

Data collection was carried out through three main techniques: observation, interviews, and documentation. Observation was conducted in a participatory manner, with the researcher directly attending and engaging in band extracurricular learning activities. The observations covered learning objectives, teacher strategies, student involvement, materials, media, evaluation, as well as supporting and inhibiting factors of the activities. Structured interviews were conducted with the school principal, the band extracurricular supervising teacher, and student band participants. The interview questions were designed based on key aspects of band learning implementation, including planning, strategies, student experiences, challenges, and the impacts of the activities. Documentation techniques were used to collect photographs of activities, supporting documents such as schedules, attendance lists, and activity reports, as well as other relevant materials to strengthen the findings from observations and interviews.

To ensure data validity, this study applied triangulation, as suggested by [Sugiyono \(2013\)](#) and [Abdussamad \(2021\)](#). Triangulation was conducted through the integration of observation, interview, and documentation techniques (technique triangulation), as well as by examining data consistency across informants and over time (source and time triangulation). This step ensured that the data obtained were consistent, credible, and reflective of field realities.

Data analysis was carried out following the Miles and Huberman model, which consists of four stages: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion drawing or verification. Data were collected through observation, interviews, and documentation in accordance with the research focus. Data reduction was performed by selecting, categorizing, and organizing data to identify relevant patterns related to the role of band extracurricular activities. The reduced data were then presented in the form of narrative descriptions, tables, or diagrams to clarify relationships among findings. The final stage, conclusion drawing, was conducted continuously alongside the verification process to ensure the validity of the research results.

Results

The results of the study indicate that band music extracurricular activities at SMA Negeri 1 Wonogiri play a strategic role in enhancing students' musical skills comprehensively, encompassing technical musical aspects, creativity, and socio-emotional competencies. This role is evident through a structured coaching process, the application of varied learning methods, the support of adequate facilities and infrastructure, as well as the active involvement of instructors and students at every stage of the activities.

Sub 1 The Role of Band Music Extracurricular Activities in the Development of Musical Skills

Students' musical skills experience structured and measurable development through active involvement in band music extracurricular activities that emphasize continuous practical training and musical habituation. Regular practice processes foster mastery of basic to advanced techniques in playing guitar, bass, percussion, and vocals, while simultaneously strengthening understanding of musical elements that include rhythm, melody, harmony, tempo, and dynamics. Ensemble practice activities encourage students to develop sound sensitivity, tempo accuracy, and inter-player musical coordination within a cohesive musical unity.



Source: Ramadhan, 2025

Figure 1. Band Music Extracurricular Learning

The strengthening of these skills is reflected in students' improved ability to maintain performance consistency, adjust dynamics across song sections, and respond spontaneously to musical cues within the context of group performance. Practice oriented toward collaborative performance builds collective musical awareness, in which each player understands the function of their respective instrument within the song structure. This condition indicates that band music extracurricular activities function as an applicative learning space that demands technical skills, musical understanding, and adaptability within an ensemble.

Interview results with the band music extracurricular instructor at SMA Negeri 1 Wonogiri reinforce these findings. Mukhlis Hanafi, the instructor, stated that "band practice is focused on habituating students to play together so that they become accustomed to listening and adjusting their playing to other instruments, thereby avoiding individualistic playing and being able to build group musicality" (Band Instructor Interview, 2025). This statement confirms that band music learning is directed toward strengthening collective musicality rather than merely mastering individual techniques.

These findings align with practice-based music learning theory, which emphasizes the importance of direct experience in developing musical skills. [Elliott \(1995\)](#), through the concept of music as praxis, asserts that musical skills develop optimally through contextual, active, and practice-oriented musical activities. Ensemble-based music learning provides authentic musical experiences because students are directly involved in the process of sound production, work interpretation, and musical interaction with

other members.

Previous studies also indicate that ensemble-based music activities contribute significantly to the improvement of students' technical and musical skills. Research conducted by [Maningkas & Sianturi \(2022\)](#) concluded that student participation in band music extracurricular activities is able to improve tempo accuracy, rhythmic stability, and musical interpretation skills through sustained collective practice. Similar results were reported by [Wadiyo & Utomo \(2018\)](#), who stated that group music practice encourages students to integrate appreciation and expression aspects simultaneously within the music learning process.

Interviews with extracurricular participants indicate that band activities have a tangible impact on self-confidence and musical skills. Rizal Mukti, one of the students, stated that "playing in a band helps in understanding the role of each instrument and trains listening skills so that the performance becomes neater and more cohesive" (Band Participant Interview, 2025). This statement illustrates that musical experiences in a band format cultivate more mature and directed musical awareness.

Band music, as a form of modern ensemble, also provides space for students to actualize and apply musical knowledge within contexts relevant to adolescent life. The repertoire studied is drawn from popular music and regional songs that are creatively arranged, making the learning process feel close to students' musical experiences. This condition strengthens practice motivation and encourages emotional engagement in the learning process.

Band music extracurricular activities at SMA Negeri 1 Wonogiri play a significant role in developing students' musical skills comprehensively through continuous practical training, ensemble learning, and contextual musical experiences. These activities function as an applicative and relevant music learning medium, while also serving as a means of shaping students' musicality that does not stop at theoretical mastery but continues into functional skills applicable across various performance contexts and music art competitions.

Sub 2 Coaching Strategies and Learning Methods in Band Extracurricular Activities

Band music extracurricular coaching at SMA Negeri 1 Wonogiri is implemented through systematically structured and continuous stages, beginning with the delivery of activity regulations as the operational foundation for practice implementation. This initial stage functions to establish shared understanding regarding rules, schedules, practice targets, and musical ethics within a group context. The process of recognizing participant characteristics becomes an essential component of the early coaching stage, as differences in musical ability backgrounds, personalities, and musical experiences require adaptive and proportional pedagogical approaches. This step strengthens discipline, commitment, and collective responsibility within the dynamics of the band group.

Subsequent coaching stages are directed toward the gradual and tiered provision of learning materials according to students' ability levels. The material begins with the reinforcement of basic music concepts, including the introduction of song structures, rhythmic patterns, chord progressions, as well as basic vocal and instrumental techniques. This process aims to build a uniform musical foundation so that all band members possess balanced understanding before entering the ensemble practice stage. Such coaching strategies reflect the principle of hierarchical learning that positions conceptual mastery as a prerequisite for the development of advanced skills.

The lecture method is applied in a limited and focused manner as a means of conveying basic theoretical concepts, as well as technical explanations regarding instrumental and vocal performance techniques. The practice method is used as the primary approach in the learning process, with emphasis on routine exercises, technique repetition, and full band performance simulations. Practical activities encourage students to develop motor skills, tempo accuracy, and inter-instrument synchronization within an ensemble format. The discussion method is utilized as a space for collective reflection to discuss technical constraints, performance errors, and improvement strategies, thereby ensuring that the learning process proceeds in a dialogical and collaborative manner.



Source: Ramadhan, 2025

Figure 2. Delivery of Band Music Materials by Mukhlis Hanafi

Interview results with the band music extracurricular instructor indicate that a combination of learning methods is selected to maintain a balance between conceptual understanding and practical skills. Mukhlis Hanafi stated that “band practice always begins with a brief explanation of the song material, followed by joint practice and discussion when performance obstacles are encountered so that students understand errors and solutions directly” (Band Instructor Interview, 2025). This statement indicates that the coaching strategy is directed toward reflective learning centered on students’ musical experiences.

A participatory approach constitutes the main characteristic of the band extracurricular coaching process, in which students are encouraged to actively express opinions, provide input, and engage in musical decision-making. Such active involvement strengthens a sense of ownership over the learning process and the resulting musical works. Two-way interaction between the instructor and participants creates a communicative, open, and supportive practice atmosphere, thereby allowing the learning process to occur naturally and sustainably.

These findings align with constructivist learning theory, which emphasizes the active role of learners in constructing knowledge through experience and social interaction. [Vygotsky \(1978\)](#) asserts that effective learning occurs through dialogue and collaboration within social contexts, which in band music activities is reflected through ensemble practice and group discussions. This approach is also consistent with [Elliott's](#)

(1995) view that practice- and reflection-based music learning is capable of developing deep musical understanding.

Previous studies support the effectiveness of participatory practice-based coaching strategies in music extracurricular activities. Research by [Herman & Syeindra \(2020\)](#) demonstrates that music art extracurricular coaching integrating lectures, practice, and discussion contributes to the improvement of musical skills as well as the formation of students' discipline and responsibility. Another study by [Maningkas & Sianturi \(2022\)](#) also confirms that collaborative approaches in band practice strengthen group cohesion and significantly enhance the quality of ensemble performance.

Interviews with extracurricular participants reveal that the applied coaching strategies have a positive impact on learning comfort and practice motivation. Vinda Putri, one of the participants, stated that "practice feels more enjoyable because there is an opportunity to discuss and retry song sections that are not yet neat together with the instructor" (Band Participant Interview, 2025). This statement indicates that dialogical learning methods foster self-confidence and the courage to explore musically.

Based on these findings, the coaching strategies and learning methods of band music extracurricular activities at SMA Negeri 1 Wonogiri demonstrate characteristics of planned, participatory learning oriented toward comprehensive musical skill development. The quality of pedagogical interaction between the instructor and participants, supported by varied learning methods, constitutes a key factor in creating an effective, sustainable learning process that is relevant to the needs of music art development within the school environment.

Sub 3 Support of Facilities and Infrastructure for the Music Learning Process

The availability of adequate music facilities and infrastructure at SMA Negeri 1 Wonogiri plays an important role in supporting the continuity and quality of the band music extracurricular learning process. The available facilities include a dedicated practice space in the form of a school music studio, a set of electric musical instruments such as guitars, bass, and percussion equipment, as well as a sound system consisting of microphones, speakers, amplifiers, and guitar effects. The completeness of these facilities supports the implementation of intensive and well-directed practice and creates learning conditions that resemble actual music performance situations.

The utilization of the music studio as a practice space provides a relatively controlled acoustic environment, enabling students to train their auditory sensitivity to sound balance and performance dynamics. This supportive physical environment encourages students to develop tempo accuracy, articulation clarity, and ensemble cohesion among instruments. The practice process in a dedicated space also fosters disciplined and focused musical habits and minimizes external disturbances that may hinder concentration during practice.

Interview results with the band music extracurricular instructor indicate that the presence of adequate facilities has a significant impact on training effectiveness. Mukhlis Hanafi stated that "with the availability of a studio and complete equipment, band practice can be conducted more seriously and in a more directed manner, as students are able to clearly hear the results of their performance and immediately carry out evaluation" (Band Instructor Interview, 2025). This statement confirms that facilities and infrastructure function as direct evaluation media that support the process of musical reflection during practice.

Supportive musical equipment approaching professional standards also

contributes to the enhancement of students' learning experiences. The use of amplifiers, guitar effects, and adequate sound systems trains students to understand sound characteristics, volume settings, and sound balance within an ensemble context. This experience broadens technical musical insight and prepares students to face performance and competition situations beyond the school environment.



Source: Ramadhan, 2025

Figure 3. Band Music Equipment

These findings are consistent with learning environment theory, which emphasizes that the quality of physical facilities has a direct influence on the learning process and outcomes. [Sudjana \(2010\)](#) states that adequate learning facilities serve as a primary support in creating effective and meaningful learning processes. This view is reinforced by [Mulyasa \(2013\)](#), who emphasizes that educational facilities and infrastructure function as strategic instruments in supporting the achievement of students' competencies, including in arts education.

Previous studies also indicate a close relationship between the availability of arts facilities and the improvement of students' musical skills. Research conducted by [Herman & Syeilendra \(2020\)](#) found that schools with complete music facilities demonstrate more optimal quality in arts extracurricular learning and produce more consistent achievement outcomes. Another study by [Wadiyo & Utomo \(2018\)](#) confirms that music arts learning environments supported by adequate facilities encourage active student engagement and enhance the quality of musical expression in practical activities.

Interviews with band extracurricular participants further reinforce these findings. Fandi Gozali, one of the students, stated that "practicing in the school studio makes the band-playing process feel more serious and comfortable, because the sound of each instrument is clearly heard and practice can focus on ensemble cohesion" (Band Participant Interview, 2025). This statement indicates that supportive facilities and infrastructure contribute to learning comfort and overall improvement in practice quality.

Based on this description, the support of facilities and infrastructure at SMA Negeri 1 Wonogiri serves as a strategic factor in optimizing the band music extracurricular learning process. The completeness of facilities, the quality of practice spaces, and the availability of adequate musical equipment strengthen authentic and contextual learning experiences and directly contribute to the continuous improvement of students' musical skills.

Sub 4 The Impact of Band Extracurricular Activities on Students' Social Competencies and Character

Band music extracurricular activities have a significant impact on the development of students' social competencies and character through collective practice processes that require intensive and continuous interaction. Ensemble practice activities cultivate attitudes of cooperation, tolerance, and mutual respect within the context of achieving collective musical goals. Each band member performs a complementary role according to the function of instruments and vocals, so the music-making process demands awareness of individual responsibility for the overall quality of group performance.

Regularly conducted practice processes also instill values of time discipline and consistency in training. Punctual attendance, readiness of musical instruments, and adherence to practice schedules become part of attitude formation that develops naturally within band extracurricular activities. These habitual practices strengthen students' commitment to shared goals and foster a positive work ethic within the context of arts education. Dynamic practice situations also train emotional regulation skills, particularly when facing differences of opinion, performance errors, and pressure during preparation for performances and competitions.

Interview results with the band music extracurricular instructor indicate that character aspects are an important focus in the coaching process. Mukhlis Hanafi stated that "band practice does not only address musical performance techniques, but also shapes discipline, responsibility, and the ability to work collaboratively, because a band cannot function well without cohesion" (Band Instructor Interview, 2025). This statement confirms that character development is directly integrated into collective music-making activities.

Musical experiences in a band format also build communication skills and empathy among members. Discussions regarding arrangements, role distribution, and evaluation of practice outcomes encourage students to express opinions politely and to accept feedback openly. This process forms essential social skills for community life and strengthens mutual trust within the group. The social competencies developed through these activities are applicative in nature, as they emerge from real situations encountered during rehearsals and performances.

These findings are consistent with character education theory, which emphasizes that social values develop effectively through direct experience and habituation in collective activities. [Lickona \(2012\)](#) states that character formation requires the integration of moral knowledge, moral feeling, and moral action within the context of everyday life. Band music extracurricular activities present all three aspects through social interaction, teamwork, and collective responsibility in the music-making process.

Previous studies also indicate that student involvement in group-based arts activities has a positive impact on the development of social competencies and character. Research by [Herman & Syeindra \(2020\)](#) found that active participation in arts extracurricular activities contributes to increased discipline, responsibility, and cooperative abilities among students. Similar findings were reported by [Maningkas & Sianturi \(2022\)](#), who stated that school band activities encourage the formation of tolerance, solidarity, and emotional control through shared practice and performance processes.

Interviews with band extracurricular participants further strengthen the findings

of this study. Restu Adi, one of the students, stated that “playing in a band teaches the importance of listening to one another and adjusting performance so that all instruments can blend together” (Band Participant Interview, 2025). This statement illustrates that group music-making serves as an effective and meaningful medium for social learning.

The positive impact of band extracurricular activities on students’ character is also aligned with the objectives of National Education, which emphasize the integrated development of cognitive, affective, and psychomotor aspects. Student participation in music arts extracurricular activities makes a tangible contribution to the formation of positive attitudes and behaviors and becomes part of attitude assessment as regulated in the Ministry of Education and Culture policies concerning extracurricular activities and educational assessment.

Sub 5 Achievement as an Indicator of the Success of Extracurricular Coaching

The achievements attained by students of SMA Negeri 1 Wonogiri in various music arts competitions serve as empirical indicators of the success of band music extracurricular coaching implemented in a planned and sustainable manner. The accomplishments of winning First Place in the Regional Song Creation Competition at Univet Bantara in 2024 and Second Place in the Wonogiri Regency Student Band Festival in 2023 demonstrate measurable and competitive improvements in students’ musical skills. These achievements reflect the effectiveness of coaching strategies that integrate technical training, reinforcement of musicality, and the development of creativity within performance contexts.



Source: Ramadhan, 2025

Figure 4. Performance at the Regional Song Creation Competition 2024

These competitive achievements indicate that students are able to apply musical skills consistently in evaluative situations that require technical readiness, musical accuracy, and stage mastery. Assessments conducted by professional judges on aspects of performance technique, arrangement quality, and originality of works demonstrate that the outcomes of extracurricular coaching extend beyond mastery of practice material and are also reflected in the ability to present artistic and communicative musical works before the public.

Interview results with the band music extracurricular instructor reinforce the role of achievement as a benchmark of coaching success. Mukhlis Hanafi stated that “competition achievements serve as evidence that routine practice and directed coaching

yield tangible results, as assessments are conducted by professional judges with clear standards” (Band Instructor Interview, 2025). This statement affirms that achievement is regarded as an objective form of external evaluation of the quality of the coaching process implemented within the school environment.

The achievements attained also reflect the development of students’ creativity and self-confidence in expressing musical ideas. The ability to arrange music, reinterpret regional songs, and perform works confidently demonstrates that the coaching process encourages students to think creatively and to confidently present their musical identities. This condition indicates that the success of band extracurricular coaching is not measured solely through technical skills, but also through artistic capability and mental readiness in facing performance stages.

These findings align with arts learning evaluation theory, which emphasizes that achievement in competitions can be used as an indicator of musical competence attainment. [Wadiyo & Utomo \(2018\)](#) state that musical performances and works presented in public contexts constitute authentic assessment that reflects the integration of cognitive, affective, and psychomotor aspects. This perspective is reinforced by [Elliott \(1995\)](#), who emphasizes that the success of music learning is reflected in learners’ ability to practice musical knowledge in real and meaningful ways.

Previous studies also support the finding that achievement in music arts extracurricular activities correlates with the quality of coaching implemented in schools. Research by [Herman & Syeilendra \(2020\)](#) indicates that schools with well-managed arts extracurricular programs tend to produce consistent competitive achievements across various events. Another study by [Maningkas & Sianturi \(2022\)](#) confirms that the success of school bands in competitions reflects the effectiveness of coaching that emphasizes collective practice, creativity, and performance readiness.

Interviews with band extracurricular participants reveal that achievement attainment has a positive psychological impact on motivation and self-confidence. Fajar Sidiq, one of the students, stated that “participating in competitions and winning awards makes practice feel more meaningful and increases motivation to continue developing musical skills” (Band Participant Interview, 2025). This statement indicates that achievement functions as a reinforcement of intrinsic motivation that supports the sustainability of the music arts learning process.

Based on this discussion, the achievements attained by students of SMA Negeri 1 Wonogiri can be regarded as concrete indicators of the success of band music extracurricular coaching. These achievements reflect the integration of learning process quality, mastery of musical skills, artistic creativity, and mental readiness in presenting musical works in public spaces.

Conclusion

Based on the discussion results, band music extracurricular activities at SMA Negeri 1 Wonogiri play a significant role in comprehensively enhancing students’ musical skills. The coaching process implemented in a systematic and sustainable manner is able to develop mastery of instrumental playing techniques, understanding of musical elements, and the ability to perform ensemble music in a coordinated way. Intensive and contextual practical exercises shape musical sensitivity, tempo accuracy, and students’ readiness to present musical works as a complete performance.

Coaching strategies that integrate lecture, practice, and discussion methods

strengthen the effectiveness of the extracurricular learning process. The participatory and dialogical approaches applied by the instructor create positive pedagogical interactions and encourage active student involvement in the learning process. Adequate facilities and infrastructure, including a music studio and supporting equipment, enhance the quality of the learning experience and bring students closer to professional music performance standards.

Band music extracurricular activities also have a tangible impact on the development of students' social competencies and character. Collective practice processes instill values of cooperation, discipline, responsibility, and the ability to manage emotions in a collaborative context. Achievements attained in various music arts competitions serve as empirical indicators of the success of extracurricular coaching, reflecting the integration of technical skills, creativity, self-confidence, and readiness to perform in public spaces.

Suggestion

Based on the findings of this study, it is recommended that schools maintain and further develop band music extracurricular programs through structured and sustainable management, continuous improvement of facilities and infrastructure, and institutional support for arts-based activities. Music instructors are encouraged to apply innovative, participatory, and contextual learning strategies to enhance students' musical skills, social competencies, and character development. Future researchers are advised to employ different research approaches, such as quantitative or mixed-methods designs, as well as to expand the scope of investigation to different educational levels or school contexts in order to obtain more comprehensive insights into the effectiveness of band music extracurricular activities in arts education.

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