

## THE ANALYSIS OF THE LEARNING PROCESS ON CHOIR EXTRACURRICULAR ACTIVITY AT SENIOR HIGH SCHOOL LEVEL

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**Abstract** : This study aimed to explore and characterize the extracurricular choir learning activities at SMA Negeri 1 Tondano, with a specific focus on the choir training initiatives implemented to enhance students' creativity in the realm of music. Employing a descriptive qualitative research approach, this study utilized observation, interviews, and documentation as data collection techniques. The research findings revealed that the teachers employed instructional methods including the demonstration, question-and-answer, and exercise techniques. The teachers in charge of the choir extracurricular implemented various strategies such as planning, execution, and assessment. The choir training process encompassed song material preparation, sheet music analysis, and a structured sequence of activities. This sequence commenced with an opening prayer, followed by warm-up exercises incorporating muscle stretching, breathing drills, and vocal warm-ups. Subsequently, students engaged in the practice of analyzed songs, correcting dynamics, vocals, and articulation, while also applying and fortifying expressions and movements in harmony with the song's intended message. The session concluded with advice, motivation, and a closing prayer.

**Keywords** : *Choir Extracurricular Learning, SMA Negeri 1 Tondano, Music Arts*

### INTRODUCTION

Educational institutions, particularly schools, play a pivotal role in fostering the multifaceted development of individuals across various disciplines. Unlike informal education provided by families and communities, schools are formal educational establishments with a core objective of facilitating teaching and learning. The efficacy of a school as an educational institution is contingent upon the meticulous organization of essential elements, including students, educators, educational programs, and requisite facilities. These elements are systematically arranged to ensure that teaching and learning activities are purposefully directed toward the holistic formation and advancement of students.

Within the school curriculum, cultural arts subjects, encompassing music

education, hold significance. Formal music education not only constitutes a subject within the curriculum but is also extended through extracurricular activities. Extracurricular endeavors prioritize materials beyond the curriculum scope, presenting an avenue for exploring additional facets of education. The sustainability of such extracurricular activities is often influenced by the school's accomplishments (Depdikbud, 2020).

Schools, such as SMA Negeri 1 Tondano, understand the profound impact of both intracurricular and extracurricular activities in shaping and developing students. Intracurricular activities occur during regular teaching hours, while extracurricular pursuits unfold outside formal lessons, tailored to the school's circumstances and needs. Engaging students in extracurricular activities not

only nurtures non-academic interests and talents but also serves as a mechanism for positive engagement, steering students away from detrimental activities. Participation in extracurricular activities fosters confidence, organizational skills, teamwork, and a sense of responsibility within a group setting. This underscores the imperative need for unwavering commitment from school stakeholders, particularly those overseeing student affairs and teachers.

SMA Negeri 1 Tondano, recognizing the diverse potential of its students, has actively offered a spectrum of extracurricular activities, including scouts, basketball, and volleyball. Notably, within the cultural arts domain, the school hosts kolintang and choir extracurricular activities, acknowledging their pivotal role in enhancing students' holistic development.

Historically, SMA Negeri 1 Tondano has been a proponent of extracurricular activities, particularly excelling in choir-related endeavors due to the prevalent singing talent among students. The formation of the choir team, spearheaded by teacher Migel Mantik, attests to the school's commitment to harnessing student potential. Auditions were conducted to recruit students into the soprano, alto, tenor, and bass voice groups, yielding a substantial number of enthusiastic participants.

This dedication to extracurricular choir learning has yielded notable achievements, exemplified by the school's triumph in the GMIM EXPO Choir Competition in North Sulawesi in 2019. The consistent success of the choir team has not only attracted students to join but also instilled a sense of pride and admiration among the broader student community. Thus, this study is designed to analyze the learning process on choir extracurricular activity at SMA Negeri 1 Tondano.

## **RESEARCH METHOD**

The study is carried out at SMA Negeri 1 Tondano, situated in Rinegetan village, West Tondano District, Minahasa Regency. The current research adopts a qualitative descriptive approach, elucidating the landscape of extracurricular choir learning at SMA Negeri 1 Tondano. Qualitative descriptive research involves the collection of data in the form of words and documentation, sourced from interviews, field notes, direct learning, drawings, photographs, and more (Dimiyati and Mudjino, 2020).

Various techniques are employed for data collection, including observation, interviews, documentation, and direct learning. This comprehensive approach ensures the acquisition of accurate, relevant, and reliable data. The research is structured into three key stages: pre-research, research conduct, and results reporting. Each stage is meticulously executed, from problem identification through consultation with relevant stakeholders to the meticulous execution of the research plan. To derive conclusions from the collected data, a qualitative data analysis technique with an interactive model is employed. This involves data reduction, data presentation, and verification (Moleong, 2023).

## **RESULTS AND DISCUSSION**

### **The Training System of the Choir Extracurricular at SMA Negeri 1 Tondano**

In general, before carrying out extracurricular choir learning activities, the coach prepares song learning material that will be learned together in extracurricular learning. The song chosen is of course adjusted to the time of the exercise and the ability of the singers. Previously, the coach prepared the song to be taught first. Then before choir learning is carried out, the song is given to the designated student so that it can then be shared with all choir members. Here is one of the song materials prepared by the trainer for learning. (Simanungkalit, 2022)

To obtain good effectiveness in the choir training process at SMA Negeri 1 Tondano, it must apply a structured training system in the right order. In order for singers and coaches to achieve good results in terms of music and artistic desired, both for the short and long term. Of course, this is very much related to how the process of exercising, the stages in mastering the score, and the number of face-to-face exercises with the coach. But also, the rehearsal system is certainly very related to the discipline and commitment of the choir participants. Therefore, the rehearsal system is divided into the following stages:

- a) **Analyzing the score.** Of course, analyzing the score correctly and well can be reflected when the choir performs. Analyzing the score includes:
- b) **Structure analysis.** Relates to song parts, main melody (*cantus firmus*), song texture, and musical form.
- c) **Musical elements.** Such as song dynamics, articulation, tempo, scales, phrasing, and verse arrangement.
- d) **Intonation and rhythm.** The trainer will analyze the piece that will be performed. The trainer must be able to analyze the form and idea of the piece, pay attention to every element and also the texture of polyphony and homophony of the music, so that later it can be executed properly by the Choir.
- e) **Other vocal elements.** Consonant and vowel sounds, and breathing, and vocal and body warm-up. (Sitompul, 2021)

### Choir Rehearsal Strategy

In the process of training, the choir instructor employs effective strategies involving both the trainer and singers. This includes incorporating visual elements and body movements to enhance comprehension, particularly for younger

students. The application of these strategies is detailed as follows:

1. **Precision in Communication:** The trainer communicates judiciously, providing essential directions and advice while optimizing practice hours. The emphasis is on delivering guidance or modeling in alignment with the analyzed objectives, avoiding extraneous discussions to maximize training efficiency.
2. **Kinesthetic Learning:** To elucidate choir exercises, the trainer relies on movement (*kinesthetic*) as a mode of instruction. This method proves more efficient for students within the choir, enabling a quicker grasp of concepts compared to verbal explanations.
3. **Tailored Training Approach:** Prior to training the choir team, a careful analysis is conducted to determine whether initiation with fundamental music theory is necessary or if participants can immediately delve into reading sheet music.
4. **Cultivating Responsible Singers:** A culture of responsibility among singers is fostered. This involves attentive listening to the coach's guidance, noting corrections in the score, and practicing identified areas independently at home. This approach encourages self-directed improvement.
5. **Development of Vocal and Musical Technique:** A crucial aspect of choir training is the dedicated focus on vocal skills. This ensures that singers acquire sound singing techniques, offering long-term benefits by providing them with the tools to adapt and excel in various musical contexts (Siyoto S & Sodik A. M, 2021).

### Detailed Exercise Plan

With a detailed rehearsal plan, of course, it can make it easier for coaches and singers to achieve good artistic standards in the performance of a work, of course, it can also achieve the time set for participating in competitions or concerts,

and how long it takes to hold rehearsals with the conductor. (Slameto, 2023)

In the implementation of choir training at SMA Negeri 1 Tondano, it is carried out with a clear time allocation such as 15 minutes of warm-up 45 minutes of the first exercise, 10 breaks 45 of the second exercise. However, the time may change based on the conditions and situations in the rehearsal process because if faced with a concert that is getting closer to the day of performance or with a song score that has a fairly high level of difficulty, the coach must add days to the rehearsal process or increase the duration of the rehearsal, so that it can perform with a good performance. (Soetopo H Budi Sutarjo, 2020).

### **The Training Process**

In the process of choir extracurricular training at SMA Negeri 1 Tondano there is a technical sequence carried out in carrying out such training:

1. Opening prayer, according to each belief
2. Warm-up, which includes muscle stretching, breathing exercises, and vocal warm-ups.
3. Practice songs or works that have been analyzed
4. Correct and then solidify dynamics, vocals, and articulation.
5. Apply and solidify expressions and movements that match the message of the song
6. Providing advice and motivation
7. Closing prayer

When starting the choir extracurricular learning process, prayer is a routine activity that is always carried out before starting training. The purpose of course is to expect smoothness to God during the training process, and so that all members can be given health and the ability to be able to understand and absorb the knowledge given in the training process. After completing the opening prayer, the coach will enter the warm-up stage.

Warming up in singing is needed to prepare all organs involved in the singing process, so that an optimal voice can be produced, a body that is not stiff and good breathing. Warming up before singing will make the vocal cords more ready to receive the notes in a song. Warming up is done for approximately 10 minutes. The warm-up performed by members of the extracurricular choir of SMA Negeri I Tondano, is carried out with 3 stages of warm-up, namely, muscle stretching, breathing, and vocal warm-up. After warming up the members will enter the stage of singing the song that will be analyzed and given an example by the coach. The trainer gives song material that will be learned in the next few weeks. For one easy song material, it usually takes choir members about 4-6 meetings complete with movements, of course the team of choir members must be complete. As for songs with a high level of difficulty, it takes more than 6 meetings with increased practice hours. If the song given is new, of course the choir members learn the work using the solmization method first. usually the members will practice separately gathered according to the designated voice division groups such as soprano, alto, tenor, bass. After the coach sees that they have understood and matured with the melody or voice of each group, then they are taught how to read the lyrics of the song, if they have memorized the lyrics of the song, they will be combined and sing the song material together. However, if the situation of the choir members is not very good or lazy to attend the rehearsal, often the choir members have to learn the notation in a few days, as well as the lyrics. (Subagyo Joko, 2021)

By the time choir members reach the next level, they should already be proficient in the song they are singing so that they can use the dynamics and articulation that are part of the song material. The overall goal of the study of articulation at this point is to allow clear

observation of word pronunciation, sound production, and delivery results. Because the accuracy of one's pronunciation greatly affects whether a song is sung well or not. The SMA Negeri 1 Tondano choir members are taught how to apply dynamics in songs by the coach after they have mastered correct articulation. The coach demonstrates which parts of the sheet music should be sung softly and loudly. One of the most important parts of singing is using dynamics. The goal is to make the song less monotonous and the delivery more pronounced. Choir members enter this stage after learning the notation and lyrics of the song and being able to add dynamics and articulation to the song. In this activity, trainers and students learn the movements if the song to be performed has choreography, and the expression of the song so that the message of the song can be conveyed.

In the arrangement of the choir training process, of course, the trainer gives the training material gradually, first starting from giving basic music theory to the choir members, if it is understood, then proceed with reading notation simultaneously by counting beats, silent signs, and beats, as well as the signs in the song sheet music. As well as trying to sing some songs that have been mastered by SMA Negeri 1 Tondano choir members. At the time of the exercise, the trainer uses appropriate learning media in order to make it easier for choir members to practice and master songs, namely by using keyboard instrument media, to help choir members in terms of sounding the notes or notations in the score. The training materials in the extracurricular learning of SMA Negeri 1 Tondano choir include:

1. General principles of vocal technique. In general, the sound or vocals in choir singing can be good if it is supported by the correct vocal technique and training, therefore the trainer applies several elements of vocal technique in choir training, namely:

2. Intonation. Intonation techniques can basically be understood as a vocal technique related to the ability to determine the accuracy of high and low pitch, so that choir singers can be more precise in shooting high or low tones.
3. Resonance. Resonance is a technique to further embellish the sound technique by functioning the air cavities around the mouth, nose, and throat, so that the sound produced can be wider and more vibrating, using the soft palate technique and warm humming can further enlarge the oral cavity, of course the sound and the sound produced will feel characterful, and fuller.
4. Phrasing. Phrasing is a rule for correctly grouping sentences into manageable parts and according to sheet music. To get a good phrasing technique, singers must explore the meaning of a sentence, the arrangement of notes in the song so that singers can interpret the message in the song by singing using the correct phrasing technique.
5. Body stance. Body posture is certainly very important in supporting our voices in singing and participating in choir practice. You can also sit in a way that you can't cross your legs, or stand, the important thing is that it doesn't interfere with breathing.
6. Vibrato. Vibrato technique is a very important thing in singing technique, it can beautify a song by giving waves or sounds that vibrate and are controlled. Of course, vibrato is not always used in all song sentences, but is always placed at the end of a word or song sentence, and vibrato occurs due to vibrations that occur in the vocal cords caused by the expelled air.

### **Learning Methods**

Choir trainers need to use techniques that attract choir members and present

information in a clear and concise manner during the extracurricular learning process. Basically, a method is a suitable means of presenting the content of a lesson to students for maximum absorption. Coaches instruct their choir members in a variety of ways. The practice method, question and answer method, and demonstration method are learning strategies used.

1. **Demonstration Method** This method is where the song or work given is directly practiced to the choir members. In this method, researchers as well as choir trainers demonstrate how to read sheet music and practice good and correct choir. In addition, the researcher and trainer also invited the choir members to stand up and the trainer invited them to read the score and follow the example. Furthermore, choir members can sing directly according to the examples given by the trainer until they are fluent as taught.
2. The question and answer method are used when it allows a dialog between the teacher/trainer and the students participating in the extracurricular choir, for example, choir members can ask questions about the notes sounded and the material in the score that they do not understand. This is intended to determine the extent to which students understand or absorb the learning material that has been provided by the trainer. This method is carried out continuously by the choir trainer to the choir members. The reason this method is carried out by the trainer continuously is so that the material, vocal techniques, and singing techniques that have been given are not easily forgotten by the choir members.
3. **Training Method.** This method is the most important part when we carry out choir training especially in order to work on a song from scratch. The use of training methods can affect the improvement of choir members'

understanding of the song material being taught. In extracurricular choir learning at SMA Negeri 1 Tondano, held 2 times a week. This according to the researcher as well as the choir trainer is less effective in the choir training process. And one way so that the song material given is not easily forgotten by the choir members, the coach assigns choir members to keep repeating the song material given while practicing outside of school activities, it can be done in church or to friends who are members of the choir by means of singers documenting teaching materials or song scores that have been given at school which can be a tool to help them to practice independently at home, and then the material will be repeated accompanied by practice at the next meeting.

### **Learning Media**

The media used in extracurricular choir learning at SMA Negeri 1 Tondano is the Keyboard instrument. Of course, the keyboard is very helpful when used in the choir rehearsal process, used to sound the notes or notes in the score, thus making choir members faster in capturing and memorizing the notes in the song. Keyboards can also be used to play midi songs by installing a flash disk in a USB plug, if the song to be performed has an accompaniment or midi part.

### **Choir Practice Place SMA Negeri 1 Tondano**

In learning and teaching activities, of course, a place or container is needed for the continuity of the learning process, so in every choir practice hour, all choir members will be directed to the art room provided by the school, but sometimes the choir also practices in the classroom away from the noise.

### **Achievement**

In recent years the SMA Negeri 1 Tondano Choir has participated and taken part in several activities and also various events both in training to reproduce songs

that will be mastered, fill the praises at the 3rd grade graduation, as well as for concerts, and choir competitions in the region and outside the region.

There are also several activities that the SMA Negeri 1 Tondano choir participates in such as routine training, filling praise in churches, government events or personal invitations or invitations from organizations, besides that the SMA Negeri 1 Tondano choir has also participated in various competitions held in various regions, by filling praise or concerts. There are also several activities and achievements obtained by the SMA Negeri 1 Tondano choir, namely:

1. Followed 4<sup>th</sup> Bali International Choir Competition 2015
2. 2nd place in the Student Choir Competition at Minahasa Regency Level in 2014
3. 1st Place in Student Choir Competition at Minahasa Regency Level in 2015
4. Gold Medal in Manado Post Christmas Choir Competition 2015
5. 1st place in North Sulawesi GMIM EXPO 2016

## CONCLUSIONS

SMA Negeri 1 Tondano is certainly one of the schools that has extracurricular learning and a very accomplished school choir. As a researcher as well as a trainer or teacher about extracurricular choir learning at SMA Negeri 1 Tondano, it has started from the planning stage, learning to the evaluation stage which has gone well. Of course it is very challenging for researchers and coaches to run this choir, because when the researcher entered, this choir was in a state of halt, even though this choir already had many achievements, but because of the efforts, hard work of researchers and assistance from the choir coach team, namely Mr. Mighel Mantik S.Pd. and parents of students who support their children to join the exercises, choir training can run, and in the end can perform songs that have been trained at the

third grade graduation ceremony. in the training process there is preparation of song material, analyzing sheet music, the choir training process which begins with an opening prayer, warm-up muscle stretching, breathing exercises, and vocal warm-ups. Practice songs or works that have been analyzed. correct and then strengthen dynamics, vocals, and articulation apply and strengthen expressions and movements in accordance with the message of the song, giving advice and motivation, closing prayer.

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