


# Optimizing the role of angklung artists as teaching practitioners in extracurricular learning angklung music in elementary schools



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## ABSTRACT

The *Angklung* music extracurricular activities are one of the activities that students at school are interested in. Teaching artists play a role in helping the process of extracurricular *angklung* music activities so that students gain knowledge of playing *angklung* music correctly. This research aims to determine the role of *angklung* artists as teaching practitioners in extracurricular learning of *angklung* music and to determine efforts to optimize the role of *angklung* artists as teaching practitioners in extracurricular learning of *angklung* music at Muhammadiyah Trini Elementary School. The type of research used is qualitative research. The subjects in this research were *angklung* artists as practitioners teaching extracurricular *angklung* music at Muhammadiyah Trini Elementary School. The object of this research is extracurricular learning of *angklung* music at Muhammadiyah Trini Elementary School, which includes the role of *angklung* artists as teaching practitioners towards student development in extracurricular *angklung* music, as well as efforts to optimize the role of *angklung* artists as teaching practitioners. Data collection techniques are carried out through observation, interviews, and documentation. The research results show that the role of *angklung* artists as practitioners at Muhammadiyah Trini Elementary School motivates students to continue learning and practicing in extracurricular activities. Apart from that, students' abilities and skills in the field of *angklung* music are increasing with the presence of *angklung* artists as practitioners in the class. This study contributes to a broader understanding of artist-led music education and highlights the potential of integrating local cultural arts into educational settings to enrich students' musical abilities and cultural appreciation.



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## 1. Introduction

Elementary school learning prioritizes academic skills such as reading, writing, and arithmetic, and students can also develop non-academic skills through extracurricular activities. Extracurricular activities are additional activities that students can take outside school hours [1]. There are various types of extracurricular activities that are generally provided by schools, one of which is the *angklung* music extracurricular activity. Through this extracurricular *angklung* music activity, the school seeks to introduce ancestral heritage to students by teaching and training them in *angklung* music. Apart from that, extracurricular *angklung* music activities also allow students to foster a sense of togetherness in groups. *Angklung* music extracurricular

activities are one of the activities that students at school are interested in. Judging from the results of interviews with accompanying teachers, they obtained information that students have support from their parents and the basis of the students' interest in the *angklung* musical instrument. According to Ninin & Amelinda, *angklung* training can help students learn the features of *angklung* systematically and scientifically [2]. This is proven by students being able to play *angklung* through artist training. With the experience of playing *angklung*, students can interact and develop their understanding of the art of *angklung*. The unique feature of the *angklung* is that it is not just an artistic instrument but rather an instrument that can help to explore the experience of *angklung* players in playing *angklung*, as well as prove that the use of *angklung* can be done. It aims to explore the experiences of *angklung* players in playing *angklung* [2].

Teaching artists play a role in helping the process of extracurricular *angklung* music activities so that students gain knowledge of playing *angklung* music correctly. It is hoped that the involvement of teaching artists can increase students' competence in playing the *angklung* musical instrument at school, especially for students at the elementary school level. Teaching artists do not only focus on the presence of students in the classroom like a teacher teaching a subject in the classroom, but *angklung* artists as practitioners can also help students improve their ability to use musical instruments, play music, and increase their enthusiasm for art. music in elementary schools. Elementary school children benefit emotionally from mastering, listening to, playing, and using music extensively in their lives. Therefore, it is impossible to ignore the presence of music in the educational arena [3]. An artist teaching in the field of musical arts has a strong desire to produce talented musical artists in schools [4]. According to Upitis *et al.*, the participation of artists in a variety of activities has the potential to result in a number of changes, such as adjustments in behavior and perceptions that are consistent with the objectives of the artists involved in the activities [5]. Collaboration between teaching artists and elementary schools can contribute to increasing the creativity of musical knowledge for students [6]. By having artists teach, students can gain knowledge that cannot be obtained from teachers at school. The presence of teaching artists can attract students' attention so that they can experience new, fun, and more interesting learning than the usual class routine [7]. Students will also benefit from participating in extracurricular music activities, such as increasing their musical knowledge and creativity. Teaching practitioners can also help develop innovations in *angklung* music games, improving students' musical abilities and intelligence. Bearing in mind that this extracurricular *angklung* music is so steeped in culture that mastering the skills requires a trainer who has mastered and understands *angklung* music. Apart from that, extracurricular *angklung* music will also provide positive benefits for teaching practitioners as well as new innovations in playing *angklung* music in learning for students at school.

One elementary school with extra-curricular *angklung* music is Muhammadiyah Trini Elementary School, located in Trihanggo Village, Gamping District, Sleman Regency, Yogyakarta. Based on the results of observations, it is known that Muhammadiyah Trini Elementary School has two types of extracurriculars for its students, namely mandatory extracurriculars and additional extracurriculars. Compulsory extracurricular activities at this school consist of *Tapak Suci* and *Hizbul Waton*, while additional extracurricular activities only provide *angklung* music activities. *Angklung* music extracurricular activities at Trini Muhammadiyah Elementary School are usually held every Tuesday from 14.00-16.00 Western Indonesia Time. This *angklung* music extracurricular has been running for about five years at this school. It has taken part in several competitions, and it is not uncommon for this elementary school to win various championships. Students from lower and upper classes also attend the *Angklung* extracurriculars. However, not all elementary school students can participate in this *angklung* extracurricular. This is due to the limited number of teachers who teach and train *angklung* music in elementary schools and students' lack of motivation to participate in extracurricular *angklung* music. Apart from that, several problems were also found in the extracurricular learning of *angklung* music at Trini Muhammadiyah Elementary School, namely (1) Muhammadiyah Elementary School has music teachers as practicing artists teaching extracurricular *angklung* music; (2) the planning of extracurricular *angklung* music learning should be managed with professional management innovation but in its implementation extracurricular activities at this school seem monotonous and cannot attract interest and motivate students; (3) extracurricular *angklung* music teachers are the key to students' success in mastering *angklung* music skills, but in practice teachers lack

knowledge of *angklung* musical instruments making *angklung* learning less effective; and (4) extracurricular activities of *angklung* music which have won championship competitions should be worthy of the school's pride, but in reality the extracurricular *angklung* music at Muhammadiyah Trini Elementary School has not been able to show that these extracurricular activities are something that stands out and should be proud of the school. Based on the problems above, the aim of this research is to determine the role of *angklung* artists as teaching practitioners in extracurricular learning of *angklung* music and to determine efforts to optimize the role of *angklung* artists as teaching practitioners in extracurricular learning of *angklung* music at Muhammadiyah Trini Elementary School.

This research aims to find out the role and efforts to optimize *angklung* artists as teaching practitioners who teach extracurricular *angklung* music, which is expected to help teachers in carrying out extracurricular *angklung* music activities and overcome teacher limitations both in terms of knowledge and skills regarding *angklung* music. Having *angklung* artists as teaching practitioners will really help teachers train their students in *angklung* music. Apart from that, *angklung* artists as teaching practitioners will also be able to help stimulate students' interest and motivation in the process of learning *angklung* music at Muhammadiyah Trini Elementary School. This research is based on previous research. According to research by Mahmudah et al., early childhood music education is one approach to helping children's growth and development [8]. A musical instrument rich in values, *angklung* can teach future generations about Indonesian culture. This research aims to characterize art teaching methods and assess the effectiveness of children's musical arts abilities demonstrated in the *angklung* extracurricular program at RA Masyithoh Karangnongko Yogyakarta. The findings of this research demonstrate the potential benefits of *angklung* music performances for educators as well as a new approach to music education that includes early childhood through adulthood.

Other previous research was conducted by Pristiwanti *et al.* This research is based on the ability to recognize feelings of oneself and others, the ability to motivate oneself, and the ability to manage emotions well in oneself and in relationships with others, which is very important in the learning process, one of which is how to manage and improve students' emotional intelligence at school [9]. This research aims to determine the role of *angklung* music in increasing students' emotional intelligence and as a form of implementation of regional cultural preservation. Introducing *angklung* music as local wisdom that needs to be preserved and integrated into subjects. His research found that *angklung* music in schools can improve students' emotional intelligence. Apart from that, there is also research conducted by Putri *et al.* [10]. The background to this research departs from cultural revitalization, which is an effort to revive traditional culture that is almost extinct. Early childhood is a good first generation for knowing and preserving Indonesian traditional culture. Young children can implement the implementation of preserving local culture by playing the traditional musical instrument *angklung*. *Angklung* is a musical instrument whose notation has been developed into a diatonic form, making it easier for children to collaborate with modern songs. This research aims to support the values of early childhood character education in revitalizing traditional culture, especially *angklung*. His study found that *angklung* music can help support character education for students at school. The contribution of this research can be a reference to the development of school quality through extracurricular *angklung* by optimizing the role of *angklung* artists as teaching practitioners in extracurricular learning and being able to develop students' potential in accordance with educational goals.

## 2. Method

The research location was carried out at the Muhammadiyah Trini Elementary School, Sleman, Yogyakarta, starting in January 2024. The subjects in this research were *angklung* artists as practitioners teaching extracurricular *angklung* music at the Muhammadiyah Trini Elementary School. The object of this research is extracurricular learning of *angklung* music at Muhammadiyah Trini Elementary School, which includes the role of *angklung* artists as teaching practitioners towards student development in extracurricular *angklung* music, as well as efforts to optimize the role of *angklung* artists as teaching practitioners. Data collection techniques are carried out through observation, interviews, and documentation. The things that will be observed in observations by researchers are the role of teaching artists in extracurricular learning of *angklung* music, the process of implementing extracurricular learning of *angklung*

music, the teaching styles or methods of teaching artists in learning *angklung* music, supporting and inhibiting factors for teaching artists in teaching extracurricular *angklung* music, teacher involvement in extracurricular learning of *angklung* music as well as students' responses during the extracurricular learning process of *angklung* music and the development of student's abilities in extracurricular learning of *angklung* music with teaching artists.

Interviews include (1) Interviews with teachers at Trini Muhammadiyah Elementary School with the aim of allowing researchers to find out the extent to which teachers are involved in extracurricular learning of *angklung* music at the school; (2) Interviews with students who take part in extracurricular *angklung* music at Muhammadiyah Trini Elementary School to find out students' responses to the role of artists as teaching practitioners who teach extracurricular *angklung* music and the impact that students feel by having artists as practitioners who teach extracurricular *angklung* music on their knowledge and abilities; (3) Interviews with artists as practitioners in extracurricular learning of *angklung* music at Muhammadiyah Trini Elementary School with the aim of finding out the extent of their roles and abilities as well as documentation. Efforts to optimize the role of artists in extracurricular teaching of *angklung* music in schools include the artist's teaching methods or styles, the teaching process and activities carried out by artists during *angklung* music lessons, obstacles experienced by artists while teaching, supporting factors during teaching, as well as efforts made by artists. To increase students' knowledge and abilities in extracurricular *angklung* music. The things that researchers in this research will document are photos, which include pictures of artists teaching extracurricular *angklung* music at Muhammadiyah Trini Elementary School, photos of students taking part in extracurricular music *angklung*, photos of teacher involvement in extracurricular learning of *angklung* music, photos of artists teaching who is teaching extracurricular *angklung* music lessons, photos of activities during the extracurricular *angklung* music learning process, photos of students playing *angklung* music in the extracurricular program at Muhammadiyah Trini Elementary School. Meanwhile, testing the validity of the data in this research was carried out using triangulation techniques through various sources, techniques, and times. The data analysis technique in this research uses qualitative data, which consists of data reduction, data presentation, and conclusion. The research framework can be seen in Fig. 1.

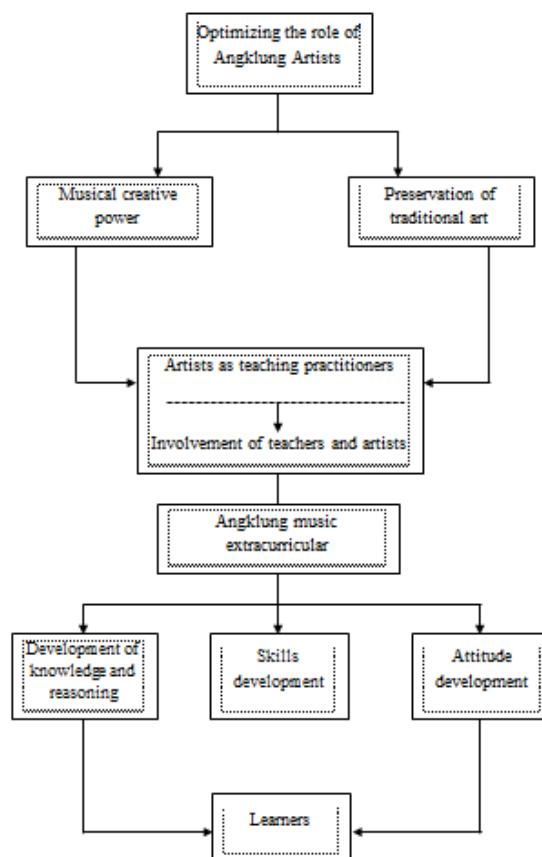


Fig. 1. Research Analysis Framework

### 3. Results and Discussion

Teaching artists is a collaborative effort between teachers and artists to share experiences and knowledge with students at school. This teaching artist program aims to enhance local identity by reviving the origins of knowledge in local traditions through the art learning process carried out by artists [11]. In teaching music, teaching artists to produce musical works is an interesting thing to respond to changes in music culture, which continues to transform and is important for literacy and dissemination in the school environment [12].

#### 4.1. The Role of Angklung Artists as Practitioners

The extracurricular learning process of *angklung* music carried out by artists as practitioners has an important role in facilitating the learning of *angklung* music. The role of artists is very important in helping improve students' abilities in *angklung* music extracurricular activities at Muhammadiyah Trini Elementary School. Students have the opportunity to develop their creativity and self-expression abilities regarding *angklung* music. According to Maramis *et al.*, traditional music such as *angklung* is a way to release and express feelings, moods, and emotions [13]. Apart from that, students' abilities are also increasing in playing *angklung* music both independently and in groups. Understanding of playing *angklung* music increases, and students can gain satisfaction in expressing their thoughts and emotions during extracurricular learning of *angklung* music. Having artists as practitioners who teach extracurricular *angklung* music lessons also benefits teachers involved in extracurricular *angklung* music at Muhammadiyah Trini Elementary School. The presence of practicing artists in extracurricular learning of *Angklung* music also indirectly provides assistance to teachers who are not experts in teaching *Angklung* music in training students. Apart from that, practicing artists can also help keep *angklung* music alive at Muhammadiyah Trini Elementary School. Widorini *et al.* said that playing traditional musical instruments such as the *angklung* is another fun way to introduce culture to children and help keep it alive in society [14]. In the extracurricular learning process of *angklung* music at Muhammadiyah Trini Elementary School, artists also adhere to the principles that they apply in class. Artists, as practitioners, always emphasize a work ethic and orderliness, where students are required to be able to understand the songs being sung. Students are also expected to remain orderly and actively involved during the extracurricular learning process of *Angklung* music.

By having artists as practitioners who teach extracurricular *Angklung* music lessons, students become motivated to take part in this extracurricular and become more active in continuing to attend and practice in class. Schools also feel the important role of artists. The presence of practicing artists helps equip students with *angklung* music skills after graduating from this elementary school. It is hoped that these *angklung* music skills will be useful for students' lives in the future. As practitioners who teach extracurricular *Angklung* music, artists play an important role in helping develop students' knowledge and reasoning abilities at Muhammadiyah Trini Elementary School. So it can be said that apart from acting as educators, artists also have an important role in guiding, facilitating, and encouraging students' enthusiasm in the extracurricular learning process of *angklung* music at Muhammadiyah Trini Elementary School.

#### 4.2. Efforts to Optimize the Role of Angklung Artists as Practitioners

Optimization efforts are an effort to achieve work with the correct results and profits without reducing the work's quality. In the extracurricular learning process of *Angklung* music, there needs to be a collaborative effort built between artists and students, artists and teachers, and artists and other schools. Collaboration is a process of cooperation carried out between individuals and groups, which is full of mutual attention and respect between fellow members to achieve common goals [15]. In an effort to optimize the role of *angklung* artists as practitioners in the extracurricular learning of *angklung* music, teachers at Muhammadiyah Trini Elementary School also contributed to assisting artists in the extracurricular teaching process of *angklung* music. Trini Muhammadiyah Elementary School's efforts to support optimizing the role of practicing artists in extracurricular learning of *angklung* music include helping to provide adequate facilities in the *angklung* music learning process for both students and practicing artists. Facilities are equipment needed to support the success of the learning and teaching process [16]. In an effort to support optimizing the role of artists in the extracurricular learning process of *angklung* music, the facilities provided by the school are in

the form of *angklung* musical instruments, provision of classrooms, whiteboards, markers, erasers, provision of microphones and sound systems, assistance with subject teachers as well as increasing competencies such as facilitate competitions and performances held by artists both in terms of funding and other needs. In Fig. 2, artists and accompanying teachers are seen providing guidance to students in playing the *angklung* musical instrument.



**Fig. 2.** Artists and accompanying teachers provide guidance to students.

In the current situation, artists are required to carry out many roles. Therefore, as a practicing artist who teaches extracurricular *angklung* music lessons at Muhammadiyah Trini Elementary School, artists try to give their best efforts to improve their ability to teach extracurricular *angklung* music, such as by taking part in webinars and discussing methods with other artists. Teaching *angklung* music that they implement in other schools. The artist also carried out several evaluation steps to determine the level of success and efficiency of extracurricular learning of *angklung* music. According to Suardipa *et al.*, there are several functions of conducting evaluation in learning, namely: (1) an important tool as feedback for students; (2) an important tool to find out how students have achieved in mastering predetermined goals, students will know how what needs to be studied and what does not need to be studied; (3) provides information for developing curriculum programs; (4) provides decisions for making decisions, especially to determine the future; (5) is useful for curriculum developers, especially in determining the clarity of the goals to be achieved; and (6) functions as feedback for all those interested in education in schools [17]. Practicing artists at the Trini Muhammadiyah Elementary School have carried out evaluation efforts regarding how to teach, how to deliver material, and how to discipline students during the *angklung* music learning process to measure the level of success and the extent to which the teaching methods he uses can help students improve their skills in *angklung* music. Apart from that, paying attention to the cultural changes that occur in extracurricular learning of *angklung* music and selecting these cultural changes also needs to be done to support optimizing the role of artists as practitioners in the classroom. Practicing artists at Trini Muhammadiyah Elementary School always try to sort and select the cultural changes that come in before being taught to students in extracurricular learning of *angklung* music and continue to try to instill a sense of art in students during the process of learning *angklung* music. In an effort to optimize the role of practicing artists, it is important for each school to contribute to it so that the management of the learning

process can run well and according to what the students want. This contribution from each school is one of the supporting factors for optimizing the role of artists in the classroom.

- **The Power of Musical Creation:** Learning music is very important in stimulating the development of someone's creativity, including students in elementary schools. Learning music is one way to activate one's creative and appreciative powers [18]. With creativity, music becomes complete music, not just a series of notes. With this creative power, students at Muhammadiyah Trini Elementary School can produce song sounds from *angklung* music and improve their ability to play *angklung* music. This increase in students' abilities is also proven by the many achievements won through the events and competitions they have participated in. One of them is that students can win competitions in Yogya Bay throughout Yogyakarta by placing second and third place see Fig. 3. The competition activities that students take part in are one of the efforts made by artists to optimize their role as practitioners at Trini Muhammadiyah Elementary School. When students' ability and creativity in playing *angklung* music increases, optimizing the role of artists as practitioners can also be said to be successful. Creativity is the ability a person has to express their ideas and imagination in the form of work that is different from those that have existed before [19]. Therefore, an artist's creativity is needed in carrying out musical exploration and to optimize his role as an artist. In extracurricular learning of *angklung* music at Muhammadiyah Trini Elementary School, students cannot follow the process of learning *angklung* music using conventional methods. It is a challenge for practicing artists to always come up with new innovations when providing *angklung* music learning materials. Optimization efforts were also made by practicing artists in learning *angklung* music at Muhammadiyah Trini Elementary School. First, practicing artists at Muhammadiyah Trini Elementary School created new creations that were not boring for students by providing different *angklung* music learning materials for each class meeting. Second, practicing artists at Muhammadiyah Elementary School apply the rote memorization method in extracurricular learning of *angklung* music. Students are asked to memorize the song notes that have been taught previously. In this activity, students are trained to memorize notations by arranging a song and are allowed to display their arrangement results through performances and *angklung* music competitions. This activity aims to train students' self-confidence to perform in front of others and increase the creative ability of *angklung* music for Muhammadiyah Trini Elementary School students.



Fig. 3. Yogya Bay Award 2nd place and 3rd place

- **Preservation of Traditional Music:** Preserving traditional art is an effort to maintain and care for traditions so that they are not lost [20]. The role of artists is very important in contributing to a work and its preservation in society, as is the role of *angklung* artists as practitioners who teach in schools. To optimize their role, practicing artists at Muhammadiyah Trini Elementary School always try to preserve *angklung* music so that

it does not disappear among its students. First, practicing artists try to foster a love of learning *angklung* music in students by creating a pleasant classroom atmosphere for students in the extracurricular learning process of *angklung* music and making students actively participate in various performance activities and music competitions. Various ways can be done to preserve culture, but the most important thing that must first be done is to foster awareness and a sense of ownership of that culture so that with a sense of ownership and love for one's own culture, people will be motivated to learn about it so that the culture will continue to exist because the heirs of the culture will continue to exist [21]. Second, in an effort to optimize their role as practicing artists who can maintain the preservation of *angklung* music, practicing artists also take part in an arts community, namely the Yogyakarta artifact art creation community. A community is a group of people who care about each other more than they should; in a community, there are close personal relationships between members [22]. By joining this arts community, practicing artists can bring students who take part in the *angklung* music extracurricular at Trini Muhammadiyah Elementary School to join in music competitions with various schools, giving students more in-depth experience and knowledge regarding *angklung* music. It is hoped that this experience and knowledge can also improve students' ability to play *angklung* music.

- **Involvement of Teachers as Companions for Teaching Artists:** The contribution made by teachers to accompany practicing artists during the extracurricular learning process of *Angklung* music is important for practicing artists. With the presence of a teacher, the extracurricular learning process for *angklung* music can run well and smoothly. According to one of the teachers at Trini Muhammadiyah Elementary School, in an effort to accompany practicing artists in teaching *angklung* music extracurricular activities, he has tried his best. As a companion to practicing artists, teachers act as facilitators for students who experience difficulties during the process of learning *angklung* music. In the extracurricular learning process of *angklung* music at Muhammadiyah Trini Elementary School, subject teachers made their contribution to helping practicing artists teach. Teachers accompany and assist *angklung* artists as practitioners when teaching extracurricular *angklung* music in class, especially when there are important activities such as competitions. Apart from that, teachers also help with teaching coordination and attendance. Teachers check students' activeness in taking part in extracurricular *angklung* music lessons and help provide information about the reasons for students' inactivity to practicing artists. With this, practicing artists will also be able to carry out self-evaluations, and by helping each other, efforts will be created to optimize the role of *angklung* artists as practitioners who teach extracurricular learning of *angklung* music.
- ***Angklung* Music Extracurricular Learning Materials:** In his duties as a practitioner, an artist must be able to convey *angklung* music learning material to students in a good, efficient, and effective manner. Learning materials are an important part of teaching implementation [23]. Through material, educators will find it easier to carry out learning, and students will be helped more and learn more easily. In delivering learning material, practicing artists at Muhammadiyah Trini Elementary School started from the basic concept of holding an *angklung* to creating song sounds from *angklung* music. For practicing artists, students' success in mastering *angklung* music and their ability to organize and perform *angklung* musical works of art is also their success in optimizing their role as a practitioner in the field of *angklung* music. The extracurricular learning material for *angklung* music at Muhammadiyah Trini Elementary School has been delivered well and is easily digested by students. Practicing artists deliver this extracurricular learning material on *Angklung* music in a fun, structured way and provide examples. However, in delivering *angklung* music material, practicing artists at Muhammadiyah Trini Elementary School have not delivered full *angklung* music learning material, especially material related to the main elements and elements of musical expression. Through students' understanding of musical elements such as rhythm, melody, harmony, form, and style of music, as well as expression as part of musical experience, instilling awareness of the need for music is very important for students' lives [24]. Therefore, practicing artists at Muhammadiyah Trini Elementary School need to



take action to convey this important material to students in the process of learning *angklung* music.

- *Angklung* Music Extracurricular Learning Objectives: Learning objectives are goals to be achieved after the learning material is delivered [25]. Learning objectives are basically expectations, namely what is expected from students as learning outcomes [26]. The aims of extracurricular learning of *angklung* music at Muhammadiyah Trini Elementary School are: (1) Development of knowledge and reasoning. With the presence of practicing artists in the extracurricular learning process of *angklung* music at Muhammadiyah Trini Elementary School, students can develop their knowledge and reasoning in playing *angklung* music. *Angklung* artists as practitioners, provide regular training and guidance to students in the extracurricular learning process of *angklung* music at Muhammadiyah Trini Elementary School. In the process of learning *angklung* music, students develop knowledge and conceptual understanding of how to play *it and* present it to the general public. The knowledge that students gain in the process of learning *angklung* music will certainly lead them to become interested in *angklung* music itself. The students' interest will help encourage them to continue to improve their quality in playing *angklung* music. In this case, artists try to act as educators who transfer their knowledge to students and try to dig deeper into students' reasoning about the art of *angklung* music. In terms of helping develop students' knowledge skills, practicing artists have been able to provide material related to *angklung* music, including material related to tones and codes in creating rhythm. Meanwhile, in terms of helping develop students' reasoning abilities, practicing artists apply the method of memorizing song notations during the extracurricular learning process of *angklung* music. This memorization method is able to encourage students' reasoning abilities regarding *angklung* music; (2) Skills development: Skills are activities that require practice or can be interpreted as implications of activities [27]. Students are expected to be able to improve their music-playing skills by having practicing artists as trainers in extracurricular learning of *angklung* music at Muhammadiyah Trini Elementary School. Apart from that, matching the development of students' skills with their talents and interests will generate enthusiasm for students in carrying out activities and provide stimulation for students to always develop in improving their abilities in the field of *angklung* music. Practicing artists give students the freedom to take part in extracurricular *angklung* music learning activities based on the students' interests and encouragement. Students who take part in the *Angklung* music extracurricular with self-motivation will certainly participate more actively in learning *Angklung* music. Efforts to optimize the role of *angklung* artists as practitioners who teach extracurricular *angklung* music at Muhammadiyah Trini Elementary School are certainly very important for both students and schools. The role of *angklung* artists as practitioners makes students even more enthusiastic in pursuing and taking part in extracurricular learning of *angklung* music. The role of *angklung* artists as practitioners also increases students' ability to play *angklung* music; (3) Attitude development; The aim of learning *angklung* music is not only to improve playing skills but also to develop quality attitudes in students. Learning *angklung* music is used as a means of developing multicultural attitudes in society in order to live a harmonious life [28]. With the presence of practicing artists at Muhammadiyah Trini Elementary School, students are expected to be able to develop their attitudes towards various types of music, especially *angklung* music. According to one of the practicing artists at Trini Muhammadiyah Elementary School, improving the quality of students' attitudes is part of the goal of extracurricular learning about *angklung* music that should not be ignored. Students with quality attitudes will enable them to blend into society and be accepted by society easily. In improving students' attitudes and quality in playing *angklung* music, artists always involve them in event programs in the community. Learning *angklung* music at school is very important, apart from preserving culture, it can also be interpreted as a part of life. The presence of practicing artists has had a positive impact on the continuity of extracurricular learning about *angklung* music at Muhammadiyah Trini Elementary School. Students who take part in *angklung* music extracurriculars are increasingly motivated to practice and improve their competence in the field of *angklung* music learning. Students' creative abilities in *angklung* music also continue to develop

and lead them to win various music championships during the process of learning angklung music with practicing artists.

#### 4. Conclusion

Based on the research and discussion presented, it can be concluded that *angklung* artists as teaching practitioners in extracurricular learning of *angklung* music at Muhammadiyah Trini Elementary School play an important role. With the role of *angklung* artists as practitioners in elementary schools, students are motivated to continue learning and practicing in extracurricular activities. Apart from that, students' abilities and skills in the field of *angklung* music are increasing with the presence of *angklung* artists as practitioners in the class. This research also found that in implementing efforts to optimize the role of *angklung* artists as practitioners who teach extracurricular learning of *angklung* music in elementary schools, artists carried out by participating in various webinars and participating in discussions with other *angklung* artists to obtain information regarding teaching methods that they could apply as learning innovation in the classroom. Teachers can also make other efforts by accompanying and assisting *angklung* artists as practitioners when teaching extracurricular *angklung* music in class.

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