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Drumband Extracurricular Activities as an Effort to Develop Cooperation and Early Childhood Discipline

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Abstract

This study aims to explore the role of drumband extracurricular activities in developing cooperation and discipline among early childhood children at RA Bani Adam Boyolali. The study was conducted because cooperation and discipline are important character values that should be developed from an early age through enjoyable and meaningful learning experiences. Previous studies mainly focused on motor development and musical abilities, while studies exploring the process of developing cooperation and discipline through drumband activities remain limited. This study employed a qualitative approach using a case study design. The participants consisted of the school principal, two teachers or drumband trainers, and 60 children participating in drumband extracurricular activities. Data were collected through interviews, observations, and documentation. Interviews were conducted with teachers and the principal, while observations focused on children's participation, discipline, and cooperation during practice sessions. The data were analyzed using data reduction, data display, and conclusion drawing techniques. Data validity was ensured through source and technique triangulation. The findings revealed that drumband extracurricular activities contributed significantly to the development of children's cooperation and discipline. Children demonstrated improved ability to coordinate with peers, follow instructions, obey rules, arrive on time, and take responsibility during practice sessions. In addition, drumband activities positively influenced children's confidence, communication skills, concentration, social-emotional development, creativity, and gross motor coordination. The implementation of habituation strategies and collaborative learning supported the development of positive character values among children. Drumband extracurricular activities can serve as an effective medium for character education in early childhood settings because they provide direct and meaningful collaborative experiences. The findings highlight the importance of integrating music-based extracurricular activities into early childhood character development programs. Future studies are recommended to investigate the long-term effects of drumband participation on children's character and social-emotional development.

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Introduction

Early childhood education plays a fundamental role in shaping children's character and social development. During this stage, children experience a golden age period in which cognitive, emotional, moral, and social abilities develop rapidly and require appropriate stimulation to achieve optimal growth (Nabil et al., 2024).. One of the essential character values that should be introduced from an early age is the ability to cooperate and maintain discipline, as these aspects strongly influence children's capacity to interact, adapt, and participate effectively within school and community environments. Character development in early childhood is not only fostered through formal classroom learning but can also be strengthened through enjoyable and meaningful extracurricular activities that align with children's developmental characteristics.

Extracurricular activities are widely recognized as an effective medium for developing children's interests, talents, creativity, and social competencies. In early childhood education institutions, one extracurricular activity frequently implemented is drumband. Drumband activities involve musical performance combined with coordinated movement and teamwork, allowing children to participate actively in collaborative learning experiences. Through drumband practice, children are encouraged to follow instructions, maintain rhythm and tempo, wait for their turn, and coordinate their actions with peers to produce harmonious musical performances. These activities indirectly train children to develop discipline, responsibility, cooperation, and self-control within a group setting.

The educational value of drumband activities has attracted increasing scholarly attention in early childhood education research. Previous studies have shown that drumband activities contribute positively to various aspects of child development. Research conducted by (Arifah, 2024) explained that drumband activities improve artistic development, gross motor skills, and children's social-emotional abilities because they involve movement coordination, concentration, and social interaction in group activities. Similarly, (Lirana et al., 2024) stated that drumband activities help shape children's discipline through routines such as arriving on time, obeying training rules, and taking responsibility for musical instruments used during practice sessions.

In addition, drumband activities are considered beneficial in fostering children's confidence and responsibility. Research by (Ridwanulloh & Aini, 2024) revealed that learning strategies implemented in drumband extracurricular programs can enhance children's self-confidence and sense of responsibility through routine practice and collaborative group work. Furthermore, (Sitanggang et al., 2024) explained that drumband activities support children's social-emotional, emotional, and physical development because children become accustomed to cooperating with peers and adjusting their performance to the rhythm of the group. These findings indicate that drumband is not merely a musical activity but also an educational medium that facilitates character formation and social learning among young children.

Despite the growing number of studies related to drumband activities in early childhood education, most previous research has primarily focused on motor development, musical intelligence, and discipline. Studies specifically exploring the role of drumband extracurricular activities in developing cooperation and discipline simultaneously remain limited. In addition, many previous studies employed quantitative approaches, which often focused more on measurable developmental outcomes rather than examining the detailed processes occurring during drumband activities (Lirana et al.,

2024). Consequently, there is still limited understanding regarding how cooperation and discipline are formed through interaction, habituation, communication, and collaborative experiences during drumband practice sessions.

Another important issue is that previous research has rarely explored the perspectives of teachers, trainers, school principals, and children regarding the implementation of drumband activities as a character-building medium. The strategies used by trainers to foster discipline and teamwork, children's responses during practice, behavioral changes that emerge throughout the learning process, and the evaluation of extracurricular implementation have not been comprehensively investigated (Istiana & Pamungkas, 2023). This condition demonstrates a research gap concerning the lack of qualitative studies that deeply examine drumband extracurricular activities as a medium for developing cooperation and discipline in early childhood education settings.

Based on these considerations, this study aims to explore comprehensively the role of drumband extracurricular activities in developing cooperation and discipline among young children through a descriptive qualitative approach. Unlike previous studies that focused primarily on learning outcomes, this research emphasizes the processes involved in character formation, including planning, implementation, trainer strategies, children's participation, behavioral changes, and evaluation of drumband activities. The novelty of this study lies in its in-depth exploration of how drumband activities function as a character education medium that integrates social interaction, discipline habituation, teamwork, and responsibility within enjoyable learning experiences for young children.

This study is important because cooperation and discipline are essential competencies that support children's future academic success and social adaptation. Drumband activities provide direct experiential learning opportunities in which children practice following rules, respecting others, maintaining group harmony, and working collaboratively toward shared goals. Children learn to arrive on time, follow the trainer's instructions, maintain performance coordination, and appreciate peers during practice sessions. These experiences become meaningful components of social learning because children acquire character values through engaging and developmentally appropriate activities.

Therefore, this study is expected to contribute theoretically and practically to the field of early childhood education by providing a deeper understanding of the implementation of drumband extracurricular activities as a medium for character development. The findings may also serve as a reference for teachers, school administrators, and early childhood education institutions in designing extracurricular programs that effectively support the development of cooperation and discipline in young children (Istiana & Pamungkas, 2023).

Methods

This study employed a qualitative approach with a case study design to explore comprehensively the implementation of drumband extracurricular activities in developing cooperation and discipline among early childhood children. The qualitative case study approach was chosen because it enables researchers to understand social phenomena naturally, contextually, and holistically according to actual conditions in the field. The research was conducted at RA Bani Adam Boyolali during the 2025 academic year. In this study, the researcher acted as the primary research instrument responsible for collecting, interpreting, and analyzing the data throughout the research process.

The research subjects consisted of the school principal, two teachers or drumband trainers, and 60 children who actively participated in drumband extracurricular activities. The school principal and teachers were selected as key informants because they were directly involved in planning, implementing, supervising, and evaluating the drumband program. Meanwhile, the participating children became the focus of observation related to the development of cooperation and discipline behaviors during practice activities. The presence of the researcher in the field aimed to observe interactions, learning processes, and behavioral changes occurring naturally during drumband activities.

Data collection techniques included interviews, observations, and documentation. Semi-structured interviews were conducted with the principal and two teachers/trainers to obtain information regarding the objectives of the drumband program, implementation strategies, character-building processes, challenges encountered during activities, and behavioral changes observed in children. Observations were conducted directly during drumband practice sessions using observation guidelines and field notes to record children's participation, discipline, cooperation, responsiveness to instructions, and interactions with peers. Documentation techniques were used to support the research findings through photographs, attendance lists, training schedules, and school activity reports related to drumband extracurricular activities. The research instruments consisted of interview guidelines, observation sheets, field notes, and documentation checklists developed according to the research objectives.

Data analysis was conducted using the qualitative data analysis model consisting of data reduction, data display, and conclusion drawing or verification (Imanina, 2025). In the data reduction stage, the researcher selected and categorized relevant data according to the focus of the study. The data were then presented descriptively to facilitate interpretation and understanding of the findings. Finally, conclusions were drawn based on patterns and themes identified during the analysis process. To ensure the credibility and trustworthiness of the findings, this study applied source triangulation and technique triangulation by comparing information obtained from interviews, observations, and documentation as well as from different informants involved in the study.

Result

1.1 Implementation of Drumband Extracurricular Activities at RA Bani Adam Boyolali

Based on interviews with the school principal, teachers, and children at RA Bani Adam Boyolali, the drumband extracurricular program was implemented systematically and continuously through scheduled training activities conducted twice a week. The program was designed in annual and semester plans that included learning objectives, training materials, and expected developmental outcomes. The implementation of drumband activities was not only intended to improve children's musical abilities but also to foster character development, particularly cooperation and discipline among early childhood children.

The training activities were conducted through several stages, including warming-up activities, introduction to musical instruments, rhythm exercises, marching coordination, and group performance practice. During the implementation process, teachers and trainers applied habituation methods and direct modeling to strengthen children's cooperative and disciplined behaviors. Children were encouraged to follow instructions, maintain group harmony, wait for turns, and complete their responsibilities according to the musical instruments they played. The learning atmosphere was designed

to be enjoyable and interactive so that children could actively participate throughout the activities.

The findings also showed that the school provided strong support for the implementation of drumband extracurricular activities through the availability of musical instruments, costumes, training schedules, and teacher assistance during practices. Teachers and trainers played important roles as facilitators and motivators in guiding children during practice sessions. In addition, parents also supported the program by encouraging children to participate consistently in extracurricular activities.



Figure 1. Children participating in drumband extracurricular practice activities under the guidance of teachers and trainers.

Table 1. Implementation of Drumband Extracurricular Activities

Aspects	Findings
Training schedule	Conducted twice a week regularly
Participants	60 early childhood children
Training stages	Warm-up, rhythm practice, instrument introduction, marching coordination, and group performance
Character values developed	Cooperation, discipline, responsibility, confidence
Teaching strategies	Habituation, direct instruction, modeling, and group practice
Supporting factors	School facilities, teacher assistance, parental support
Challenges	Limited trainers, inconsistent attendance, limited practice time

1.2 Development of Cooperation and Discipline Through Drumband Activities

Observation results indicated that children demonstrated high enthusiasm and active participation during drumband activities. The development of cooperation was reflected in children's ability to coordinate with peers, maintain rhythm consistency, help friends experiencing difficulties, and work together during group performances. Children gradually understood that successful performances depended not only on individual abilities but also on teamwork and group cohesiveness.

Discipline development was also clearly observed during training sessions. Children began to arrive on time, follow trainers' instructions, maintain musical

instruments responsibly, and obey practice rules consistently. The repetitive and structured nature of drumband training helped children internalize disciplined behaviors through habituation processes. Teachers stated that children became more orderly and responsible not only during extracurricular activities but also during classroom learning activities.

Besides cooperation and discipline, drumband activities contributed positively to other developmental aspects, including self-confidence, concentration, creativity, social-emotional development, communication skills, and gross motor coordination. Children appeared more confident when performing in front of audiences and showed improved interaction with peers and teachers. However, several challenges were still encountered during implementation, including the limited number of trainers and children's inconsistent attendance during practice sessions. To address these issues, the school involved additional teachers as training assistants and attempted to improve the effectiveness of practice management.



Figure 2. The development of cooperation and discipline among early childhood children during drumband group activities.

Table 2. Observed Developmental Outcomes in Children

Developmental Aspect	Observed Behaviors
Cooperation	Coordinating movements, helping peers, maintaining group harmony
Discipline	Arriving on time, obeying rules, following instructions
Responsibility	Taking care of instruments and completing assigned roles
Self-confidence	Performing confidently in public
Social-emotional skills	Controlling emotions and interacting positively
Concentration	Focusing on rhythm and trainer instructions
Gross motor skills	Coordinating hand and foot movements during performances

Discussion

The findings of this study indicate that drumband extracurricular activities play a significant role in developing cooperation and discipline among early childhood children. The implementation of group-based musical activities provided children with opportunities to learn social interaction naturally through collaborative experiences. These findings support previous research conducted by (Fadilah, 2025), which stated that music activities performed collectively can strengthen children's cooperation,

communication, and sense of togetherness. In this study, children learned to coordinate movements, maintain rhythm consistency, and support peers during practice sessions, demonstrating that social learning occurred continuously throughout the drumband activities. This finding is strengthened by research showing that cooperative activities can improve children's ability to interact socially, communicate effectively, and work together in achieving shared goals through active group participation (Nisa, 2023). Similar findings were also reported by Azizah et al (2023) who explained that collaborative and interactive learning activities can strengthen children's social character, communication skills, and cooperative behavior through meaningful participation in educational environments.

The development of discipline identified in this study also confirms the findings of previous studies emphasizing the role of habituation in character formation. Children became accustomed to arriving on time, obeying rules, following instructions, and taking responsibility for musical instruments through repetitive and structured training activities. These findings are consistent with the study by (Lirana et al., 2024) which explained that drumband activities contribute to discipline development because children are required to follow rules and maintain orderly participation during musical performances. The habituation process applied during extracurricular activities allowed children to internalize disciplined behaviors gradually and apply them in broader school contexts. In addition, previous studies explained that continuous stimulation and structured social activities can strengthen children's discipline, responsibility, and adaptive behavior within educational environments (Rahmawati et al., 2023).

In addition to cooperation and discipline, this study found that drumband activities positively influenced children's social-emotional development, confidence, communication abilities, concentration, creativity, and motor coordination. Children demonstrated increased confidence when performing publicly and became more capable of interacting positively with peers and teachers. These findings strengthen previous studies by (Ridwanulloh & Aini, 2024) and (Wijayanti et al., 2025), which revealed that extracurricular art activities can foster children's confidence and social interaction skills. Furthermore, drumband activities required simultaneous coordination of body movement, rhythm, and concentration, supporting the development of gross motor skills and attention abilities among children.

From a broader educational perspective, drumband activities can be interpreted as a form of experiential learning in which children acquire character values through direct participation in meaningful and enjoyable group activities. The collaborative nature of drumband practices allows children to experience responsibility, mutual respect, emotional control, and teamwork in authentic social situations. This finding aligns with social learning theories emphasizing that children develop character through interaction, imitation, habituation, and repeated social experiences within supportive environments. Therefore, drumband extracurricular programs may serve as an effective alternative for character education in early childhood settings.

Despite the positive findings, this study also identified several implementation challenges, including limited trainers, time constraints, and inconsistent attendance among some children. These obstacles occasionally reduced the effectiveness of practice sessions, particularly during preparation for performances or competitions. Nevertheless, the school attempted to overcome these limitations by involving teachers as assistant trainers and improving coordination during activities. Future studies are recommended to explore the long-term impact of drumband participation on children's character

development using broader samples and mixed-method approaches. Further research may also investigate parental involvement and the integration of musical extracurricular activities with classroom-based character education programs in early childhood institutions.

Conclusion

Based on the findings of this study, it can be concluded that drumband extracurricular activities at RA Bani Adam Boyolali play an important role in developing cooperation and discipline among early childhood children. Through routine group practices, children learn to coordinate with peers, maintain group cohesiveness, follow instructions, obey rules, and take responsibility for their respective roles during musical performances. The habituation process implemented during drumband activities gradually strengthens disciplined behavior, social interaction skills, and collaborative attitudes among children. In addition to fostering cooperation and discipline, drumband activities also contribute positively to children's confidence, social-emotional development, concentration, communication abilities, creativity, responsibility, and gross motor coordination.

The findings indicate that drumband extracurricular activities can serve as an effective medium for character education in early childhood settings because children gain direct and meaningful learning experiences through enjoyable group activities. The success of the program is strongly supported by the involvement of schools, teachers, trainers, and parents through the provision of facilities, guidance, motivation, and continuous assistance during training activities. Therefore, early childhood education institutions are recommended to optimize extracurricular programs, particularly music-based collaborative activities such as drumband, as part of comprehensive character development strategies for young children.

Practically, the findings of this study may be applied by teachers and early childhood education institutions in designing extracurricular programs that integrate character education with active and enjoyable learning experiences. Teachers may implement habituation strategies, collaborative learning approaches, and structured group activities to strengthen children's discipline and cooperation in daily school practices. Furthermore, schools may improve the effectiveness of extracurricular implementation by increasing trainer availability, strengthening parental involvement, and providing adequate learning facilities to support children's participation and development.

Despite its contributions, this study has several limitations, particularly regarding the scope of participants and the use of a qualitative case study approach conducted in a single institution. Therefore, future research is recommended to involve broader samples from different early childhood education institutions and apply mixed-method or longitudinal approaches to examine the long-term effects of drumband participation on children's character development. Future studies may also explore the integration of extracurricular music programs with classroom-based learning and investigate the role of parental involvement in strengthening children's cooperation, discipline, and social-emotional development.

Declarations

Author contribution statement

Alifah Ayu Hertiningrum contributed to the conceptualization of the study, data collection, data analysis, and manuscript drafting. Serly Herlina Amanda contributed to conducting interviews, observation activities, and data interpretation. Dian Nur Fitria contributed to literature review analysis, documentation collection, and manuscript editing. Kurnia Kanahaya Maghfiroh contributed to data validation, organization of research findings, and preparation of tables and research documentation. Annafi' Nurul 'Ilmi Azizah contributed to research supervision, methodology development, critical revision of the manuscript, and final approval of the article for publication. All authors have read and approved the final version of the manuscript.

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Data availability statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. The data consist of interview transcripts, observation notes, and supporting documentation collected during the research process at RA Bani Adam Boyolali. Due to ethical considerations and participant confidentiality, the data are not publicly available.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Additional information

Additional information in a narrative form.

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