



Instilling the Character of Responsibility and Confidence Through Students Elementary Drumband Extracurriculars

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Abstract. The purpose this paper to examine the inculcation the character of responsibility and self-confidence through drumband extracurriculars in elementary schools. This type of research is a descriptive research with qualitative approach. The research subjects were 5 participants, consisting of the principal, one class teacher, one drumband extracurricular coach, one drum band trainer and one drum band member. The object of research is related to the inculcation of the character of responsibility and self-confidence through drumband extracurricular at MI Muhammadiyah Paseban. Data collection techniques using observation, interviews and documentation. Data validity technique uses source triangulation techniques. Data analysis techniques using Miles & Huberman analysis consist of data reduction, data presentation and conclusion drawing. Research results (a) MI Muhammadiyah Paseban drumband extracurricular activities have 3 stages, through planning, implementation and evaluation. (b) Efforts inculcate the character responsibility through drumband extracurriculars include being responsible with tools, with time, and in bringing drumband games. Furthermore, cultivation self-confidence is in the process of practicing, leading the drumband for the mayor and carnival or drumband performances. (c) Benefits inculcating character of responsibility and self-confidence through drumband extracurriculars can be applied the learning process at school and outside school. (d) Supporting and inhibiting factors in drumband extracurricular. Inculcating character responsibility and self-confidence through drumband extracurricular can help students in developing character of responsibility and confidence for their personality the future. The integration the character values of responsibility and self-confidence can help students in academic and non-academic processes.

Keywords: Character · Responsibility · Confidence · Drumband Extracurricular

1 Introduction

The character of responsibility and self-confidence is very necessary for every individual, but in practice students tend to underestimate the character of responsibility and self-confidence. As stated by the Ministry of National Education that the character development of the nation's children is currently the focus in the field of education, especially

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in Indonesia, [1]. Characters that are instilled in students as early as possible can have a positive impact on their behavior and personality in the future. Character education is an effort to instill or shape individual intelligence in terms of thinking, appreciation in the form of attitudes and the practice of behavior according to noble values that make identity or identity manifested through interactions with God, oneself, others and also the environment [2]. Schools have a strategic position in carrying out character education, education is the main aspect in planting character values [3].

Instilling character values in students is able to make them as superior human resources as the nation's next generation. The purpose of character education is to develop and shape the ability of students to sort out good and bad decisions, maintain good values and realize goodness in life wholeheartedly, oriented to science and technology as a whole by faith and piety to God Almighty which is based on the ideology of Pancasila [4–7]. As with the direction and purpose of character education, there are various kinds of characters that need to be realized in education, including the character of self-confidence [8, 9] and the character of responsibility [10]. There are 18 character values developed at every level of education according to the Ministry of Education and Culture, related to the movement to strengthen character education where these values are crystallized into 5 main characters, namely religious, integrity, independent, nationalist and mutual cooperation. Religious character, including respect for differences, firm stance, orderly, friendship and self-confidence, [11–13]. Furthermore, the sub-values of integrity character include anti-corruption, fairness, honesty and responsibility [14].

So far, the character of responsibility and self-confidence has faded to students. In the world of education, there is a lot of discussion about character education, by showing the fact that the character of the nation in the era of globalization has experienced a very sharp decline [15]. In the education system, the affective aspect still gets less attention [16]. In line with the opinion Fellasufah (2016) some of the problems found by school teachers include students who like to violate the rules seen from the lack of responsibility in carrying out the tasks given by the teacher [17]. In addition, the low self-confidence of students is marked by a lack of awareness of socializing with their environment, both in the school environment and outside the school. The lack of self-confidence in students is marked by hesitation when expressing opinions in front of the class, being silent when the teacher is appointed to come to the front of the class and not daring to ask questions related to material that has not been understood to the teacher [18]. This study carefully analyzes how to instill the character of responsibility and self-confidence in students through extracurricular activities outside conventional learning hours, specifically through drumband extracurricular activities in elementary schools. Responsibility is the attitude and behavior of individuals in fulfilling their duties and obligations towards themselves and other individuals in their environment [7]. When a person is able to balance responsibilities including his rights and obligations, it can have an impact on his confident character.

Self-confidence is an important aspect for every individual, with self-confidence in a person, he is able to have an impact on every activity and decision-making process in his life. In line with the statement Saban & Saban (2022) self-confidence in individuals is very important in the process of making decisions independently without influence from other parties [19]. Self-confidence is an aspect of personality that is important

for every individual [20]. Self-confidence is an individual's belief about his ability to overcome various situations, challenges without relying on other individuals responsibly through a sense of comfort for himself and other individuals' judgments related to their performance [21–23]. Over time, extracurricular acts as a means of inculcating student character. Extracurricular is considered as one of the right activities to facilitate the cultivation of character education in schools [24]. Potential extracurricular activities are carried out in the context of character building and improving the academic quality of students, one of which is through drumband extracurricular activities, [25]. Previously, research was conducted by Rakhmansyah (2018) on the development of student character through drum band extracurriculars at Tanjungtirta 1 state elementary school in Sleman, then it was concluded that drumband extracurricular activities are one of the activities in developing student character, which can increase self-confidence [1]. In addition, research by Alfinanda & Florean (2020) on identifying the value of character education in the implementation of drumband extracurricular activities shows that there is a character value of responsibility in the drumband extracurricular [4]. However, there are no researchers who have investigated the cultivation of the character of responsibility and self-confidence through the drumband extracurricular of elementary school students. This tendency is the background of the need for research on inculcating the character of responsibility and confidence in students through drumband extracurriculars.

Drumband is a group of students who play song arrangements using various combinations of musical instruments together and in tandem, the appearance of a drumband is a combination of musical playing and line-up choreography from the players, [4]. This extracurricular cannot be done individually, but requires collaboration between groups to produce a work. A more in-depth analysis, in line with the above perspective, is needed to study and find out how to instill the character of responsibility and self-confidence through drumband extracurriculars at school. Therefore, the purpose of this paper is to examine the inculcation of the character of responsibility and self-confidence through drumband extracurriculars in elementary schools. In this paper, the discussion focuses on four domains; how to implement drumband extracurriculars in elementary schools, efforts to instill the character of responsibility and confidence through drumband extracurriculars, the benefits of character responsibility and confidence in students through drumband extracurriculars as well as supporting and inhibiting factors of inculcating the character of responsibility and confidence through drumband extracurriculars.

The integration of drumband extracurriculars in schools is able to facilitate students to hone and develop their potential and skills related to the character of responsibility and self-confidence. Through this activity, children are indirectly able to show their responsibility in the training process, are responsible for bringing games and are responsible for training time. In addition, students are able to show their confidence when the carnival or performance is shown as the culmination of the exercise. This paper is based on the argument that the implementation and integration of drumband extracurriculars in elementary schools is able to instill the character of responsibility and self-confidence in students. In addition, the application of inculcating the character values of responsibility and confidence in students in drumband extracurricular activities can be integrated in

teaching and learning activities and can help students achieve success in academic and non-academic activities.

2 Method

This type of research is a descriptive research with a qualitative approach. The aim of the researcher is to describe in detail about inculcating the character of responsibility and self-confidence through drumband extracurriculars in students at MI Muhammadiyah Paseban. The research was conducted at MI Muhammadiyah Paseban which is located at Kebondalem, Paseban, Kec. Bayat, Klaten Regency, Central Java. The selection of the research location was chosen because the drumband extracurricular at MI Muhammadiyah Paseban is an extracurricular that students are interested in and has won first place in the Klaten sub-district and several competitions from Gunung Kidul sub-district and brought champions for the majoret or gitapati category. In addition, they often conduct carnivals to commemorate religious and national holidays (Table 1).

The subjects of this study were 5 participants, consisting of the principal, one class teacher, one drum band extracurricular coach, one drum band trainer and one drum band member. While the object of this research is related to the inculcation of the character of responsibility and self-confidence through drumband extracurricular at MI Muhammadiyah Paseban. The data in this study are qualitative data obtained through interviews, observation and documentation. The research instruments in this study were interview guidelines, observation guidelines and documentation. Interview guidelines were used by researchers when conducting interviews with school principals, classroom teachers, drumband extracurricular teachers, trainers and one member of the drumband. Observation guidelines are used to obtain data during direct observation activities. Documentation in this study is the entire photo of research activities.

Data collection techniques in this study using observation, interviews and documentation. Interviews were conducted with the researcher asking questions and then recording the information provided by the participants. Observations made by researchers are participatory observations where researchers are directly involved in the activities being observed or as a source of research data. The documentation in this study is in the form of pictures of data collection activities in the field. The data validity technique used in this study uses a source triangulation technique. The data analysis technique uses the Miles & Huberman data analysis includes data reduction, data presentation, and drawing conclusions.

Table 1. Research Informant Data

Informant	Total
Students	5
Parents	5
Teacher	2
Total	12

3 Results

Drumband extracurricular is an extracurricular that students at MI Muhammadiyah Paseban are interested in. Drum band members at this school consist of high grades, namely grades four, five and six. In the implementation of extracurricular drum band at MI Muhammadiyah Paseban consists of three grooves or stages. The first begins with the planning, implementation and evaluation stages. All parties including school principals, teachers in charge of drum band extracurriculars, trainers and members of drum band extracurriculars took part and contributed to the implementation of this extracurricular. The school and the trainer cooperate in the procurement of drum band equipment to support extracurricular activities. The drum band tool is a tool that was lent by the trainer to facilitate children in practicing drum band. Details of the drum band instrument are presented in accordance with Table 2.

With the drumband extracurricular, students are able to instill the character of responsibility and self-confidence through activities in this extracurricular. The character values of responsibility that are instilled in students through drumband extracurriculars include being responsible with tools, with time and being responsible for bringing the game. Furthermore, from the aspect of self-confidence, it includes the practice process, leading the drumband for the mayor and carnival or drumband performances.

The benefits of inculcating the character of responsibility and self-confidence through drumband extracurriculars in students can be integrated in school and outside of school. According to the results of interviews with school principals and fifth grade teachers, information was obtained that students who took drumband extracurricular activities had significant developments regarding the character of responsibility and self-confidence. The character of responsibility in school is to complete and submit assignments on time, this is in line with the interview excerpts obtained from the fifth grade teacher participants as follows:

“Alhamdulillah, most of the drumband participants are on time in collecting assignments”-Intan sejati,40 years old.

While at home, children are responsible for the tasks given by their parents. This statement is in accordance with excerpts from interviews conducted with school principals as follows:

Table 2. Details of MI Muhammadiyah Paseban Drumband Musical Instruments

Drumband Equipment	Amount
Snare Drum	16
Trio Tom	3
Bass Drum	4
Marchingbell	4
Cymbal	2
Majorette stick	3

“When a child is given the responsibility of his parents at home, for example, he is told to take care of his younger brother or is he very responsible.” -tugiyem, 54 years old.

Furthermore, in the self-confidence character, students who initially did not dare to answer the teacher’s questions have started to be brave in answering, there was an increase for children who were originally quiet to be active in class, and children who were originally shy became brave in positive things. This is in accordance with the interview excerpts obtained from the fifth grade teacher participants as follows:

“To be confident, it looks like there is an improvement. So dare to appear and there is an increase if previously it was probably relatively passive, it has started to dare to answer, dare to go forward even though of course we are motivated. But most of the participants in this drumband are confident that they have started to be brave, for example, they dare to answer to the front of the class.” – intan sejati, 40 years old.

In instilling the character of responsibility and self-confidence through drumband extracurriculars, of course, there are supporting and inhibiting factors. Supporting and inhibiting factors in inculcating the character of responsibility and self-confidence can come from within the individual or outside the individual concerned.

4 Discussion

4.1 Implementation of Extracurricular MI Muhammadiyah Paseban Drumband

The process of implementing drumband extracurriculars should not be careless but must have clear directions and goals and be able to develop students’ affective aspects, [26]. So that extracurricular activities can run smoothly and help instill character values in students, including the character of responsibility and self-confidence. At the planning stage, it includes organizing drumband extracurriculars, determining training schedules, and coordinating with drumband trainers. The organization of the drumband extracurricular is carried out by the principal and the teacher in charge of the drumband extracurricular. This drumband extracurricular activity started in 2017 before the COVID-19 pandemic. With the Covid-19 pandemic which requires students to study at home, this extracurricular is also temporarily suspended. The new drumband extracurricular training activities began in this year’s new learning, namely the 2022/2023 school year, following the government’s policy that the teaching and learning process may be carried out face-to-face in schools. The determination of the drumband extracurricular training schedule is coordinated according to the time the trainer has to teach. Furthermore, the coordination carried out with the drumband trainer is usually regarding the type of song arrangement that will be performed by the drumband members according to the theme. For example, when attending a carnival or carnival about national holidays, the songs that are sung are nationalistic. Coordination with this trainer also includes the procurement of drum band equipment in extracurricular activities. In drumband extracurricular at MI Muhammadiyah Paseban, the trainer provides a drumband tool that is used for children to practice and perform.

The next stage is the implementation of drumband extracurricular activities at MI Muhammadiyah Paseban once a week on Wednesdays at 13.00–15.00 PM. For members who take drumband extracurriculars, after school they usually do the dhuhur prayer in congregation and then rest while waiting for the coach to come. This extracurricular has adequate tools in carrying out drumband activities. In drumband extracurricular activities there are introduction, core and closing. Usually before starting the exercise, the trainer instructs the students to prepare their respective tools. Followed by praying and the teacher in charge of extracurricular doing attendance to members. After that, the trainer groups the members according to their respective equipment divisions to warm up, including physical warming up and warming up the equipment by repeating the previous song material and continuing with the delivery of the song material that will be sung next by the trainer. Preparations made before the activity are the initial part that cannot be separated from drum band extracurricular activities so that they must be carried out so that drumband extracurricular activities run optimally [5]. The core activity is that trainers and members develop new materials so that they become harmonious works and the occurrence of success in the drum band extracurricular learning process. The trainer provides examples of beats, accuracy of notes for songs and time patterns or instincts to hit the instrument for drum band members according to their respective divisions. Continued until there is continuity between the music and the beats produced by the members of the drum band. After the activity is finished, it is closed by praying together and the trainer conveys the strengthening of the exercises that have been done.

Finally, evaluation activities are carried out when performing performances both in the context of welcoming religious holidays and national holidays. Evaluation is given after every practice, the drum band trainer provides reflection and motivation to members to continue practicing so that the songs that are sung are maximal. Evaluation is very helpful in the development process towards a better direction for the drum band towards brilliant achievements [27]. The trainer also provides justification for members who are still wrong in playing their instruments, by providing assistance during training and providing material for members to study at home. Not infrequently for members of a drum band who are not yet fluent in playing their instruments, they bring their instruments home to practice independently until they can master it. Furthermore, for the members of the drum band as a whole they are given the task of studying the songs that will be sung at the next meeting, so that in the next meeting the members of the drum band already have knowledge about the songs that will be sung.

4.2 Efforts to Instill the Character of Responsibility and Confidence through Drumband Extracurriculars

The drum band extracurricular which was held at MI Muhammadiyah Paseban in its implementation included efforts to instill the character of responsibility and confidence in students. Drum band activities are able to develop and support children's development including elements of discipline, creativity, leadership, courage, responsibility and self-confidence, Djohan in [28].

Inculcating the character of responsibility through extracurricular drumband, the first is that members are trained to be responsible with their tools. For example, a child who holds a snare drum must be responsible for maintaining the instrument as well as

possible so that his drumband playing is maximal. Indirectly, children are able to treat their tools well. In extracurricular drumband tools and players are very important and related. If a good tool does not have an individual who plays it then it will not function as it should. Likewise with individuals who cannot be responsible for the drumband instrument they hold, in the performance there is no harmony between the instrument and the individual playing it. This is in line with the opinion Ismayanti & Paksi (2019) that drumband extracurricular members are trained to be careful in using drumband tools and are required to use drumband tools according to their respective divisions [24]. This is done to prevent damage to the drumband equipment and aims to instill a character of responsibility in the extracurricular members of the drumband. Some of the drumband tools are stored in the principal's room, while when going to practice the trainer provides some tools that are felt to be lacking. Before the exercise was done, the trainer asked the members of the drum band to pick up their instruments according to their respective equipment divisions. This is in line with the opinion Alfinanda & Florean (2020), that members who take drumband extracurriculars when they are about to start practicing all take and return the tools they hold neatly [4]. Drumband extracurricular members are well aware of this habit. When taking the drumband, the students did not jostle and they took their respective instruments in an orderly manner. Likewise, when the rehearsal is over, they return the drum band in an orderly manner and are grouped with their respective instrument divisions. For example, snare drums are grouped with snare drums, cymbals are grouped with cymbals.

Second, the members of the drum band are trained to be responsible with practice time. Character building can occur with the help of environmental factors through various strategies including intervention, habituation, reinforcement and example, [14]. In this case the drum band coach set an example by arriving on time when practice was about to begin. Even the coach was at school 10 min before practice started, this also created a sense of responsibility to respect and commit to drumband extracurricular practice time. In addition, the teacher in charge of extracurricular also accompanies the drum band members during the practice process from beginning to end.

Third, be responsible for bringing the game. Both in the training process and in staging students are expected to be serious in learning the musical arrangements that are performed. This includes learning the notation of the song and the tempo of the beat as directed by the coach. The trainer will introduce musical notation to each division of musical instruments through the explanation given. In addition, the trainer also provides notes on the notation of the songs that are sung so that it can make it easier for drum band members to learn it. The explanation given by the trainer in delivering the material includes the lecture method. The lecture method used in the drumband learning process is the method used by the trainer to explain the material in detail and in depth related to the material and how to play the drumband instrument [26]. The trainer patiently accompanies and guides the members of the drum band so that they are able to bring the song arrangements that are being studied. When a child has difficulty memorizing song notation, the trainer will swiftly assist the child in learning it. The assistance provided by the trainer is by providing examples of how and precisely to hit the drumband according to the notation. In this case, the child is not ashamed to ask when he has difficulty, so the trainer is able to quickly identify which child has difficulty and needs help. With

this, it is able to form a sense of responsibility for the members of the drumband, one of which is in memorizing the musical notation that is sung. Children have realized how important a sense of responsibility is so they practice seriously so that musical arrangements can be performed well. Furthermore, when the members of the drumband are deemed capable of learning the notation and tempo of beats, the trainer will unite all divisions of the drumband instrument and bring the musical arrangements together. In line with the opinion Safitri et al. (2021) that when each division of the drumband instrument is able to practice the musical notation and the specified tempo, then the trainer will unite all the divisions of the instrument into a unit by forming a lineup and bringing the composition of the songs learned [5].

Furthermore, the effort to cultivate a confident character through the first drumband extracurricular is through the training process. Routine training once a week on Wednesdays is carried out in the MI Muhammadiyah Paseban school yard. During the practice, accompanying teachers and trainers accompany the drumband practice process. In fact, not infrequently, community members who are in the school environment see the appearance of the children during the training process. This can have an impact on the psychological development of children, where children are trained to believe in their own abilities to show their best. When a child is deemed to need support during practice, the drumband extracurricular assistant teacher will provide enthusiasm and motivation so that the child does not lose his confidence in playing the drumband instrument. Confidence is able to create a sense of security seen in the behavior and attitude of individuals who are calm, not easily nervous, do not hesitate in making decisions and are able to be assertive [29]. The practice process that is routinely carried out will become a provision for the members of the drum band during performances, where the nervousness and lack of confidence in playing the instrument is not visible because they are used to it.

The second is, leading the drum band for the mayor or gitapati. A drumband is incomplete if there is no majoret as the leader and line guide in performing musical arrangements. The mayor is in charge of signaling the start of the music, the changing of the music, the ending of the music and arranging the ranks of the members. In addition, the majors also wore different costumes with the members in general equipped with make-up that was able to support their appearance. So that the child who acts as a major must have a high self-confidence character. The instilling of a confident character is also given by the teacher in charge of extracurricular activities by providing motivation so that children are not embarrassed when they look attractive as a major. Individuals who have high self-confidence are able to think positively and believe in their own abilities [20]. Instilling a confident character is important, because self-confidence is an aspect that affects the personality of students [30]. The skill in playing the majoret stick is also the main attraction in the drumband game, therefore the majoret is in charge of giving the signal to the other members using the majoret stick and being in the front row.

Third, namely staging or carnival. The drumband performance is an event that displays the performance of the members of the drumband in presenting musical arrangements. One way to instill a confident character in children is to present children in front of a large audience [31]. In the extracurricular MI Muhammadiyah Paseban drumband, they often hold carnivals to enliven religious holidays and national holidays which are witnessed by the surrounding community. Religious holidays such as the Islamic New

Year, the birthday of the prophet and participating in the opening of the Muhammadiyah congress. In addition, the national holiday carnival includes Indonesian independence day, the magic of Pancasila and the youth oath. The achievements of the MI Muhammadiyah Paseban drumband include having won first place in a drumband competition between sub-districts in Klaten district including Bayat, Cawas, Trucuk and several other sub-districts from Gunung Kidul Regency in 2018. This was able to increase the confidence of the next generation of extracurricular members of the drumband. During the performance, the members of the drum band wear the uniforms provided by the school. Drumband uniforms are used at certain times, for example staging events outside of school [6]. The existence of a drumband uniform can support students' confidence in staging.

4.3 Benefits of Cultivating the Character of Responsibility and Confidence for Drumband Extracurricular Members

The benefits of the character of responsibility and confidence in students through drumband extracurriculars are able to be integrated in the learning process at school and outside of school. Aspects of responsibility shown by students in the learning process are completing and collecting assignments on time. So that there is a change in student attitudes regarding the character of responsibility as a learner. Drumband learning is able to change patterns and habits in learning because students who used to do work not seriously can change these habits for the better [32]. Furthermore, the aspect of responsibility shown by students when outside of school is being able to carry out the tasks given by their parents well. Furthermore, the benefits of the confident character shown by students through drumband extracurriculars include students who initially did not dare to answer the teacher's questions, have started to dare to answer, there was an increase for children who were originally quiet to be active in class, children who were originally shy became brave in positive terms. First, students who initially did not dare to answer the teacher's questions have started to dare, this is certainly able to have an impact on the learning process. This is able to improve learning achievement for the students themselves. Second, there was an increase for children who were originally quiet to be active in class. The activity shown by students is showing a positive direction towards their learning interest. The activeness of the students themselves can be proven by their willingness to observe, ask questions, get information and be brave in solving problems [33]. Third, the child who was originally shy becomes courageous in a positive way. The courage shown by students in the learning process is the courage to ask questions related to material that is not understood by the teacher. With the courage to ask questions, it can help students understand the learning material.

4.4 Supporting and Inhibiting Factors Cultivating the Character of Responsibility and Confidence Through Drumband Extracurriculars

In instilling character in students through drum band extracurriculars, it is inseparable from the factors that support and inhibit various parties [24]. Supporting factors are factors that influence success in drum band extracurricular activities. Among them are the enthusiasm of the children and the trainers in drum band extracurricular activities and

the well-established cooperation between the school principal, the teacher in charge and the drum band extracurricular trainer. While the inhibiting factor is a factor that becomes a barrier in the implementation of character cultivation through drum band extracurriculars. The inhibiting factors include the lack of trainers in drum band extracurriculars so the school must find additional trainers so that drum band extracurriculars can run as expected. Furthermore, on the part of the members of the drum band, sometimes in practice there are members who do not enter due to illness, sudden needs and weather factors such as rain. The inhibiting factors in this extracurricular must be minimized so that drum band extracurricular activities can run effectively and efficiently in order to achieve the expected goals.

5 Conclusion

Character is an important aspect for every individual, including the character of responsibility and self-confidence. Cultivating the character of responsibility and self-confidence requires the attention of all related parties, in this case the school. In planting the character of responsibility and self-confidence, one of them can be done through integration in school extracurricular activities, one of which can be through drumband extracurricular activities. Drumband extracurricular activities carried out at MI Muhammadiyah Paseban consist of 3 stages, through planning, implementation and evaluation. Efforts to instill the character of responsibility through drumband extracurriculars to students, namely being responsible with the tools, with the time and in bringing the drumband game. Furthermore, efforts to instill a confident character through drumband extracurriculars to students are in the process of routine training once a week, leading the drumband for the mayor or gitapati and in carnivals or drumband performances which are the culmination of the exercises carried out.

The implications of inculcating the character of responsibility and self-confidence can be applied by students in teaching and learning activities at school and outside school. The character of responsibility shown by students in the learning process is completing and collecting assignments on time. While the character of responsibility shown by students at home is being responsible for the tasks given by their parents. Furthermore, in the self-confidence character, students who initially did not dare to answer the teacher's questions have started to be brave in answering, there was an increase for children who were originally quiet to be active in class, and children who were originally shy became brave in positive things. In instilling the character of responsibility and self-confidence through extracurricular drumband also has supporting and inhibiting factors. Supporting factors include the enthusiasm of the children and the trainers in drumband extracurricular activities and the well-established cooperation between the school principal, the teacher in charge and the drumband extracurricular trainer. Furthermore, the inhibiting factors include the lack of trainers in extracurricular drumband and sometimes members of the drumband during training who are absent due to illness, sudden needs and weather factors such as rain.

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