Extracurricular Training for *Karawitan* Arts in State Senior High School 15 Surabaya

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Abstract. This research was conducted to examine the *Karawitan* art training program at Senior High School 15 Surabaya. The results showed that *Karawitan* art training at Senior High School 15 Surabaya can provide benefits for students in improving their traditional cultural *Karawitan* art skills. The study also found that several factors influenced the success of the training program, including the quality of instructors and teaching methods, music facilities and equipment, *Karawitan* art performance and presentation programs, and active community involvement in the development and preservation of traditional *Karawitan* cultural arts. Based on these findings, several recommendations have been proposed, including improving the quality of instructors and teaching methods, upgrading music facilities and equipment, improving *Karawitan* art performance and presentation programs to the community, and active community involvement in the development and preservation of traditional *Karawitan* cultural arts. It is hoped that these recommendations will help develop and preserve traditional *Karawitan* cultural arts at Senior High School 15 Surabaya and provide benefits for students and the wider community.

Keywords: *Karawitan* art, training program, extracurricular.

1   Introduction

Education is not only limited to the teaching and learning process in the classroom but also involves activities outside the classroom known as extracurricular activities. Extracurricular activities are additional activities outside the program structure, carried out outside of class hours which aim to enrich and broaden students' knowledge and skills, therefore extracurricular activities have an important role in the process of implementing education in relation to broadening students' insights and skills [3].

Extracurricular activities are activities held outside of school hours designed to develop students' interests, talents, skills, and knowledge beyond the set curriculum. Extracurricular activities cover a wide variety of activities, such as sports, art, music, languages , and more. Through extracurricular activities, students can develop their potential holistically and find interests and talents that have not been explored before. Therefore, extracurriculars become an integral part of student education and development. Through music, many benefits are obtained. There are many positive values that can shape student morale when studying music. These values contain a

message in the form of honesty, psychology, unity, justice, mutual cooperation, patriotism, and so on [1].

Based on the opinion of Thompson and Graham, Music affects emotions, mind, behavior, and body. This allows music to be used in many different ways in everyday life, from entertainment and relaxation, to enhance performance in sports and studies, to improve social relationships and communication, and even aid in recovery from trauma and mental illness [11]. This opinion explains the various benefits that can be obtained from music in everyday life. Music can affect emotions, thoughts, behavior, and the body so it can be used for entertainment, relaxation, increased performance, increased social relations and communication, and assisted in recovery from trauma and mental illness. In the context of music psychology, this quote shows that music has an important role in influencing various aspects of human life and can be used as a therapeutic tool.

Salimpoor and Zatorre [9] also found that when people listen to music they like, there is increased activity in the brain's reward pathways, which can lead to feelings of pleasure. However, in addition to this, there is also a complex involvement of learning, memory, and brain systems. Emotions in the brain work together to create a pleasant and satisfying music listening experience. These findings shed light on the neurological mechanisms involved in the pleasurable and satisfying experience of listening to music. Activity in the brain's reward pathways, which are involved in the experience of pleasure, increases when people listen to music they like. In addition, there is also the involvement of learning, memory, and emotional systems in the brain that work together to create a pleasant and satisfying music-listening experience. In the context of music psychology, this quote shows how the human brain responds to music and results in a pleasant and satisfying music-listening experience.

The government has set rules regarding the implementation of extracurricular activities in schools. These regulations are regulated in Government Regulation Number 19 of 2005 concerning National Education Standards. In this regulation, it is explained that schools must organize extracurricular activities as a form of personality development for students. Extracurricular activities must be adapted to the interests and talents of students and the educational interests set by the school. In addition, extracurricular activities should also be directed at developing students' skills and knowledge, as well as expanding students' insights and experiences outside the classroom environment. Extracurricular activities must be supervised by a supervising teacher and adapted to the curriculum set by the school.

Government Regulation Number 19 of 2005 also emphasizes the importance of developing culture and arts in schools. Therefore, extracurricular activities based on arts and culture must be supported and developed in every school. Art and cultural activities, such as dance, music, and theatre can help students develop creativity, empathy, and good communication skills. To comply with these regulations, State Senior High School 15 Surabaya organizes musical arts extracurricular activities. Research on the implementation of musical arts extracurricular activities at State Senior High School 15 Surabaya can provide an overview of the effectiveness of the implementation of these extracurricular activities and provide suggestions for developing better activities in the future.

Karawitan art is one of the developing cultural arts in Indonesia. Regional art, especially *Karawitan*, is a type of music that is relevant as an educational medium in the context of forming the personality and character of the nation for students. It is said so because *Karawitan* whose nature is smooth, complicated, and soft, can indirectly refine morals. *Karawitan* can also be used as a means of therapy as has been done a lot abroad (schools, and prisons). The *Karawitan*/gamelan game system also teaches mutual tolerance, interaction, no one stands out/selfish, and obeys leaders (e.g. drums/ bonang/ rebab) [8].

Gamelan itself has been an inseparable part of Javanese society from the past until now. It can be seen from Javanese art and culture that cannot be separated from this one musical instrument. Some traditional Javanese arts that use gamelan musical instruments such as wayang, dance, and theatrical arts such as puppet, shadow puppet, and many more again, one of them is *Karawitan* art [10].

Along with the declining interest in and appreciation of traditional arts in this modern era, many efforts have been made to develop and introduce musical arts to the younger generation. One of these efforts was carried out through musical arts extracurricular training at Senior High School 15 Surabaya. This training aims to improve students' skills in playing traditional Javanese musical instruments and increase students' interest in Indonesian traditional arts.

According to Laila, musical arts do not disappear and are not taken over by other countries, musical arts need to be introduced to children from an early age. Musical arts can be introduced through extracurricular activities at school, usually carried out in the classroom or outside the classroom. In addition to maintaining the nation's culture, *Karawitan* extracurricular if carried out in earnest can contribute to children's development [4]. This is completely true, so it is necessary to hold musical arts extracurricular training.

Musical arts extracurricular training is a very important activity in developing students' talents and interests in the arts, especially Javanese traditional music. *Karawitan* art is one of the richest cultural heritages in Indonesia, especially in Java. *Karawitan* art involves various traditional musical instruments such as gamelan, flute, gender, and drums. According to Soedarsono in Lestari and Handayaningrum [5], states that *Karawitan*, in general, is an art that includes all branches of art that contain elements of beauty, subtle and complicated or *ngarawit*. In *Karawitan*, there are basic rules such as pitch, pathet, technique, and rhythm. The system of values and rules that *Karawitan* has is a form of difference from other cultures, therefore *Karawitan* is a local cultural art that has special characteristics.

At Senior High School 15 Surabaya, extracurricular training in the art of *Karawitan* is held to provide opportunities for students to study and learn the art of traditional Javanese music. This training also aims to develop students' potential in the art of music, either individually or in groups. Musical extracurricular learning is a student learning activity that has the potential to create creative, innovative, skilled, and accomplished students [5].

Musical arts extracurricular training at Senior High School 15 Surabaya is held regularly every week. During the training, students will be guided by teachers and instructors who are experts in musical arts. They will be taught the basics of traditional Javanese music, such as pentatonic tones, gamelan playing techniques, and

rhythm and tempo settings in *Karawitan* music. Heryanto and Rustandi [2] stated that extracurricular training is an effective program to improve soft skills or soft skills students.

The extracurricular art of *Karawitan* also provides opportunities for students to learn about the culture and history of traditional Javanese music. Students will learn about the meaning and symbolism of each *Karawitan* song or music, as well as how traditional Javanese music is influenced by Javanese culture and history. According to Purwanto and Prihanto, *Karawitan* [7] as one of Indonesia's traditional arts has the potential to be used as an effective learning medium in improving students' creative thinking skills. This is because *Karawitan* art has elements that can trigger students' creative thinking processes, such as improvisation, exploration, and creation that can train students' creative thinking skills [7]. This opinion illustrates that *Karawitan* art has great potential to improve students' creative thinking skills. Elements in musical arts such as improvisation, exploration, and creation can train students' creative thinking skills. Therefore, *Karawitan* art training can be used as an effort to improve students' creative thinking skills.

Karawitan art extracurricular training at Senior High School 15 Surabaya is also an ideal place for students to develop their social skills. During the training, students will learn to collaborate with their friends in playing musical instruments, as well as learn how to appreciate other people's works of art.

In the long term, extracurricular training in musical arts at Senior High School 15 Surabaya is expected to create a younger generation who appreciates and loves Indonesian arts and culture more. Through this training, students will learn about the beauty and uniqueness of traditional Javanese music, and how to maintain it so that it remains sustainable and can be passed on to future generations.

In this modern era, Javanese traditional music is increasingly marginalized and threatened with extinction. Therefore, the existence of extracurricular musical arts training at Senior High School 15 Surabaya is very important to maintain the continuity of traditional Javanese music, as well as to develop students' potential in the field of music. This globalization also has an impact on the development of the world of music in Indonesia. Recently, many new musicians have emerged, both from within the country and from abroad. They bring new genres and atmospheres to music. The emergence of modern music today has greatly influenced the musical tastes of today's people, especially the younger generation who tend to know and like modern music more because there is still a lack of traditional music education [1].

Research on musical arts extracurricular training at Senior High School 15 Surabaya is very important to do. This is because this research can provide useful information to increase the effectiveness of training, enrich knowledge about traditional Javanese music, encourage students' interest in cultural arts, maintain the continuity of Javanese traditional music, and increase student achievement in the field of music. By conducting research, it can be seen to what extent this training has contributed to improving students' abilities in the art of music and what things need to be improved in its implementation. Thus, the results of this study can be used as material for evaluation and development in the future, as well as potentially providing greater benefits for students and the community.

2   Method

The community service research method involves several stages, starting from literature study, problem identification, goal and target setting, activity planning, activity implementation, to evaluation and monitoring. The following is an explanation of each stage.

1.   Study Literature

Researchers can conduct studies on various sources, such as academic journals, textbooks, articles, and other related documents. Literature study can be used to gain a deeper understanding of the concepts related to musical arts extracurricular training, as well as find new ideas that can become the basis for further research.

2.   Identification of problems

Identifying problems is an important initial stage in community service. Problem identification involves collecting information and data related to the problems faced by the community. This data can be obtained through direct observation, interviews, questionnaires, or focus group discussions (FGD). After the data is collected, the researcher can analyze and evaluate the problems faced by the community, and determine the focus and direction of community service to be carried out.

3.   Setting Goals and Targets

Clear goals and objectives will assist in designing appropriate and effective service activities. Goals and objectives can be formulated based on the results of problem identification that has been done.

4.   Activity Planning

Researchers need to consider the availability of resources, including the time, energy, and budget needed to carry out these activities. In addition, researchers must also consider legal and ethical aspects in carrying out community service activities.

5.   Implementation of Activities

This activity can be in the form of counseling, training, or other activities in accordance with the goals and objectives that have been set. Researchers need to ensure that activities are carried out properly and effectively, and pay attention to the needs and expectations of the people served.

6.   Monitoring and Evaluation

The final stage in community service is evaluation and monitoring. Researchers need to evaluate the results of community service activities that have been carried out and monitor the impact they have on society. Evaluation and monitoring can be done utilizing observation, interviews, or questionnaires. Evaluation and monitoring results can be used as material for the improvement and development of community service activities in the future.

The steps above were implemented in a study entitled "Extracurricular Training of *Karawitan* Art at Senior High School 15 Surabaya".

3   Results and Discussion

From the results of the research, several results can be drawn, namely with several discussion points that can be discussed in research related to musical arts extracurricular training at Senior High School 15 Surabaya:

1.   Profile of trainees

At this point, research can evaluate the characteristics of the trainees, such as age, gender, class, and educational background. This training participant profile can provide a clearer picture of who is participating in the training and whether there are differences in characteristics between the different participants.

For example, whether there would be differences in students' initial knowledge and skills that need to be adapted to different training curricula or not. Analysis of the training participants' profiles can assist in designing training programs that are more effective and targeted and adapt to the conditions of the trainees.

It can be concluded that this training was conducted for students who took part in the musical extracurricular at Senior High School 15 Surabaya, with a student age range of approximately 16-18 years. The gender of students participating in this extracurricular is male. This extracurricular may only be attended by students from Senior High School 15 Surabaya starting from students who are in grade 10 to grade 12 and are still actively participating in this extracurricular activity.

2.   Training Effectiveness

At this point, research can evaluate the success of the training in increasing students' knowledge and skills in musical arts as well as evaluating the level of student satisfaction with the training. This can be done through measuring the increase in students' knowledge and skills before and after attending the training, as well as through interviews or questionnaires to determine the level of student satisfaction with the training. An analysis of the effectiveness of the training will provide an overview of the performance of the training program, whether it is successful or not in increasing students' knowledge and skills, and whether the program meets the expectations and needs of students. The results of this evaluation can assist in making improvements to training programs that are more effective and provide greater benefits for students.

The results can be drawn that this research affects the increase in students' knowledge and skills as evidenced by participating in this training activity. Several students also explained their satisfaction in learning more deeply and participating in this training activity so that this research can be said to be successful.

3.   Factors influencing the success of training

In this point, research can analyze the factors that influence the success of training, such as the quality of instructors, learning methods, and learning environment. Research can pay attention to the quality of instructors in providing training materials, and whether they have adequate competence and experience in musical arts. In addition, research can also evaluate the learning methods used in training, whether they are appropriate and effective in increasing students' knowledge and skills. In addition, research can also pay attention to learning environment factors such as room facilities, music equipment, and a conducive learning atmosphere.

An analysis of the factors influencing the success of the training will provide a deeper understanding of the factors that contribute to the success of a training program and can assist in identifying things that need to be improved and used as the focus of future training program development. Impact of training on students' abilities: Research has been able to evaluate the impact of training on students' abilities in musical arts.

The results can be drawn that the factor of routine training supports the success of Senior High School 15 Surabaya students to be able to play musical instruments, with this training makes students concentrate more on routine exercises that are carried out as evidenced by the fact that some students are already able to play many musical instruments and some students at Senior High School 15 Surabaya, they have also studied vocals in *Karawitan*.

4. The impact of training on students' abilities

The fourth point discusses the impact of training on the development of traditional *Karawitan* cultural arts in the community. At this point, research can evaluate the impact of training in strengthening the development of traditional *Karawitan* cultural arts in society through the dissemination of students' knowledge and skills to the wider community.

Research can pay attention to the changes that occur in the community before and after the training are carried out, such as whether there is an increase in public interest and awareness in preserving traditional *Karawitan* cultural arts or an increase in the number of spectators at *Karawitan* art performances after training.

An analysis of the impact of training on the development of traditional *Karawitan* cultural arts in society will provide a broader understanding of the contribution of training to the development and preservation of traditional cultural arts. The results of this evaluation can be used as a basis for planning activities for the development and preservation of traditional *Karawitan* cultural arts in a better and more sustainable society.

This study reveals that the contribution of *Karawitan* art to the character-building of students at Senior High School 15 Surabaya is evident, because students experience improvement from several points of character education that were not previously realized, some of these attitudes such as discipline, cooperation, creativity, and a sense of togetherness. This attitude has begun to be seen in students who take part in musical extracurricular activities at Senior High School 15 Surabaya.

5.   Training program development strategy

The fifth point discusses recommendations for the development of *Karawitan* art training programs in the future. In this point, research can provide recommendations for the development of training programs that are more effective and efficient in increasing students' knowledge and skills in *Karawitan* arts as well as strengthening the development and preservation of traditional *Karawitan* cultural arts in the community.

These recommendations may include improving the quality of instructors and learning methods, improving musical facilities and equipment, improving performance programs and presenting *Karawitan* art to the public, as well as the active involvement of the community in the development and preservation of traditional *Karawitan* cultural arts. In addition, based on Purnomo and Kurniawan's research, it was revealed that "the extracurricular musical training module is able to improve students' technical skills in playing musical instruments and is also able to increase students' understanding of local wisdom related to musical arts [6].

In providing recommendations, research can also identify obstacles or challenges faced in the implementation of training programs and provide alternative solutions to overcome them. These recommendations can be used as a guideline in designing more effective training programs, efficient, and more able to strengthen the development and preservation of traditional *Karawitan* cultural arts in society.

With these recommendations, it is hoped that the *Karawitan* art training program can have a more positive impact in increasing students' knowledge and skills as well as strengthening the development and preservation of traditional *Karawitan* cultural arts in the community.

It can be concluded that this effective and efficient training strategy was successfully carried out to make students who take part in the extracurricular musical instrument at Senior High School 15 Surabaya become more adept at playing *Karawitan* so that this activity will have an impact on changing attitudes for the better and also the results of this training are felt directly by several students who explained that they preferred and wanted to learn more about the art of *Karawitan* itself.

4   Conclusion

Based on the discussion above, it can be concluded that the research on *Karawitan* arts extracurricular training at Senior High School 15 Surabaya gave positive results in increasing students' knowledge and skills in *Karawitan* arts as well as strengthening the development and preservation of traditional *Karawitan* cultural arts in the community.

The training program carried out through qualified instructors, varied learning methods, adequate musical facilities, and equipment, as well as a program for performing and presenting *Karawitan* art to the public have had a positive impact on the students participating in the training. Nonetheless, there are still challenges in the

implementation of the training program, such as the lack of attention and support from the community, the lack of adequate facilities and equipment, and other constraints that can affect the quality of the training.

Therefore, this study also provides recommendations for the development of training programs that are more effective and efficient in increasing students' knowledge and skills as well as strengthening the development and preservation of traditional *Karawitan* cultural arts in the community. These recommendations include improving the quality of instructors and learning methods, improving musical facilities and equipment, improving programs for performances and presenting *Karawitan* art to the public, as well as the active involvement of the community in the development and preservation of traditional *Karawitan* cultural arts.

It is hoped that with this research, the quality of the *Karawitan* arts training program at Senior High School 15 Surabaya can continue to be improved so that it can have a more positive impact on students who take part in the training and can strengthen the development and preservation of traditional *Karawitan* cultural arts in the wider community.

5   Suggestion

Based on the discussion above, several suggestions can be given for the development of a *Karawitan* art training program at Senior High School 15 Surabaya.

First, improving the quality of instructors and learning methods. This can be done by increasing the qualifications and competencies of instructors who teach and updating learning methods that are more innovative and to the needs of students.

Second, the improvement of musical facilities and equipment. Adequate musical facilities and equipment are needed to support training activities and performances of *Karawitan* art. Therefore, it is necessary to procure and maintain adequate musical facilities and equipment.

Third, increasing performance programs and presenting *Karawitan* art to the public. The performance program and presentation of *Karawitan* art to the public can be a media for promoting and preserving traditional *Karawitan* cultural arts. Therefore, it is necessary to improve the quality of the show and presentation program as well as the right promotion and marketing strategy.

Fourth, the active involvement of the community in the development and preservation of traditional *Karawitan* cultural arts. The community needs to be actively involved in the development and preservation of traditional *Karawitan* cultural arts, either through participation in training activities or performance and presentation activities. This can strengthen community support and participation in the development and preservation of traditional *Karawitan* cultural arts.

By implementing these suggestions, it is hoped that the *Karawitan* art training program at Senior High School 15 Surabaya can continue to develop and have a greater positive impact on students who take part in the training and the community at large in strengthening the development and preservation of traditional *Karawitan* cultural arts.

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