

The Role of Drumband Extracurricular in the Gross Motor Development of B3 Group Students at An-Nur Pa'bangiang Islamic Kindergarten

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ABSTRACT

The focus of the problem in this study is the role of drumband extracurricular in the gross motor development of students, the extracurricular role of *drum band* in the gross motor development of students, and the benefits of drum band extracurriculars in the gross motor development of B3 group students at An-Nur Pa'bangiang Islamic Kindergarten. This type of research uses descriptive qualitative research with two teachers and five students in the B3 group. The data collection methods used are observation, interviews, and documentation. The results of the study show that the extracurricular role of *drumband* in the gross motor development of B3 group students at An-Nur Pa'bangiang Islamic Kindergarten has begun to develop. Teachers take several steps to smooth the learning process of students, where the first steps taken by teachers are activity planning, activity implementation, and assessment. The observation results obtained by the children were able to walk to the right and left sides during *the drumband*. The gross motor skills of B3 group students at An-Nur Islamic Kindergarten Pa'bangiang have also begun to develop. Based on the results of observation, it was found that students began to show signs stated in the indicators, such as starting to be able to coordinate hands and feet, starting to be able to use their gross muscles for simple activities. The implications of the study show that the extracurricular role of *drumbands* in developing gross motor skills in children so that they can develop optimally. It is hoped that educators will be able to anticipate every weakness in the drumband extracurricular to develop early childhood gross motor skills. As well as communication with parents of students to help develop gross motor skills in children even when they are at home so that challenges and solutions in developing gross motor skills in children can develop optimally.

Keywords: drumband *extracurriculars*, gross motor, early childhood education, qualitative research

ABSTRAK

Fokus masalah pada penelitian ini adalah peran ekstrakurikuler *drumband* dalam perkembangan motorik kasar peserta didik, peran ekstrakurikuler *drumband* dalam perkembangan motorik kasar peserta didik, serta manfaat ekstrakurikuler *drumband* dalam perkembangan motorik kasar peserta didik kelompok B3 di TK Islam An- Nur Pa'bangiang. Jenis penelitian ini menggunakan penelitian kualitatif deskriptif dengan subjek penelitian adalah dua guru, dan lima peserta didik kelompok B3. Metode pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan peran ekstrakurikuler *drumband* dalam perkembangan motorik kasar peserta didik kelompok B3 di TK Islam An- Nur Pa'bangiang sudah mulai berkembang. Guru melakukan beberapa langkah untuk melancarkan proses belajar para peserta didik, di mana langkah awal yang dilakukan guru adalah perencanaan kegiatan, pelaksanaan kegiatan, dan penilaian. Hasil observasi yang didapatkan anak mampu berjalan ke samping kanan dan kiri saat *drumband* berlangsung. Motorik kasar peserta didik kelompok B3 di TK Islam An-Nur Pa'bangiang juga sudah mulai berkembang. Berdasarkan hasil observasi, didapatkan hasil bahwa peserta didik mulai memperlihatkan tanda-tanda yang dinyatakan dalam indikator, seperti mulai bisa mengkoordinasikan tangan dan kaki, mulai bisa menggunakan otot-otot kasarnya untuk kegiatan sederhana. Implikasi penelitian menunjukkan bahwa peran ekstrakurikuler *drumband* dalam mengembangkan motorik kasar pada anak agar dapat berkembang dengan maksimal. Di harapkan kepada pendidik untuk dapat mengantisipasi setiap kelemahan-kelemahan dalam ekstrakurikuler *drumband* untuk mengembangkan motorik kasar anak usia dini. Serta komunikasi dengan orang tua murid agar membantu mengembangkan motorik kasar pada anak meskipun ketika sedang di rumah agar tantangan dan solusi dalam mengembangkan motorik kasar pada anak dapat berkembang dengan maksimal.

Kata Kunci: ekstrakurikuler *drumband*, motorik kasar, pendidikan anak usia dini, penelitian kualitatif

1). INTRODUCTION

Activities outside the classroom environment (face-to-face) can be carried out well, both inside and outside the school, with the aim of enriching and expanding students' knowledge and ideas in various fields of research. One of the activities in the school that is good to participate in is extracurricular activities. Extracurricular activities are very important activities in children's development, especially in improving children's motor skills. This activity involves complex body movements and coordination between the limbs, which is very beneficial for the physical growth and health of the child. One of the extracurricular activities that is currently popular is the drumband extracurricular.

The extracurricular role of drum bands is inseparable from what it should be, which has become the responsibility of several extracurriculars that will be carried out later. The talents and interests that will emerge will be a nail in the coffin from yourself to develop. The curriculum must be adjusted to the needs and conditions of students, the characteristics of educational units, and local cultural values. Education has a crucial role in a person's life, and various elements, including study programs, can support the

educational process. Considering that each child has unique talents, potentials, interests, and intelligences, the Early Childhood Education (PAUD) curriculum needs to be tailored to the individual needs, potentials, and interests of children. Early childhood education should provide opportunities for children to develop their potential, both through the learning process and extracurricular activities outside the classroom.

One of the extracurricular roles that can support children's gross motor development is the drumband extracurricular which is currently being applied at An-Nur Pa'bangiang Islamic Kindergarten. There are many benefits that can be obtained in helping to hone children's motor attitudes. Educators as facilitators in teaching this drum band extracurricular. However, the importance of the right role and position in implementing drumband extracurricular should not be overlooked. Various supporting factors, including facilities and infrastructure, are also needed to carry out these extracurricular activities well (Franky, 2022).

In An-Nur Pa'bangiang Islamic Kindergarten, the extracurricular drum band is applied, but at the time of the implementation will be able to train the physical development of the child's gross motor or will not get the development as it should be. As has been done and interviewed on July 25, 2023, namely the principal of Islamic Kindergarten AN-Nur Pa'partag, that drumband extracurricular activities are even always carried out in the learning schedule at the beginning and the various goals that want to be achieved in carrying out drumband extracurriculars, including teachers as facilitators at the school who are not from special teachers in teaching them so that to achieve the aspects of development that are The intention is not carried out optimally. As well as places that do not support the implementation of the extracurricular. During initial observations, researchers noted that drumband extracurricular activities were performed by sitting on the floor, which may not be optimal for children's gross motor development. This may not be in line with the expected achievement in six aspects of development, such as gross motor. Therefore, the researcher is interested in exploring whether drumband extracurricular can be improved by encouraging students to be more active in gross motor development. From the observation results, it can be seen that many children's gross motor skills have not been fully developed properly in the implementation of extracurriculars. In addition, the constraints of place comfort are also a factor that has not been met, and teachers who do not have a background as special teachers of drum band extracurricular also complicate this situation.

2) RESEARCH METHODS

The type of research used is qualitative research. This qualitative research method is used to examine the conditions of natural objects, where the researcher acts as the main instrument. Descriptive research aims to examine the status of human groups, objects, conditions, systems of thought, or current events with the aim of compiling a systematic, factual, and accurate description of the facts under study. This descriptive qualitative research is intended to describe and describe existing phenomena, both natural and human-made, with more emphasis on the characteristics, quality, and interrelationships between activities.

This research took place at An-Nur Pa'bangiang Islamic Kindergarten, Somba Opu District, Gowa Regency. The researcher chose this school because An-Nur Islamic Kindergarten Pa'bangiang is a school where the researcher observes extracurricular courses, so the researcher has observed teachers, students and found problems about the lack of some gross motor improvement in carrying out the drumband extracurricular. Data and information sources are also easy to obtain because of the openness of teachers at An-Nur Islamic Kindergarten Pa'bangiang.

This research approach uses a phenomenological approach and a pedagogical approach. What will be identified through a phenomenological approach is the role of extracurricular in drumbands. Meanwhile, a pedagogic approach is carried out to provide a deep understanding of the phenomenon of the complex and contextual extracurricular role of drumbands. In this case, a pedagogic approach is carried out to determine the ability of educators to carry out the learning process or the extracurricular role of drumbands to improve gross motor physical processes in students.

Data is a collection of facts or information that can be trusted by researchers to solve problems or answer problem formulations from the research conducted. To obtain complete data in accordance with the focus of this research, the researcher determined teachers as the source of data totaling (two) people, namely Mrs. Nursyahriani as the principal of An-Nur Pa'bangiang Islamic Kindergarten, and Mrs. Miftakhurrizky as the homeroom teacher of B3 An-nur Pa'bangiang Islamic Kindergarten, students of the B3 group, namely Batara, Umar, Aisyah, Sultan, and Azzam.

Based on this description, the researcher concludes that data sources are various sources of information that can be used by researchers in obtaining information about the object being studied, therefore the data sources in this study are as follows: (1) primary data sources. In this study, the primary data sources are the principal, teachers/homeroom teachers of B3 classes, and students of the B3 group at An-Nur Islamic Kindergarten Pa'bangiang; (2) secondary data sources. The data sources of this study

are in the form of journals, theses and books related to drumband extracurricular and children's gross motor physical development.

In order to obtain valid and relevant data in accordance with the focus of the predetermined research, in this qualitative research, the data collection techniques used are as follows: (1) observation. In this study, observations were made directly by researchers at An-Nur Pa'bangiang Islamic Kindergarten to collect data by observing the extracurricular role of drum bands in students at An-Nur Pa'bangiang Islamic Kindergarten; (2) interview. The interview was conducted by the researcher himself by asking several questions that had been designed to explore information according to the focus of the research; (3) documentation. Documentation is the collection of data by observing inanimate objects, for example, books, journals, magazines, newspapers, photos, videos, and so on. In this study, documentation was carried out by the researcher by documenting the research process at An-Nur Pa'bangiang Islamic Kindergarten.

The research instruments to be used are adjusted to data collection techniques. Because the data collection in this study uses observation, interview and documentation techniques, the research instruments are observation guidelines, interview guidelines and documentation formats. The data processing and analysis techniques used are interactive data analysis models developed by Miles and Huberman, starting from data collection, data reduction, data presentation and drawing conclusions or verification. As for testing the validity of the data in this study, there are several ways to do it, namely: (1) extension of observation; (2) increase perseverance; (3) conducting member checks; and (4) triangulation.

3) RESULTS AND DISCUSSION

The Role of Drumband Extracurricular on the Gross Motor Development of B3 Group Students at An-Nur Pa'bangiang Islamic Kindergarten

The extracurricular role of drum bands in the development of students is very important. Drumband extracurricular activities can make a significant contribution to early childhood gross motor development. The extracurricular role of drumbands for the development of students' abilities is so that children can follow the drumband/know and be able to play musical instruments. In addition, it can also help the growth and development of children and has a role in their motor development, namely gross motor and fine motor

According to Tanjung et al., (2022) The instruments used by the drumband consist of percussion instruments (percussion line), wind instruments (horn line), and supported by a group of dancers (colorguard). All of these instruments are displayed as one while walking and marching or forming a formation (display). In the group of percussion instruments, it still consists of several musical instruments, namely snare drums, tenor drums, bass drums, multi toms, cymbals, and marching bells as pit percussion.

The results of the research obtained by the author from observations, interviews, and documentation, namely the existence of drumband extracurriculars, the gross motor development of B3 group students has begun to develop. Here are some of its important roles:

Improves Body Coordination

Improving body coordination is something important that should be applied in drumband extracurriculars. In the *drumband* there are elements of music and movement that are combined into one, which helps good physical and mental abilities, so that it can increase muscle strength. Based on interviews conducted with the teachers of the B3 group, namely MR mothers, it was found that the extracurricular role of *the drumband* in the B3 group can improve body coordination.

“Ada beberapa hal yang dapat kita lihat dalam mempelajari ekstrakurikuler *drumband* dan diajarkan oleh guru kelompok B3 di TK Islam An-Nur Pabangiang. Salah satu contohnya adalah sebelum masuk ekstrakurikuler *drumband* guru terlebih dahulu memperkenalkan adanya ekstrakurikuler *drumband*. Setelah itu mengenai hal dan peran apa saja yang didapatkan oleh anak setelah mempelajari ekstrakurikuler *drumband* dalam perkembangan motorik kasar anak *ialah* meningkatkan koordinasi tubuh, meningkatkan keseimbangan, membentuk kekuatan otot, keterampilan spasial, keterampilan auditif. Juga kerja sama”

Likewise, the principal of NS said in an interview that the extracurricular role of the *drum band* is to improve body coordination.

“Ada tahap pengenalan sebelum memasuki ekstrakurikuler *drumband*. Ekstrakurikuler *drumband* mempunyai peran penting dalam perkembangan motorik kasar peserta didik kelompok B3. Peran ekstrakurikuler *drumband* yaitu kembangkan motorik kasar, aktifitas latihan ritme dengan menyesuaikan gerakan kaki, baris berbaris anak, meningkatkan koordinasi tubuh, meningkatkan keseimbangan, membentuk kekuatan otot, keterampilan spasial, dan keterampilan auditif”

From the two interviews above, it can be concluded that one of the extracurricular roles of *drumbands* on the gross motor development of B3 group students is to improve body coordination by providing regular exercises to build muscle memory and improve coordination. This can be seen from the results of the observations made, namely that children are able to jump when the drumband extracurricular takes place. Afandi (2021) said that the coordination of the body, namely the Release

/ Stretch Movement, which is displayed in the hitting, arm and head movements of the Major/*Mayorette*, in giving the cues of the *drummers*. Strengthening Movement, students of the B3 *drumband* group must have muscle strength to carry *drumband equipment*. Physical activity always occurs at the time: marching, playing musical instruments, dancing, forming display formations.

Improves Balance

Improving balance is important to ensure that every student in the B3 group can play the *drumband* instrument well and use the *drumband* instrument skillfully and pay attention to balance when carrying out leg and hand movements at the same time.

Based on the findings of interviews conducted with teachers in the B3 group, namely MR mothers, it was found that the extracurricular role of *drumbands* in the B3 group can improve body balance. Improving body balance in *drumband* extracurricular activities is essential to maintain performance and reduce the risk of child injury. This can be seen in the child's motor development instrument, namely the child is able to maintain balance when using the *drumband*.

Improving the body balance of B3 group students, teachers provide training/warm-up when they are going to carry out extracurricular *drumband*. In improving the body balance of the b3 group students, they are given a warm-up first so that during the implementation of the gross and fine motor muscles the students are not stiff and able to balance their bodies.

Builds Muscle Strength

Muscle strength is the energy expended by muscles or a group of muscles to contract when holding weight in wearing a *drumband* instrument. So that students in the B3 group can maintain it when carrying out *drumband* extracurriculars. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the roles of the *drum band* in the gross motor development of the B3 group students is to form muscle strength such as supporting stamina, posture, and overall body performance starting from strengthening the leg muscles, including the hamstrings. This can be seen from the child's gross motor development instrument, where the child is able to run while holding a *drumband stick*.

Dexterity/Strength Movements, this can be seen in *Colourguard* and major drum dexterity in the movement of carrying, throwing, catching sticks, picking, playing the instrument, choreographing an

instruction (Afandi, 2021). At this time, students in the B3 group have good stamina when carrying out *drumband* extracurriculars. This can be seen from the students of each student of Aisyah, Batara, Azzam, Umar. From the way children maintain their position in holding *drumband* musical instruments is a form of agility of every student in participating in *drumband* extracurriculars.

Spatial Skills

Spatial skills are the ability possessed by each student of the B3 group to be able to remember every movement that has been taught by the teacher so that he is able to understand and master the place that has been given during the extracurricular process, and can balance the position of each student in the B3 group. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the roles of the *drum band* in the gross motor development of B3 group students can improve spatial skills such as marching exercises, as well as teamwork and also the children can understand their position. Spatial skills or improving the skills of B3 group students in placing their positions when participating in drum band extracurriculars. This can be seen from the child's ability to remember the formation of movements and places that have been arranged by the teacher

Auditive Skills

Auditive skills are the ability to learn by prioritizing the senses of the listener. In the extracurricular *drumband*, it is very important so that students in the B3 group can know the *drumband* music and hear the beats of the *drumband* music well and harmonize it in every movement and along with the whole team. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the roles of the *drum band* in the gross motor development of the B3 group students can improve the auditive skills of the B3 group students such as the ability of children to hear and respond to the rhythm, tempo and dynamics of the music in the *drumband* extracurriculars.

Thus, the extracurricular role of *drumband* on the gross motor development of B3 group students can improve body coordination, improve balance, increase muscle strength, improve children's spatial and auditive skills. Of all the extracurricular roles, *the drum band* is a form of gross motor development of children while participating in drum band extracurricular activities for B3 group students at An-Nur Pa'Bangiung Islamic Kindergarten.

Teamwork

Several studies show that students who are active in extracurricular activities have a higher social spirit. From this social spirit, it will also indirectly build confidence, resilience, and cooperation (Richki et al., 2024). The students of the B3 group so far during the drumband extracurricular have been able to establish cooperation with each other, Aisyah, Batara, Azzam, and Umar can also be seen from the cohesiveness that was established during the drumband extracurriculars.

The results of the observations of students in the B3 group are that children are able to balance themselves when using musical instruments, children are able to walk backwards in a straight line and many others. There are several theories that support the extracurricular role of *drumbands* in gross motor development and overall child development, namely the theory of motor development by Jean Piaget, a well-known developmental psychologist, positivity that children through active interaction with their environment. Activities such as *drumbands* provide a rich sensorimotor experience, which is important in the child's gross motor development stage. The process of cognitive development generally requires optimal development. This pattern of development is usually gradual from the beginning of gross motor development and continues to subtle cognitive development in children. Where if gross cognitive skills have been mastered, it will continue to develop fine cognitive skills that will function better. So that the child will develop his cognitive according to his flow (Wildan, 2021).

Extracurricular Benefits of Drumband in Group B3 at An-Nur Pa'bangiang Islamic Kindergarten

The benefits provided by the drumband extracurricular in the B3 group at An-Nur Pa'bangiang Islamic Kindergarten turned out to be not only on the child's gross motor development but there are many benefits that it provides. Participation in drumband extracurricular activities in early childhood can also provide a variety of different benefits. Here are some of the benefits:

Motor Skills Development

Drumband extracurricular provides various benefits in the development of children's motor skills. Practicing playing music in B3 group students serves to develop their motor skills. Because in it there is coordination between hands and feet. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the benefits obtained by B3 group students while participating in the *drum band* is to

develop their motor skills. Coordination between other motors is needed to achieve balance when carrying out drumband extracurriculars.

Sensory Simulation

Sensory simulation is an important thing in the implementation of drumband extracurricular where many benefits are obtained by B3 group students ranging from the student's agility in moving his hands to hit, his eyes that pay attention to the teacher's movements, and the synchronization of the movements and sounds of the music he is listening to. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the benefits obtained by B3 group students while participating in the *drum band* is to increase sensory stimulation. Which involves hearing, sight, and touch when playing the drumband extracurriculars.

Increased Concentration

Drumband extracurricular helps B3 group students in practicing to improve their concentration. Through this, the focus of B3 group students can be further increased. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the benefits obtained by B3 group students while participating in the *drum band* is increased concentration. Where students can practice their concentration when playing *the drumband*.

Social Skills

Drumband extracurricular activities make B3 group students more familiar with their peers. Making it easier for B3 group students to participate in drumband extracurricular activities and strengthen interpersonal skills in socializing and being able to pay attention to social interests. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the benefits obtained by B3 group students while participating *in the drum band* is social skills. Where students can practice their social skills and interact with their friends, in addition to being able to practice the development of their social-emotional aspects when playing *the drumband*.

Creativity Development

Creativity development is also a benefit of drumband extracurricular activities for B3 group students. Assisting students in the B3 group in developing their imagination when carrying out

drumband extracurriculars. They can express themselves by creating unique rhythms and movements. Based on the results of interviews conducted with B3 group teachers with the principal of An-Nur Islamic Kindergarten Pa'bangiang.

The extracurricular benefits of this drumband also have several theories that support one of which is Albert Bandura's theory of social learning where there are two, namely observation and imitation; where children learn through observation and imitation: In the drumband, they observe the instructor and their peers, which helps them develop motor and social skills. Second, vicarious learning: through observation, children learn the consequences of the actions of others which can help them understand the importance of hard work and cooperation. According to Albert Bandura's social learning theory, the act of seeing alone uses cognitive images and actions. In detail, the cognitive basis in the learning process can be summarized in 4 stages, namely: attention, remembering, motor reproduction, and motivation (Fithri, n.d.). Through this, the author will elaborate in more detail on the gross motor development of children in class B3 which totals 5 children as follows based on the results of observations and interviews:

First, the development of Batara's gross motor skills from the assessment data of the Extracurricular Role of Drumband in developing early childhood gross motor skills at An-Nur Pa'bangiang Islamic Kindergarten. Where the ability of students named Batara in the process of developing gross motor skills by playing drumband musical instruments began to develop. This is marked by the level of achievement of gross motor development indicators. Second, Umar's gross motor development from the assessment data of the extracurricular role of drum bands in developing early childhood gross motor skills at An-Nur Pa'bangiang Islamic Kindergarten. Where the ability of a student named Umar in the process of developing gross motor skills by playing and balancing standing while using drumband instruments develops as expected. This is marked by the level of achievement of gross motor development indicators. Third, Aisyah's gross motor development from the assessment data the role of drumband extracurricular in developing early childhood gross motor skills at An-Nur Pa'bangiang Islamic Kindergarten. Where the ability of a student named Aisyah in the process of developing gross motor skills by playing and balancing standing while using a drumband instrument developed as expected. This is marked by the level of achievement of gross motor development indicators. Fourth, the development of the Sultan's gross motor skills from the

assessment data of the Extracurricular Role of Drumband in developing early childhood gross motor skills at An-Nur Pa'bangiang Islamic Kindergarten. Where the ability of students named Sultan in the process of developing gross motor skills by playing and balancing standing while using drumband instruments began to develop. This is marked by the level of achievement of gross motor development indicators. Fifth, Azzam's gross motor development from the assessment data of the extracurricular role of drum bands in developing early childhood gross motor skills at An-Nur Pa'bangiang Islamic Kindergarten. Where the ability of students named Azzam in the process of developing gross motor skills by playing and balancing standing while using drumband instruments developed as expected. This is marked by the level of achievement of gross motor development indicators

From the results of the researcher's observations above, we can see the achievement of gross motor development indicators in B3 group students at An-Nur Pa'bangiang Islamic Kindergarten, including:

First, do hand and foot coordination. A child's artistic skills include all physical motor skills, both fine and gross motor skills. This skill requires eye, hand and foot coordination to create a beautiful work of art. According to Anggraeni & Pamungkas (2023) Artistic competence is human labor which includes gross and fine motor, ability, creativity, sensory sensitivity, mental sensitivity, and mind, to create works of artistic value with an impression of beauty, and the process of ideas. Hand-foot coordination is an extracurricular activity of a drumband that requires proper practice and technique, examples of basic rhythm exercises, walking exercises while playing musical instruments, coordination techniques: movement breaking, practice with music, and the use of mirrors. There are 2 children who have begun to develop, which can be seen from the ability of children to be able to do activities, children are able to maintain balance when using the drumband, 3 children have developed as expected, it can be seen from the ability of children to walk straight and stand upright using drumband instruments consistently without having to be exemplified and assisted by teachers.

Second, use the leg muscles for simple activities. The development of muscle strength certainly needs to be balanced with the development in coordinating movements between one muscle and another. Thus, if the child's gross motor movements can develop properly, the fine motor skills that the child already has will also increase (Sofiyatun, n.d.). Children's abilities are aimed at their ability to observe the results, namely doing very simple activities such as children being able to stand well and upright. From the observations made by the researcher, there are 2 children who are starting to

develop, which can be seen from the ability of children to be able to maintain balance when using the drumband without the help of the teacher, while 3 children who have developed according to expectations can be seen from the children who are able to maintain balance when using the drumband consistently without having to be exemplified by the teacher.

Third, imitate foot movements. Yani et al. (2023) said that a forerunner of a drum band started from the army, where a snaredrum band player was in charge of maintaining the tempo so that in the marching line the tempo could standardize the movement of the feet in the march. Children can show the ability to imitate footsteps, this can be seen from the child's ability when walking straight. Those who initially found it difficult to balance themselves when using the drumband instrument now become able to adjust the movements as well as balance the footsteps according to the teacher's example. From the observations made by the author, there are 2 children starting to develop, it can be seen from the children starting to be able to stand upright and straight, 3 children who are developing according to expectations seen from the children being able to walk to the right and left sides when the drum band is consistent without having to be helped or exemplified by the teacher. Based on the interviews and observations that have been carried out by the researcher, it can be concluded that the extracurricular role of the drumband in the B3 group at An-Nur Pa'bangiang Islamic Kindergarten has begun to develop, where teachers have implemented steps in carrying out drumband extracurricular activities and explained their roles as explained by the B3 group teachers with the principal of An-Nur Pa'bangiang Islamic Kindergarten where the first step must be What is done is to set learning objectives, prepare drum band musical instruments, introduce children to drum band extracurriculars and then share them, and children are directed to hit and walk along to the drum band music.

Challenges and Solutions of An-Nur Pa'bangiang Islamic Kindergarten in Stimulating Gross Motor Development in Group B3

Challenges in increasing the stimulus of gross motor development in the B3 group through drumband extracurricular activities include:

Difficulties in Coordination

Difficulties in coordination are a common challenge experienced by B3 group students at the beginning of learning drumband extracurriculars. Difficulty in using drumband instruments,

harmonizing the movements of the legs and hands. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the challenges that the school gets in improving the development of gross motor stimulation of B3 group students is the difficulty in coordination. Overcoming coordination challenges in improving children's gross motor development requires consistent practice, effective support from instructors, and great patience from children.

Difficulty Following Instructions

The difficulty of following instructions is a challenge obtained during the implementation of drum band extracurriculars. This is common because the focus of each child is different. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the challenges that the school gets in improving the development of gross motor stimulation of B3 group students is the difficulty in following instructions. There are many factors that can cause children to have difficulty following instructions, one example is that children may have difficulty following the correct movements, children may need more time to follow or master the movements. According to Pamungkas (2014) together marching and playing music, while the learning situation experienced by students when they chaotically carried out some rules in playing music and marching. So that sometimes hinders students from being able to reach the goals they want to achieve in the drumband extracurricular.

Space and Tool Restrictions

One of the challenges of the school is the limitation of space and equipment where at An-Nur Islamic Kindergarten Pa'bangiang there is no special class in this drumband extracurricular so that it is the reason for the non-optimal drumband extracurricular training. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the challenges obtained by the school in improving the development of gross motor stimulation of B3 group students is the limitation of space and equipment. The space owned by the school is still fairly common because students learn extracurricular drumband on the street in front of the living room, which should be carried out in a comfortable room so that children can practice and increase stimulation of their gross motor development.

Difficulty Understanding Rhythm

Students who have difficulty understanding the rhythm exemplified is also one of the challenges of schools in training their students to be able to understand and know how to adjust the music and strokes exemplified.

The solutions to overcome these challenges are as follows:

Structured and Phased Approach

The structured and gradual approach is a solution to the problems that exist when B3 group students get difficulties when carrying out drumband extracurriculars. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the solutions obtained by the school in improving the development of gross motor stimulation of B3 group students is a structured and gradual approach. So, in approaching, I hope that teachers at school with their abilities can better understand every condition that their students have, so that at the time of approach, students can be closer to their teachers.

Use of Interactive Learning Methods

The use of interactive learning methods is learning that can help in solving problems faced with an active learning model that can be used in this case is a tool in the extracurricular process of drumband taking place, for example, using games or group activities that involve gross motor movements. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the lessons obtained by the school in improving the development of gross motor stimulation of B3 group students is the use of interactive learning methods. It is hoped that students can be comfortable in carrying out training with this interactive learning method. Children are given freedom in carrying out learning and supervised by teachers so that learning does not seem to be in one direction only.

Use of Aids and Visualization

One of the solutions presented by the school is to show videos by students in the B3 group with this can help improve children's learning and be more enthusiastic in participating in drum band extracurriculars. Based on the results of interviews conducted with the teachers of the B3 group with the principal of An-Nur Pa'bangiang Islamic Kindergarten, it can be concluded that one of the lessons obtained by the school in improving the development of gross motor stimulation of B3 group

students, namely the use of assistive devices and visualization, can not only facilitate more effective learning in gross motor development, but also make it more fun and attractive for children. Nurhamidah & Sulastri (2023) said that the use of learning media for early childhood plays a very important role, this is because learning media carries messages that can be used for learning purposes and conveys learning materials more clearly.

From the existing challenges and solutions, there is a theory that supports this opinion, namely the theory of multiple intelligences by Howard Gardner. Kinesthetic intelligence is the ability to skillfully use our bodies to express ideas, thoughts and feelings. Kinesthetic intelligence also includes physical skills in the areas of coordination, balance, endurance, strength, flexibility, and speed. Everything related to the body, such as martial arts, sports and dance. Howard Gardner where strengths-based learning focuses on individual strengths and assigns tasks that are appropriate to their abilities can help overcome variations in ability levels. Second, kinesthetic, physical and musical intelligence, namely the challenge of developing gross motor and musical skills, can be understood through multiple intelligence. This exercise that focuses on developing intelligence can improve children's abilities in *a drumband* (Afandi, 2021).

4) CONCLUSION

Based on the results of the research obtained, the results were obtained that in the application of playdough to develop fine motor skills in early childhood at RA AlAmin Tamacinna are as follows: (1) the extracurricular role of *the drumband* in the gross motor development of B3 group children at An-Nur Pa'bangiang Islamic Kindergarten has begun to develop where in the extracurricular role of *the drum band* The teacher takes several steps to smooth the learning process of the students, where the first step taken by the teacher is to observe the child's gross motor development, so that the extracurricular role of the *drumband* of B3 group students can improve body coordination, improve balance, increase muscle strength, spatial skills, and muscle skills; (2) the extracurricular benefits of *drumband* in the gross motor development of children in the B3 group at An-Nur Pa'bangiang Islamic Kindergarten have also begun to develop based on the results of the researcher's observation that students begin to show the signs stated in the indicators, such as starting to be able to coordinate between their hands and feet, starting to be able to use their gross muscles for simple activities, and imitating leg movements, use *a drumband* and balance it according to the child's wishes; (3) Challenges and Solutions when playing *drumband musical instruments* in the B3 group at An-Nur Pa'bangiang Islamic

Kindergarten have also developed according to this expectation, which can be seen from the interactive learning provided during the implementation of the drumband extracurricular.

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