

PARENT INVOLVEMENT IN THE IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION SERVICES THROUGH DRUM BAND EXTRACURRICULAR ACTIVITIES AT RA DIPONEGORO 153 AJIBARANG BANYUMAS

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Abstract. This research aims to: (1). understand parental involvement in the implementation of Early Childhood Education services through the Drumband Extracurricular activities at RA Diponegoro 153 Ajibarang Banyumas. (2). to understand the involvement of parents as mentors in developing the musical intelligence of Early Childhood through the Drumband Extracurricular activities at RA Diponegoro 153 Ajibarang Banyumas. This research uses a qualitative approach with a case study method. The techniques used in data collection are observation, interviews, and documentation. Meanwhile, the data analysis technique used is the Milles Hiberman technique. The results of this study are (1) the role of parents as facilitators is to provide the necessary equipment during practice and check the condition of the equipment. (2) The role of parents as guides is to provide guidance and train children in striking techniques according to the tempo, and to train and instill discipline in children during drumband practice.

Keywords: Role of Parents; Drumband.

INTRODUCTION

Early childhood is a vulnerable period for children aged 0-6 years (Sisdiknas, 2003). In terms of developmental stages, early childhood is a golden period. During this period, children develop rapidly in all aspects and require regular and continuous stimulation to maximize their development in all aspects (Anjani & Mashudi, 2024). The provision of education is a shared responsibility that must be carried out by parents, the community, and the government. According to Chapter XV, Article 56 of Law Number 20 of 2003 concerning the National Education System of the Republic of Indonesia, the process of providing education takes place in three main settings known as the three centers of education, namely school, family, and community (Nugraha et al., 2009). One important aspect of democratic practices in education is community involvement, especially that of parents. To ensure that children succeed in the learning process, schools and parents must work together continuously.

To fulfill the human rights of every child, the state is responsible for ensuring that every child receives a proper education. Much evidence shows that early childhood education has the power to influence children's life chances, so policies in early childhood education and care (ECEC) must support universal accessibility and affordability of education (Mirawati et al., 2023). Upholding children's rights is a prerequisite for the implementation of childcare and education services. These rights include the right to health, protection from physical and psychological violence—including neglect, abuse, and dangerous acts—as well as the right to optimal care from the adults around them. (Krisnawati et al., 2022) explains that one of the most important things in caring for children from childhood to adulthood is parental involvement. However, not all parents realize how their community can be an important source of support to help their children learn. Most people believe that the role of parents in educating their children is limited to choosing the best school for them and not being involved in their teaching at home (Mirawati et al., 2023). Many parents feel that they have done enough by sending their children to the best school they have chosen, forgetting their responsibilities as primary caregivers. This means that parental involvement with early childhood is

not limited to childcare; they must also be involved in their children's education at home in accordance with the school curriculum (Krisnawati et al., 2022). Several previous studies have examined parental involvement in RA activity programs, including research by (Dahlan, 2023). (Yanti, Evi, 2022) (Gogahu & Wijayaningsih, 2023) (Mutolib, 2024) (Mirawati et al., 2023) (Anjani & Mashudi, 2024) (Salianty et al., 2024)

According to (Salianty et al., 2024), parental involvement is a key factor in raising children from early childhood to adulthood. However, not all parents realize how important their role is in their children's education. Many parents still feel that their involvement in their children's education is limited to choosing the best school or institution. This narrow view causes them to not take part in their children's learning process at home, which is actually an important part of child development. Although the role of parents in their children's education is not the only factor that can improve the quality of their children's education, the role of parents in their children's education has a significant impact that can bring about changes in their future success. Many parents believe that schools are solely responsible for their children's education, while parents are only responsible for the cost of education. This perception leads to a lack of communication and cooperation between schools and families, which can hinder children's development in many ways.

Therefore, parental involvement is essential in shaping children into good individuals who are useful to society. By implementing the right strategies, children can grow into an outstanding generation in this rapidly developing era. Based on this issue, the Parent Involvement Program in Early Childhood Education was designed with a focus on urban areas to increase the role of parents in children's education, especially in character education (Salianty et al., 2024).

In addition to parental involvement, a teacher's task must also be to develop children's intelligence. (Nasution et al., 2024) Gardner's Multiple Intelligences Theory states that there are eight types of intelligence, including mathematical-logical intelligence, linguistic intelligence, musical intelligence, visual-spatial intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Usually, a child has several types of intelligence, but it is very rare for a child to have all eight types of intelligence perfectly. Therefore, PAUD is directed to facilitate each child with the right learning environment and guidance so that children can develop according to their capacity.

According to (Mahmudah & Rohmah, 2020), musical intelligence in children can be developed through extracurricular activities at school. Extracurricular activities are activities outside of school hours that aim to help students develop according to their potential, talents, and interests. One extracurricular activity that can develop children's musical intelligence is drum band (Ahmad Afandi, 2021). A drum band is a group of people who play one or more songs using a combination of musical instruments, such as wind instruments, percussion instruments, and a number of pit instruments simultaneously, accompanied by a majorette as the leader. (Ahmad Afandi, 2021) Drum band extracurricular activities are activities carried out outside of class hours that involve playing several songs using a combination of musical instruments such as wind instruments, percussion instruments, and pit instruments simultaneously, led by one or two drum majors who serve as field commanders and a number of players carrying flags that form a formation. Drum band extracurricular activities are the best platform for developing students' potential and talent in music.

Based on preliminary observations and direct interviews with Mrs. Duryatmi, S.Pd.I, the principal, on Thursday, March 20, 2025, it was found that RA Diponegoro 153 Ajibarang Banyumas has several extracurricular activities, such as drum band and English. These various extracurricular activities are carried out so that the children's intellectual potential can be channeled appropriately and developed properly. A subsequent interview with Mr. Hamzah, the advisor for the drum band extracurricular activity, on Thursday, March 20, 2025, revealed that RA Diponegoro 153 Ajibarang Banyumas pays attention to children's musical intelligence, which is developed through the drum band extracurricular activity. The purpose of the drum band extracurricular activity is to provide a forum for children to develop their interests and talents in music, and it has become the most favorite extracurricular activity among other extracurricular activities and has received good attention from the principal. The musical intelligence of children at RA Diponegoro 153 Ajibarang Banyumas has developed well. The children have been able to develop their musical intelligence under the guidance of teachers who hold weekly drum band extracurricular activities. The children's ability to grasp the

notes or tones played varies. Some have low musical intelligence, so they are slow to memorize song notes and play drum band instruments. Children in the moderate category can easily memorize notes and play the instruments taught by the drum band instructor. Children in the high category can immediately and easily memorize notes and immediately practice them in playing drum band instruments, so the instructor does not need a long time to train them.

In early childhood education, extracurricular activities play a strategic role in supporting children's holistic development, including cognitive, motor, social, and emotional aspects. One extracurricular activity that is quite popular and in demand in various early childhood education institutions is marching band. This activity not only trains rhythmic skills and movement coordination, but also instills values of discipline, cooperation, and responsibility in children from an early age. However, the success of extracurricular programs such as drum bands is greatly influenced by the support and involvement of various parties, especially parents. Parental involvement in extracurricular activities is important in creating synergy between school and home, as well as in providing motivation and emotional support to children. Parents not only play a role in financing or providing equipment, but also instill values of discipline, cooperation, and responsibility in children from an early age. However, the success of extracurricular programs such as drum bands is greatly influenced by the support and involvement of various parties, especially parents. Parents also play a role in providing moral support, accompanying their children during practice or performances, and actively participating in activities organized by the school. Unfortunately, in practice, not all parents have sufficient awareness or understanding of the importance of their involvement in their children's extracurricular activities.

Based on this phenomenon, this study aims to examine in depth the forms of parental involvement in the drum band extracurricular activity at RA Diponegoro 153 Ajibarang, Banyumas Regency. This study will explore the extent of parental participation in supporting the drum band program, both in terms of communication with teachers, provision of facilities, and the role of accompanying children during the activity. Through this study, it is hoped that a comprehensive picture of the patterns of parental involvement and the factors that support and hinder such participation can be obtained, which can ultimately serve as a basis for formulating strategies to enhance cooperation between schools and parents in the context of early childhood education.

RESEARCH METHOD

This study uses a qualitative approach. The type of research used is case study research, which is a study that seeks to discover meaning, investigate processes, and gain deep understanding and insight from individuals, groups, or situations. In this study, the data collection techniques used are as follows: interviews, observation, and documentation. In this study, the interactive analysis model developed by Miles and Huberman was used as a data analysis technique. This model consists of three main components: data reduction, data display, and drawing/verifying conclusions. These three components are interrelated and occur simultaneously throughout the research process. Data reduction is carried out by sorting, selecting, and focusing on data relevant to the research objectives, namely to determine the form, intensity, and factors that influence parental involvement in drum band extracurricular activities. Irrelevant data is discarded, and important data is categorized based on themes such as involvement, obstacles faced by parents, and how schools and families work together. Then, for data presentation, to make it easier to analyze and interpret, the reduced data is then presented in the form of descriptive narratives, tables, or charts. The purpose of presenting this data is to provide a clear picture of patterns of parental involvement, the relationship between schools and parents, and the impact of marching band activities on child development. By presenting this data, researchers can find relationships between categories and discover patterns found through observation, interview findings, and documentation. Finally, drawing conclusions and verification. Drawing conclusions is the final process of the steps described above. Conclusions are drawn from the analyzed data and data that has been checked based on evidence obtained at the research location (Agama et al., 2022).

RESULT AND ANALYSIS

Parents play a central role in shaping students' personalities. Children will emulate and accept their parents' words. In the context of exploring and developing students' talents, the role of parents is very important. Of course, we want to identify students' talents and guide them in the right direction. Therefore, teachers must understand how students develop so that they can reach the appropriate level in kindergarten.

Parents are the first people children recognize in their lives. From them, children learn to imitate, listen, and form their initial understanding of the world. All of the words, actions, and habits of parents are embedded in the child's personality. Therefore, when it comes to "exploring" and "developing" students' talents, the presence and role of parents themselves is key, as it colors and shapes their education.

The drum band extracurricular activity is an important platform that helps students develop and channel their skills and talents, especially in the areas of musicality and rhythm. Students not only learn to play various percussion instruments, such as snare drums, bass drums, cymbals, and majorettes, but also train their body coordination, concentration, and teamwork. At RA Diponegoro 153 Ajibarang, Banyumas, the drum band extracurricular activity is designed as a flagship program to stimulate musical intelligence in early childhood. The training sessions do not only focus on the technique of playing musical instruments, but also other aspects such as precision of movement, coordination, rhythm duration, and courage in various performance opportunities. In addition, children learn simple rhythms, read basic musical cues, and even perform at various events at school and outside of school. Through this extracurricular activity, students can develop their talents, but also shape their character, personality, confidence, discipline, and responsibility as individuals and group members. With fun learning-based guidance from teachers, RA Diponegoro, 153 Ajibarang, is committed to being a music education institution that prioritizes the physical, psychological, and emotional development of students in a framework of developing intelligence.

The role of parents is to prepare all the equipment needed to support the drum band extracurricular activity. At RA Diponegoro 153 Ajibarang Banyumas, during drum band practice, there are instructors for each musical instrument who are tasked with guiding and helping children when they encounter difficulties. In the dance section, teachers act as facilitators, providing costumes according

Ardhiny
Parent Involvement in the Implementation of
Early Childhood Education Services Through Drum Band Extracurricular Activities at
RA Diponegoro 153 Ajibarang Banyumas

to the children's sizes, replacing costumes that are no longer suitable, and helping children with their dance movements. In the gita pati section, parents are responsible for providing instruments such as majorette sticks.

Furthermore, the role of parents in percussion instruments is to prepare instruments such as sticks, tenors, snare drums, and check the condition of the instruments until they are ready for use. In the bass section, teachers act as providers of instruments and check whether the instruments used are suitable or not. The role of teachers as facilitators for bell instruments is to record the notation of the songs being played. In the flag section, parents prepare the flags to be used until all preparations are complete.

1.1 Teaching Methods for Drum Band Extracurricular Activities at RA Diponegoro 153 Ajibarang Banyumas

In implementing the Drum Band Extracurricular learning process at RA Diponegoro 153 Ajibarang Banyumas, there are several methods used by trainers to apply learning materials to be taught to students, namely:

1.1.1 Introduction to notation and rhythm

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1.1.2 Introduction to percussion patterns

One method of striking is to use verbal cues. In drum band lessons, verbal cues are a very important basic technique for training students' coordination and precision of movement. The trainer gives verbal signal codes using simple keywords that are intended to attract attention. The drumming techniques referred to and explained to students include: first, the signal code "Ta", where the trainer says "Ta" and the students are asked to strike the drum membrane with their right hand. Second, the "Ti" signal, where when the coach says "Ti," students strike the drumhead with their left hand. Third, when the coach calls "Na," students must strike the drumhead with both sticks simultaneously using both hands. Fourth, the signal code "Pi" is specifically for students who play the snare drum and tenor drum; when the coach says "Pi", they must strike the two sticks together using both hands instead of striking the drum membrane with both sticks. Fifth is the slogan 'Stop', where when the coach says "Stop", all students are instructed to stop moving and remain in a stationary position. At the beginning of implementing this sign language method, the coach realized that students were often confused in responding to the given sign language, especially when commands were given continuously at an increasingly fast tempo. The coach slowed down the tempo of the sign language and prohibited students from immediately hitting the drum. Instead, they were instructed to imitate the coach's speech in the form of sound, so that they could focus more on understanding the verbal relationship between what they remembered and their motor movements. The trainer and students collaborated to practice these pronunciations gradually until the students were able to memorize each signal code properly. Of course, this method was not only intended to strengthen memory, but also to train concentration, rhythmic accuracy, and the students' awareness of drum band playing.

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1.1.4. Introduction to attitude

In addition, in Drum Band extracurricular activities, apart from coaches who strive to provide a lot of learning related to strengthening technical skills in playing musical instruments, there are also equally important elements, namely discipline, solidarity, and cooperation. These are the most basic aspects and must be nurtured from an early age in students. This is because these aspects are also directly related to the success of students in forming a solid and harmonious drum band team. In an effort to instill this, coaches not only teach musical instrument playing techniques, but also motivate students to understand the importance of maintaining discipline, unity, and good cooperation in every training activity.

The role of parents as mentors in the RA Diponegoro 153 Ajibarang Banyumas drum band extracurricular activity

Regarding the role of parents as mentors in developing early childhood musical intelligence through drum band extracurricular activities, parents guide students to play instruments properly and correctly, and guide children in coordinating their movements with dancers and majorettes to produce beautiful dances.

Parents as mentors must be able to show their children how to learn well and correctly in accordance with existing procedures. Without guidance from parents, children will experience many difficulties and usually children who lack guidance will be more dependent on their friends. This is because these children feel confused and have not yet mastered what they are learning. The guidance provided by parents must be integrated with the learning process in order to achieve the desired goals and become a determining factor in the success of children in extracurricular drum band activities at RA Diponegoro 153, Ajibarang, Banyumas.

Parents have a very important role in helping their children learn, especially in helping them participate in extracurricular activities such as drum band at RA Diponegoro 153, Ajibarang, Banyumas. Parents are not only responsible for providing moral support, but also for helping their children understand and undergo the learning process correctly. Parental guidance covers many things, such as helping children manage their practice time, building discipline, instilling a desire to learn, and encouraging children to face challenges with confidence.



Fig. 1. The role of parents as mentors

Children often face problems in learning if their parents are not actively involved. Children who lack guidance from their parents usually show a tendency to depend on their peers to understand what is being taught or what material they should learn. Children are basically confused, lack confidence, and have not fully mastered what they are learning, which causes this dependence. This condition can cause gaps in the learning process, preventing children from developing individually and in group work.

Therefore, parental guidance must be in line with school learning. Parents must communicate well with coaches or homeroom teachers, understand learning objectives, and provide guidance and positive encouragement at home. This way, children can feel the connection between what they learn at school and at home, resulting in a more effective learning process. Children's success in drum band extracurricular activities is influenced by consistent and attentive parental involvement. This involvement helps them build character, discipline, and the ability to work together in a team.

CONCLUSION

From the results of research related to the role of parents in developing children's musical intelligence through extracurricular drum band activities at RA Diponegoro 153 Ajibarang Banyumas, it can be concluded that: The involvement of parents in organizing extracurricular activities for early childhood at RA Diponegoro 153 Ajibarang Banyumas is as providers of the equipment needed during practice, checking the condition and suitability of the equipment until it is ready for use, and providing children with song notation written on the blackboard or printed on paper so that children can more easily remember and learn the song notation being played. The involvement of parents as mentors in developing the musical intelligence of early childhood at RA Diponegoro 153 Ajibarang Banyumas is to provide guidance and train children in striking techniques according to tempo, train and accustom children to discipline in practice, and provide guidance to children to develop their physical abilities in harmony with the songs being played, especially those who are gita pati officers, majorettes, and dancers. Parents also play a role in providing guidance to children when they encounter difficulties in drum band practice.

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