



## Hadrah Extracurricular Activities In Improving Students' Music Skills At School

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### Abstract

This research aims to describe how Hadrah extracurricular activities improve students' musical skills at school. This research is included in qualitative descriptive research, which focuses on the development of students' musical skills after participating in Hadrah extracurricular activities. The research methods used include observation, interviews, and documentation. The data instrument for observation uses a questionnaire, while interviews use a structured questionnaire. The data source in this research uses primary data sources, namely data obtained directly in the field through informants in the form of coaches and members of Hadrah extracurricular activities. The various data obtained were then analyzed, and a data reduction process was carried out to be presented in the form of a short description and conclusions drawn. Based on the process carried out, it was found that Hadrah extracurricular activities can improve students' musical skills and attitudes.

**Keywords:** Hadrah extracurriculars, musical skills, school environment

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### 1. Introduction

Extracurricular activities are educational activities carried out by students outside the lesson hours provided in the core curriculum as an addition to the curriculum material. These activities can be organized or supervised by the school with the aim of

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facilitating the development of students' character, potential, interests, and abilities that go beyond the focus of the official curriculum (Kompri, 2015).

The term "extracurricular" refers to activities that are outside the main lesson structure or additional learning activities that are not included in the core curriculum (Efferi, 2017; Triwiyanto, 2022). Therefore, extracurricular activities are carried out outside the classroom or outside official learning time to explore students' individual potential (Khaerudin et al., 2007; Rahman, et al., 2023). This includes the application of the knowledge they have acquired as well as specific guidance to develop the talents and potential that students have through various activities that can be mandatory or optional (Oemar, 2010).

Apart from that, hadroh activities also provide an opportunity for students to experience the beauty and spirituality of Islamic art. Hadroh music accompanied by the chanting of Islamic poetry has its own charm in creating a religious atmosphere (Kamela, et al., 2020). This can inspire students to better understand religious values and spirituality in art.

Hadroh is part of the Islamic artistic tradition. Through this activity, students can understand more deeply about the development of Islamic musical arts (Khozinurrahman, 2016). They can learn about the role of music in Islamic culture and how this art has developed throughout Islamic history. Hadroh extracurricular activities tend to involve group practice and group training (Purwasih, 2023). This provides an opportunity for students to discuss, share views, and reflect on the meanings contained in Hadroh art. This kind of discussion can improve their understanding of art.

The poems sung during Hadroh activities contain Islamic and moral messages. Students can study these poems to understand the religious values, morality, and Islamic teachings contained in them. This can help them relate art to religious teachings. Madrasah Aliyah Plus Nurul Islam Sekarbela, which is located in Sekarbela Mataram, the place where researchers carry out Field Experience Practice (FEP) activities, also has extracurricular activities, hadroh, which will be staged in front of all the students and female students, as well as the teachers at MA Plus Nurul Islam every Friday. And hadroh training activities are usually held every Thursday after class ends.

Through participation in Hadroh activities, students gain direct experience related to musical skills through the exercises they participate in while participating in Hadroh extracurriculars. They listen to, memorize, and play Islamic poetry and interact with traditional musical instruments such as the tambourine and gambus (Arafat, 2021). This direct experience can help students understand the elements of musical art more deeply.

Thus, hadroh activities can be an effective tool for improving students' musical skills as well as strengthening their religious experience. Departing from the background above, the author is interested in conducting research on "The Impact of Hadroh Extracurricular Activities in Improving Musical Skills".

## **2. Method**

This research was carried out at MA Plus Nurul Islam, which is located on Swasembada Street, No. IX Kekalik Pule, District Sekarbela, Mataram City, Province West Nusa Tenggara. This research focuses on improving students' musical skills as a result of their participation in Hadroh activities. This includes the skills to sing and play musical instruments, such as the keprak, tambourine, darbuka, bass, and tum. In this case, the researcher uses a type of qualitative descriptive research, namely discussing problems by describing, explaining, and providing exposure to real conditions supported by data from interviews and written data. The data collection method uses observation, interviews, and documentation.

The data source in this research uses primary data sources, namely data obtained directly in the field through informants. Those who were asked for information were students who were actively involved in extracurricular activities. To obtain more in-depth and relevant information regarding the problems of the data collection process to be studied, researchers conducted structured interviews, meaning that the questions asked in the interview had been prepared beforehand and could not be changed (Kusumastuti, et al., 2020; Murjani, 2022). Meanwhile, the observations carried out in the research will be systematic in accordance with the guidelines as an observation instrument. For the technical analysis of the data obtained, data reduction will be carried out, which will be presented in the form of a short description, and conclusions will be drawn.

### **3. Results and Discussion**

School is an environment that helps in the process of developing students' talents and interests. This can be facilitated by extracurricular activities. This activity is an additional activity outside of the formal program, such as teaching and learning in the classroom, which is optional (Santosa, 2017). Based on this context, of course, this activity is tailored to the students' wishes in developing the character potential of each student (Triwardhani, et. al. 2020). Extracurricular activities are not listed in the school lesson schedule but can indirectly support various intracurricular activities. One of the extracurricular activities at MA Plus Nurul Islam Sekarbela is hadroh.

Hadroh is a local art whose existence is currently very important to maintain, especially with the arrival of various musical genres that are developing in society. Hadroh art cannot be separated from the chanting of shawat, especially regarding prayers addressed to Allah SWT, the Prophet Muhammad SAW, and his family and friends (Zahidi & Santosa, 2017). Musical skills refer to an individual's ability to understand, interact with, and participate in various aspects of music, such as the ability to sing or play a musical instrument well. Improved musical skills in students can be seen when they are able to play musical instruments well and sing with a clear tone and good voice control. Apart from that, there is also the ability to collaborate, meaning that the vocalist and musical instrument player understand their respective roles in the group. The vocalist is the vocal center, while the musical instrument player is tasked with accompanying and supporting the vocals, thereby helping maintain balance in the music.

Musical skills at MA Plus Nurul Islam can be improved through Hadroh extracurriculars. Hadroh is an Islamic musical art originating from Arab traditions that is generally used in Islamic celebrations or religious contexts. Hadroh activities at MA Plus Nurul Islam are held every Friday during IMTAQ activities. Hadroh activity training is carried out every Thursday after school hours so as not to disrupt the core lesson schedule.

In its implementation, there are several things that are supporting and inhibiting factors for extracurricular hadroh at MA Plus Nurul Islam. The supporting factor is that hadroh activities are trained directly by teachers who actually teach one of the subjects

at MA Plus Nurul Islam, namely Sohیب Ridho S.Pd., so that the madrasah does not need to bring in tutors or special trainers from outside. Based on the results of the interview, Sohیب Ridho S.Pd is fluent in playing all Hadroh musical instruments. The next supporting factor is that the majority of students who are active in Hadroh extracurriculars live not far from the Madrasah, and based on the results of interviews, in the environment around their homes there are regular assembly activities involving Hadroh activities, so that apart from receiving training in Hadroh extracurriculars, students also receive training and support from the environment.

Apart from supporting factors, there are also inhibiting factors. Based on the results of observations and interviews, the inhibiting factor for this extracurricular is the lack of facilities. Students still practice in class because they do not have a special room for training. Musical instruments that are still lacking include the tambourine and krencengan. There are also several instruments that don't function properly, such as the bass. Apart from that, the sound system is not very supportive, such as the microphone, which often jams when used.

However, behind these inhibiting factors, they show that extracurricular hadroh has a significant influence on improving students' musical skills. This was conveyed based on the results of interviews with students who actively participated in Hadroh extracurriculars. The following is a discussion regarding several improvements in musical skills obtained by students who take part in extracurricular activities based on the results of observations and interviews:

### *1. Improving Musical Instrument Playing Skills*

Musical instrument players experience improvements in their technical skills. This can be seen in the ability to play musical instruments, becoming more fluent, and being able to create beats when playing Hadroh musical instruments. There are 5 musical instruments used in hadroh at MA Plus Nurul Islam, namely: kepraak, tambourine, darbuka, bass, and tam. These five instruments have their own formulas and keys for playing them. The following is an explanation of the five Hadroh musical instruments.

#### *a. Keprak*

Keprak or kaplak is a tambourine instrument that looks like a tambourine or fly but has a smaller diameter. This tool is used to make musical variations on the hadroh tambourine so that the resulting music is more lively. The presence of this instrument when playing hadroh makes the music more alive. The formula used in this keprak instrument is only rising notes with no "D."

b. *Bass*

The way to hit it is to swing it right towards the sound component of the bass (bass face). Too much force when hitting is not recommended because it will cause extreme fatigue. The next step is about application in a group; the bass instrument is played in collaboration with the tam to create a rhythm that will be the accompaniment to the hadroh music.

c. *Rebana*

The technique of playing the tambourine by hitting it with the hand requires coordination between the left and right hands. The left hand functions as a support for the tambourine, while the right hand functions as a regulator of strength and accuracy in hitting the tambourine shell.

d. *Tam*

Tam is also the same as bass, which is the key to playing Hadroh music. Tam here functions as a bass player, so the bass and Tam must coordinate with each other to avoid mistakes when playing.

e. *Darbuka*

Darbuka is a drum-like musical instrument shaped like a cormorant. This instrument is one of the most popular instruments for young people because the sound it produces is very good. How to play: hit occasionally according to the rules of the tone.

2. *Ability to Sing with Intonation*

Through extracurricular hadroh, vocalists understand how to control their voice well, including the ability to control the volume.

### 3. *Enhanced Collaborative Skills*

Hadroh activities at MA Plus Nurul Islam Sekarbela help students develop the collaborative skills of playing musical instruments and singing together in groups. They learn to listen to their peers, adapt to changes in music, and create harmony in ensembles (groups).

### 4. *Improve your ability to read Islamic poetry.*

Vocalists can understand Islamic verses that are often used in hadroh and learn how to sing them meaningfully.

### 5. *Speed of Learning New Songs*

After attending the Hadroh extracurricular, both vocalists and musical instrument players need a short time to learn the pitch and rhythm of new songs and collaborate on musical instruments with vocalists. It initially took them 3 to 4 days, but over time they completed it within a day and at the latest 2 days.

Hadroh extracurriculars also provide opportunities for students to develop their creativity and self-expression (Supiani, et al., 2020; Zakiya, et al., 2023). During performances and rehearsals, they can act as musicians or singers, which allows them to express their feelings and emotions through artistic works. Students are given the freedom to act as solo singers. This allows them to express themselves creatively by creating music and conveying messages through art (Burhamzah, et al., 2023; Hadi, 2023). Self-expression in the art of music is a powerful way to communicate feelings, thoughts, and ideas. Students learn how to engage themselves in the creative process, create music that tells their own stories, and express their feelings to an audience. It is these skills that are developed through Hadroh, contributing to students' personal development and helping them become more creative and communicative individuals.

Apart from that, the positive impact of students participating in hadrah extracurricular activities is that habits or cultures begin to emerge, such as religious values, discipline, hard work, independence, curiosity, respect for one's own culture, and responsibility. From the various values that have grown, it can be seen that religious

values are one of the impacts most felt by each member in hadrah extracurricular activities. This is, of course, because the songs sung by the personnel are closely related to religion-based music. By increasing the religious side in a better direction, it will indirectly create a feeling of relaxation and a calm heart. This is in line with research conducted by Chairani and Juwita (2019), which states that extracurricular activities have a recreational function that, if carried out in a relaxed and enjoyable manner, can support the student development process.

#### 4. Conclusions

Through the results of observations, interviews, and documentation in the field, it can be concluded that the hadroh extracurricular at MA Plus Nurul Islam Sekarbela has a significant influence on improving students' musical skills for both vocalists and musical instrument players. Apart from developing students' abilities or talents, these extracurricular activities are also able to change students' personalities to be more open to the surrounding environment. This is, of course, because this activity is group in nature, so it is able to maximize communication and cooperation between members of the group.

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