

The Sendratasik Student Working Group Orchestra as an Initiative of the Sendratasik Education Study Program in Achieving Key Performance Indicators (KPIs)

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ABSTRACT

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This research will describe and examine the efforts of the Sendratasik Education study program, especially in obtaining achievements in the non-academic field after the course reshuffle where the loss of major courses (elective principal instruments) for students who take the entry path through the discipline of music. In some decades to achieve in the non-academic field is not something easy. It requires a good, organized, measured process in participating in the competition scene and accuracy in combining non-academic competition stalks at regional, national and international levels. Sendratasik education is expected to be able to bring its academic community in a direction that can support the vision and mission. As part of a university that produces qualified cultural arts teachers, it is necessary to achieve directed and measurable performance. The measure of quality in the credibility of the institution is measured by the accreditation component with seven standards (now nine standards). One of the standards that support Unesa's main performance indicators is through achievement. The achievement is in two parts, namely academic and non-academic achievement. As a foothold in this study using the theory of achievement and the process to achieve success as a theory used to dissect the achievement of key performance indicators, especially in non-academic achievement in the Sendratasik Education Study Program, Faculty of Languages and Arts, Surabaya State University. This research uses a mix method research method. with an achievement process approach in the Sendratasik Study Program. The data sources taken are primary and secondary data. Data includes questionnaires, writings, interviews, documentation, and observations then use achievement process analysis contained in leadership management to review the standardization that has been determined by the accreditation agency.

INTRODUCTION

The application of McClelland's Needs Theory in the realm of education plays a crucial role in understanding student motivation and fostering an environment conducive to learning. McClelland identifies three primary human needs: the need for achievement, the need for affiliation, and the need for power (leadership) (McClelland, D. C., 1961). These motivational drivers influence how individuals engage in tasks, interact with others, and strive for success. In an educational setting, recognizing and addressing these needs can help educators create a more effective learning environment that nurtures both academic and personal growth.

In line with this perspective, the Sendratasik Student Working Group Orchestra was established as an initiative of the Sendratasik Education Study Program to provide students with a platform that not only enhances their artistic and musical skills but also fosters motivation through achievement, affiliation, and leadership. The orchestra serves as a collaborative space where students can actively engage in performance-based learning, develop teamwork and social connections, and cultivate leadership skills through musical direction and event management (Azizah, R. S. N., 2020).

Furthermore, this initiative aligns with the Key Performance Indicators (KPIs) set by the university, particularly in enhancing student competencies, expanding extracurricular

engagement, and promoting collaborative projects with the community (Dewey, J., 2009). By participating in the orchestra, students gain practical experience in the performing arts, strengthen their professional networks, and contribute to cultural and artistic development both within and beyond the academic environment.

Through the Student Working Group, Orchestra Sendratasik, the Sendratasik Education Study Program aims to provide a comprehensive learning experience that not only refines students' technical and artistic abilities but also supports their overall development in leadership, teamwork, and professional growth. This initiative serves as a bridge between theoretical learning and real-world practice, ensuring that students are well-prepared to contribute meaningfully to the performing arts industry and the broader creative community (De Porter, B., 1992).

RESEARCH METHOD

Process is an activity that has the power to achieve a goal. Through process, creative ideas can be generated to achieve what is desired. A performance can only be enjoyed as a result of a process that requires creative ideas. The audience never thinks about the process that must be done to get maximum results. According to Sanjay, the Process of achievement has the following stages in obtaining success: Dreams → Goals → Plan → Belief → Action → Perseverance → Achievement. When translated, students must have positive dreams to increase their potential. Then the dream must be realized with a target that will be explored according to its potential. Then it is carefully planned in realizing the potential that is explored. In exploring potential, students must have confidence that they have the potential to do (Bungin, Burhan, 2001; Sudikin, Basrowi, 2002; Suparmoko, 1987; Sutopo, HB. 2002). Self-confidence must also be accompanied by perseverance because every achievement of an ability must be based on high willingness. The end of these stages will get achievements in accordance with the dreams expected by someone. All of these stages are the basis of the process of obtaining achievements.

RESULTS AND DISCUSSION

The separation of the Sendratasik Education Study Program and the music study program makes the manager of the Sendratasik study program have to take steps to be able to fill the gap in student competence that occurs in students. Especially students who have basic music expertise when enrolling in the Sendratasik Education study program. This imbalance arises because of the lack of instrument practice courses that can be taken by students of this study program. In the absence of major instrument courses, the expertise of playing the instrument of choice of students clearly cannot be honed on an ongoing basis. As a result, the ability to play musical instruments of Sendratasik Education study program students does not develop and even tends to decline. This is certainly unfortunate because as we all know to study music, instruments are the main media for students to be able to channel their artistic abilities to achieve non-academic achievements. According to the questionnaire survey conducted, 81.1% of Sendratasik Education study program students realized the importance of playing musical instruments. 92.9% wanted to improve their ability to play musical instruments, and 54.6% of them wanted to improve their musical knowledge. Only a small proportion

(5.7%) of them had sufficient skills in playing musical instruments. Most of them (65.3%) can only play a few musical instruments, and 29% of them cannot play musical instruments at all. Only 12.6% of students are aware that they have to practice their instruments after class hours. 87.4% of the students rarely practice their instruments after class, while 29.86% of the students never practice at all. The problems reflected in the questionnaire survey are consistent with the situation of music learning in the program: On the one hand, students desire to improve their instrumental playing ability through music learning in college. On the other hand, the instrument practice course is eliminated, which does not provide enough opportunities for most students to learn and practice instruments in class, and students rarely learn and practice instruments independently after class. The ability to play musical instruments of Sendratasik Education students is generally weak, and music courses in Sendratasik Education study program face difficulties because they have to be various with other art fields, namely drama and dance. In concrete learning practices, in general, there are the following problems in learning musical instruments in the Sendratasik study program: (1) There is not much practice-based instrument learning atmosphere, there is no good musical instrument learning environment, and students have too few opportunities to practice musical instruments after class. (2) The teaching materials for musical instrument practice in the Sendratasik Education study program are mostly theoretical, so students can only imagine without being able to directly practice on the instrument they choose. (3) Students have too few opportunities to practice musical instruments, so they are far from achieving the expected goals.

Connecting achievement theory with Music learning in Sendratasik Study Program, especially in the context of the lack of practical courses, requires a strategic approach to keep motivating and involving students. The Sendratasik orchestra is here to be a forum for developing students' skills in playing musical instruments. This Student Working Group is a space to realize the need for achievement. Referring to the theory of achievement and process, we can focus on the Creative Project. Despite the lack of practical courses, creative and challenging project assignments can be given. For example, students can be assigned to compose a musical composition, write a ballet script, or develop a musical theatre performance concept. Furthermore, performance-based assessment applies a grading system that focuses on the performance and final outcome of the projects. Constructive and detailed feedback will help students identify areas for improvement. Furthermore, competition and rewards, holding internal competitions or participation in external competitions to increase motivation and provide recognition for student achievements. The need for Affiliation is also a very important thing that can be developed in this case. Although there are no practical courses, collaborative projects can be an effective substitute. For example, students can work in groups to develop a music or dance project. Build a learning community where students can share ideas, discuss projects, and provide mutual support. Online discussion forums or regular meetings can provide a platform for this. Encourage interaction between students and lecturers or arts practitioners through mentoring and guidance program to build positive and supportive relationships. For the Need for Power Leadership Role, this Student Working Group can provide students with leadership roles in group projects or

arts organizations on campus. For example, they can become project team leaders or coordinators of arts events, involve students in decision-making processes related to curriculum or extracurricular activities to give them a sense of responsibility and control and lastly provide training and workshops on managerial and leadership skills to help students develop their ability to manage arts projects. In the music learning environment in Sendratasik Study Program which lacks practical courses, the application of McClelland's achievement theory can help create a learning experience that remains motivating and satisfies students' individual needs. It can also increase their engagement in the learning process and help them reach their full potential in the arts.

The role of the Sendratasik Orchestra Student Working Group in pursuing the needs of the Main Performance Indicators (IKU) of higher education achievement is very important. It can be an effective platform to motivate and develop students' competencies through structured and well-planned activities such as, Improving the Quality of Learning which can include collaborative projects. Organizing collaborative projects involving various aspects of dance and music, such as orchestral performance production, dance staging, and workshops. This can give students practical experience despite the small number of practical courses. The next thing that can be done is to hold masterclasses and workshops with leading arts practitioners, both nationally and internationally, to improve students' skills and insights. participating and organizing performances and competitions at local, national, and international levels is also very important to give students the opportunity to showcase their abilities and gain recognition. As well as providing leadership roles to students in organizing orchestral and ballet activities, which can develop their managerial and leadership skills. If the above process goes well, the next thing that can be done is to establish cooperative relationships with industries and institutions. Build partnerships with companies, industries, and art institutions to create opportunities for internships, project collaborations, and sponsorships, hold exchange program with other art institutions, both at home and abroad, to expand networks and provide new perspectives to students and can provide valuable industry experience for students.

Student Working Group orchestra Sendratasik in addition to being useful for students, Prodi, Faculty and University, its existence is also expected to benefit the Community Service activities. This can be realized by holding activities in the form of community service. The form of activities can be in the form of art education program and social projects. Arts Education Program Involving students in arts education program for the community, such as teaching music and dance in schools or communities. This not only enhances students' teaching skills but also has a positive impact on the community. Social Projects can be realized by organizing art projects that focus on social issues to raise awareness and make a real contribution to society. In addition, research and development also need to be conducted. Research projects Encourage students to engage in research projects related to music and dance. The results of this research can be published in academic journals or presented at conferences. Examples of development can be realized through innovations in the arts, developing innovations in teaching methods and

performing arts through research and experimentation supported by Student Working Group.

CONCLUSION

Student Working Group Orchestra Sendratasik, as an important part of the Sendratasik family, has carried out an important task to train students' musical instrument playing skills. At the same time, it is faced with difficulties due to the lack of practical music lectures provided in this study Program. Students do not have enough time to practice musical instruments in class, and have too few opportunities to practice after class, which is far from meeting the needs of students to improve their skills and the needs of society for graduates with proficient instrument playing skills. The application of McClelland's achievement theory seeks to create a good learning environment for students, increase students' opportunities to develop instrument playing skills, goals, and allow students to "immerse" in the musical environment and naturally carry out music learning in the Sendratasik Education Study Program. The teaching of instrumental skills in higher education can draw inspiration from the above theory and find ways to overcome the difficulties encountered. How to create a good instrument learning environment for students in concrete music teaching practice, provide students with abundant and appropriate music input materials, and let students have more opportunities to practice and demonstrate their instrument playing skills, this topic deserves further specific and in-depth research and discussion. Orchestra Sendratasik is expected in the future to be a forum for students to hone their ability to play musical instruments according to their choice. Thus, the process of achieving non-academic achievements can also be achieved through continuous and continuous coaching. By utilizing the role of the Sendratasik Orchestra Student Working Group effectively, this Program can improve the achievement of the university's IKU by developing student skills, expanding networks and partnerships, and making a positive contribution to society and the arts industry.

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