



Joyful Learning : An Effective Strategies for Interactive Drum Learning

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Abstract: This study aims to describe the application of the Joyful Learning method in drum lessons at Favore Music and to identify effective strategies in increasing student motivation and engagement. Using a qualitative descriptive approach with a participatory method, this study involved four drum students at Favore Music, Bandung City, through observation, structured interviews, and documentation. The data were analyzed through processes of data reduction, data display, and conclusion drawing, while method triangulation was applied to ensure research validity. The results showed that the application of Joyful Learning through rhythmic exploration, improvisation, and dynamic interaction was able to significantly increase student engagement. Learning strategies such as the use of backing tracks, variations in sticking exercises with various objects, and the challenge of tempo changes and fill-ins create a more interactive and enjoyable learning experience. This approach not only deepens students' musical understanding but also increases their confidence and consistency in practicing. This study contributes to innovation in private music education and provides new insights into the effectiveness of experiential learning in improving the quality of drum learning.

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Introduction

Private music lessons have a significant role in the development of individual skills, especially in the context of early childhood education and non-formal education. Through music lessons, learners not only gain an understanding of music theory, but also develop social, emotional, and cognitive skills that are essential for their future development. According to Fadilla, Respati, & Giyartini, (2022) emphasize that music education contributes to the intellectual, social, and emotional development of children. This is in line with the findings of research conducted by Nugrahaningsih, (2022) which shows that involvement in musical activities can increase children's social interaction, especially for children. Through musical activities, children learn to collaborate, share attention, and participate in group environments, which play an important role in the development of their social skills.

Private music lessons also provide space for learners to explore their interests and talents in more depth. According to Mayuri Putri, Amri, & Anggraini, (2024) in the context of non-formal education such as extracurricular music at school, learners are given the freedom to learn and create according to their interests, which is in line with the concept of Merdeka Belajar (Freedom of Learning). Such a learning environment can support self-development and encourage independence in learning. However, private music learning often faces various challenges that can affect the effectiveness and learning outcomes, some of the main challenges faced include low motivation, boredom, and lack of interaction in the learning process, these issues have also been noted by Paramita, Julanons, Fayola, Sabur, & Husain, (2024) who highlight the pressing need for more interesting, interactive, and



effective learning methods, as conventional teaching strategies are frequently deemed less motivating by students

One of the main challenges in private music learning is the low motivation of learners. Research shows that factors such as a lack of support from parents and the surrounding environment can contribute to low motivation among students in learning music (Saragih, 2022). When students do not get enough encouragement or do not have clear goals in music learning, they tend to lose interest and enthusiasm for practicing. In addition, a lack of variety in teaching methods can also cause boredom and reduce student engagement. Therefore, creative and interesting teaching strategies are needed to increase learning motivation.

Furthermore, the role of emotions in music learning also has a significant influence. According to Wirayudha, (2022) explains that the subjective emotions of a musician function as a link in interpreting musical notation into a more profound musical experience. When learners have an emotional attachment to the music they are learning, they tend to find it easier to understand and remember the learning material. In addition, a fun learning experience can increase student motivation and create a conducive learning environment (Kho & Panjaitan, 2024).

The concept of Joyful Learning in music learning is an approach that can improve the effectiveness and quality of students' learning experiences. This approach emphasizes the importance of creating a fun and engaging learning environment so that students can be actively involved in the learning process. In the context of music education, Joyful Learning can be applied through various strategies that encourage creativity, collaboration, and a positive learning experience. The Joyful Learning approach also has an impact on increasing students' motivation to learn. According to research conducted by Wang & Wong, (2022) a fun learning experience can increase students' sense of autonomy, which ultimately contributes to strengthening their self-efficacy. When students feel in control of their learning process, they tend to be more motivated to practice and participate in musical activities. In addition, this approach can also help students face the psychological challenges that often arise in music learning, such as anxiety or lack of self-confidence (Yinuo, 2023).

The application of *Joyful Learning* in music learning can also encourage collaboration and interaction between students. Research conducted by Barrett, Flynn, Brown, & Welch, (2019) shows that collaborative learning experiences in music education can help students develop crucial social and emotional skills. Drumming also plays a role in facilitating the development of students' creativity and imagination. Through the process of improvisation and various rhythmic games, students have the opportunity to express themselves and explore various musical genres in depth. This not only enriches their musical knowledge but also encourages critical and innovative thinking skills in creating rhythmic variations and more complex musical structures. According to Yende, (2024), the challenges in music education are often related to accessibility and cultural representation. By applying the principles of Joyful Learning, educators can create a learning environment that values diversity, so that all learners feel valued and motivated to participate, regardless of their background. This not only enhances the individual learning experience but also enriches the overall learning dynamic.

Drums learning at Favore Music was previously still oriented towards rigid achievements, so that students often felt burdened by the standards that had to be achieved without any flexibility in the learning process. The traditional method, which is too fixated on the teaching system, tends to reduce the appeal of learning, especially in the aspects of basic



rhythmic understanding and notation reading, which often feel monotonous and unmotivating. This condition is increasingly evident in the majority of primary school students, where interactive and fun learning methods are more effective in increasing their involvement and understanding. Therefore, the *joyful learning* approach is adopted as a more relevant strategy, because it not only increases students' interest in learning but also creates more dynamic interaction between teachers and students, making the learning process more meaningful. This study aims to describe the application of Joyful Learning in drumming and to identify effective strategies that can increase student engagement and motivation. In addition, this study also aims to explore how an interactive and experience-based learning approach can create a fun learning atmosphere, improve musical understanding, and encourage student creativity.

Research Method

This study applied to a descriptive qualitative approach with a participatory method, in which the researcher acts as a teacher in drumming lessons at Favore Music. Descriptive qualitative studies aim to present a comprehensive overview of the data collected, allowing the researcher to remain oriented to the narrative and experience of the participants (Hall & Liebenberg, 2024; Nguenha et al., 2024). This approach provided room for in-depth exploration of the application of *Joyful Learning* and direct interaction between teachers and students. The research sample consisted of four students who took private drum lessons, each lasting 30 minutes per session. The sample was selected using purposive sampling, considering the level of active involvement of students in the learning process.

Data collection was carried out through participatory observation, structured interviews, and documentation (Rachmawati, 2007). Observations were carried out during learning sessions to understand the patterns of interaction and student involvement. Interviews with students and parents aimed to explore experiences and identify the impact of the *Joyful Learning* method. In addition, documentation in the form of learning session recordings was used as an additional data source for further analysis. The data analysis technique used was based on Miles, Huberman, & Saldana, (2013) model, which includes data reduction, data display, and conclusion drawing/verification. Meanwhile, method triangulation was applied to increase the validity of the research by comparing the results of observations, interviews, and documentation.

Results and Discussion

Drumming at Favore Music is designed to provide an interactive and enjoyable learning experience for students. Prior to the implementation of the *Joyful Learning* method, drumming still focused on a conventional approach that emphasized technical aspects, such as *rudiment* practice, hand and foot coordination, and rhythmic notation reading. Although this approach is essential in building basic skills, some students find it difficult to maintain motivation and engagement during learning sessions. To overcome this challenge, the *Joyful Learning* method is applied to create a more dynamic learning environment. In this approach, students not only practice basic techniques, but are also invited to explore rhythm, improvise, and engage in more interactive musical activities. Previous research by Febriyani & Sukmayadi, 2023; Purhanudin, Harwanto, & Rasimin, (2023) showed that music education that integrates exploration and improvisation can help students develop creativity and improve musical skills. Thus, the application of the *Joyful Learning* method not only

contributes to increasing learning motivation but also deepens musical understanding and provides a more meaningful drumming experience for students.

Implementation of *Joyful Learning* in Drum Learning

Drumming lessons using the *Joyful Learning* approach are applied to students who take drum lessons at Favore Music. In this learning, the role of the teacher is very important in creating a fun and challenging learning atmosphere. The learning process began with *sticking* exercises in the form of hand stretching. Different from conventional sticking exercises that only use a *metronome*, students are invited to explore rhythmic sounds with various objects, such as chairs, tables, floors, and even using *body percussion* techniques. In addition, they were given the challenge of changing places every four beats, while the tempo continued. This exercise not only trains rhythm precision but also improves students' concentration and motor coordination.

After stretching exercises, students began to practice using the song material of their choice. The teacher gave students the freedom to choose their favorite songs, which are generally from the pop genre with simple and constant beats. Some of the songs chosen include 'APT - Rose ft. Bruno Mars,' 'XXL - Lany,' 'Come Inside of My Heart - IV of SPADES,' and 'Every Summertime - Niki.' Song learning is done using a *backing track*, where the teacher plays a role in giving directions and motivating students to follow the rhythm of the music. One of the techniques applied is the gradual practice of shifting the *beat*, from 1/4 on the hi-hat, then varying it to 1/8, to 1/16 on each shift from the *verse* to the *reff*. Students were also given the challenge of adding simple *fill-ins*, with the teacher providing nonverbal direction through body movements or hand gestures. This approach provides a new experience for students, where they not only play the drums mechanically, but also develop musical awareness and rhythmic sensitivity more actively (Varner, 2022). The challenges provided make learning more interesting, while testing their focus and adaptation to playing the drums. In addition, the interaction between teacher and students becomes more dynamic, creating a more comfortable and enjoyable learning environment (Bruchhage et al., 2020).



Figure 1. Four students take part in drum lessons at Favore Music

The Impact of *Joyful Learning* in the Drum Learning Process

After the students went through the learning process starting from sticking exercises as a stretch, then entering the practice session with song material using *minus one or backing track*, it was seen that their involvement and motivation increased significantly. Students were more enthusiastic about participating in learning and showed perseverance in completing the challenges given. The *Joyful Learning* approach, which prioritizes a fun learning experience, has been proven to reduce anxiety in practice and encourage students to participate more actively.

Through the stages of practice, it can be seen from the aspect of technical skills that students showed an improvement in their understanding of rhythmic patterns and hand-foot coordination (Rahmi & Maemonah, 2023). Sticking exercises carried out with a variety of



media and the challenge of changing places help them improve their rhythm control and sensitivity to tempo. Meanwhile, practicing with backing tracks encourages them to better understand song structure and hone their ability to adjust tempo in real-time (Anggraeni & Handayani, 2021). Shifting the beat from 1/4 to 1/8 to 1/16, as well as *fill-in* improvisation, is a new experience that makes them more exploratory in playing the drums.

In addition to technical development, this method also impacts students' creativity and musical expression. They not only follow the pattern taught but also begin to explore their own playing style. The freedom to choose their favorite songs contributes to an increase in *emotional engagement*, where students feel more connected to the material being studied. The challenges provided in the form of rhythmic variations and non-verbal cues from the teacher encourage them to think quickly and adapt to changes spontaneously. The positive involvement of music can strengthen the emotional connection between students and the material being studied, where students feel more connected and motivated when they can choose the music they like (Blasco, Bernabe, Marín, & Moret, 2021; Owens, Bradfield, & Frew, 2023; Feng Wang, Huang, Zeb, Liu, & Wang, 2022). The interaction between teachers and students also becomes more dynamic. This interactive approach creates a more inclusive and communicative learning environment, where students feel comfortable asking questions, exploring, and receiving direct feedback. Thus, *Joyful Learning* not only improves technical skills, but also shapes a more enjoyable and meaningful learning experience for students in developing their potential in playing the drums.

Discussion on the implications

The results of this study showed that the application of joyful learning in drumming at Favore Music was effective in increasing students' involvement, motivation, and musical skills, especially in playing the drums. Student involvement has increased, as seen from their active participation in rhythmic exercises, discussions in games, and positive responses to feedback from teachers. Student motivation has also increased, as shown by more consistent attendance, enthusiasm in practice, and perseverance in facing the challenges of drumming. In addition, students' musical skills have developed significantly, especially in the mastery of rhythmic patterns, fluency in reading drum notation, and better improvisation skills. This finding is in line with research conducted by Anggraeni & Handayani, (2021), which identifies four stages in the music learning process, namely exploration, deepening, live performance, and video preview. The advantage of this method lies in its ability to help tutors and students review previous learning, minimize mistakes, and gradually improve students' competence. This is relevant to the implementation of *Joyful Learning* in drumming, where students are given the opportunity to explore rhythms and drumming patterns gradually through an interactive and performative approach. In addition, research by Sarbaitinil, Muzakkir, Muhammad Yasin, Irfan Sepria Baresi, & Muhammadong, (2024) highlights the effectiveness of creative learning methods in increasing students' interest in learning by involving experimentation, collaboration, and creation in the learning process. Methods such as project-based learning, problem-based learning, and role-playing, which were studied in the research, show similarities to the drum learning strategy at Favore Music. Students are not only given material in a conventional way but are also encouraged to explore various rhythmic patterns through interesting challenges, such as exploring *sticking* on various surfaces and variations in tempo and rhythm in drumming.

Furthermore, a study conducted by Octavyanti, Suarni, & Margunayasa, (2024) revealed that the use of music and songs in the learning process has a positive impact on students' cognitive development, including in the aspects of concept understanding, problem



solving, critical thinking, and creativity. Music and songs are able to create a more enjoyable learning atmosphere, increase motivation, and help students remember material more effectively. This finding is relevant to the research conducted where students who chose their favorite songs in drumming lessons showed increased motivation and better rhythmic understanding.

Previous research has focused on the context of music learning in general, and these findings reinforce the conclusion that the application of *Joyful Learning* in drumming at Favore Music has a positive impact on student engagement and the development of their skills. Although it has many advantages, this method also has some limitations. One of them is the challenge of evaluating student development, because assessment is not only based on technical achievement but also on creativity and active participation. A more flexible evaluation approach is needed to measure the overall effectiveness of learning. In addition, the effectiveness of this method depends heavily on the role of the teacher in creating interesting and challenging activities. If not designed properly, learning can lose a clear structure and become too focused on the entertainment aspect compared to mastering drumming techniques.



Figure 2. The process of learning drum notation with spontaneous direction

Our findings showed that *joyful learning* could improve the effectiveness of drumming, in line with constructivist theory which proposes that knowledge is constructed through students' interactions with their environment, and by being actively involved in the learning process (Pramartha, Suharsono, & Mudana, 2022). This approach also supports the concept that intrinsic motivation plays an important role in accelerating the development of students' musical skills. Practically, the results of this study provide guidance for music educators in designing more interactive and flexible teaching strategies, such as through rhythmic games and more engaging teaching methods. In addition, the application of joyful learning is not only relevant at Favore Music but can also be applied in various music education environments to create more engaging and effective learning experiences.

Conclusion

The application of *Joyful Learning* in drumming at Favore Music effectively increases students' motivation, involvement, and musical skills through rhythmic exploration, improvisation, and dynamic interaction. This method not only deepens technical understanding but also increases confidence and consistency in practice, creating a more authentic and meaningful learning experience. Although effective, more flexible evaluations are needed to measure students' creativity and participation holistically, while the role of teachers remains crucial in maintaining a balance between the fun aspect and the learning structure. This study contributes to the innovation of private music education and opens up



opportunities for further research into the long-term impact and application of this method in a broader context.

Recommendation

Further research needs to explore the effectiveness of Joyful Learning on various musical instruments with a wider sample to validate its impact on various ages and skill levels. The integration of technology, such as interactive applications and virtual collaboration, also needs to be studied to increase student engagement. The main challenge in this method is subjectivity in measuring development, so a flexible but structured evaluation framework is needed to maintain a balance between fun and mastery of skills. In addition, the role of educators is crucial in ensuring that Joyful Learning does not only focus on entertainment but also supports in-depth mastery of techniques.

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