

ABSTRAK

IMPLIKASI PENERAPAN TEORI HIERARKI KEBUTUHAN MASLOW MELALUI PERAN GURU DALAM KEGIATAN EKSTRAKURIKULER MUSIK DI SMA NEGERI 6 METRO

Oleh

Sarah Budi Handoyo

Penelitian ini bertujuan untuk mendeskripsikan implikasi penerapan teori hierarki kebutuhan Abraham Maslow melalui peran guru seni budaya dalam kegiatan ekstrakurikuler musik di SMA Negeri 6 Metro. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi guru pembimbing ekstrakurikuler musik dan siswa yang mengikuti ekstrakurikuler musik. Hasil penelitian menunjukkan bahwa implikasi penerapan teori hierarki Maslow tercermin melalui peran guru dalam memenuhi kebutuhan fisiologis, kebutuhan rasa aman, kebutuhan sosial, kebutuhan penghargaan, dan kebutuhan aktualisasi diri siswa. Guru berperan sebagai fasilitator, motivator, dan pembimbing, melalui lingkungan latihan yang kondusif, pembinaan dalam mengajar yang terstruktur, membentuk interaksi sosial, serta pemberian penghargaan terhadap kemampuan siswa. Implikasi dari peran tersebut secara langsung membentuk motivasi, rasa percaya diri, dan partisipasi aktif siswa dalam kegiatan ekstrakurikuler musik secara berkelanjutan. Penggunaan metode demonstrasi dan tutor sebaya turut memperkuat proses interaksi antar siswa dalam kelompok, yang mampu memenuhi kebutuhan psikologis siswa secara menyeluruh.

Kata Kunci: Peran guru, Teori Hierarki Maslow, Ekstrakurikuler musik

ABSTRACT

IMPLICATIONS OF APPLYING MASLOW'S HIERARCHY OF NEEDS THEORY THROUGH THE ROLE OF TEACHERS IN EXTRACURRICULAR MUSIC ACTIVITIES AT STATE SENIOR HIGH SCHOOL 6 METRO

By

Sarah Budi Handoyo

This study aims to describe the implications of applying Abraham Maslow's hierarchy of needs theory through the role of arts and culture teachers in music extracurricular activities at State Senior High School 6 Metro. The study employed a descriptive qualitative approach using data collection techniques such as observation, interviews, and documentation. The research subjects included music extracurricular activity instructors and students participating in the music extracurricular program. The results of the study indicate that the implications of applying Maslow's hierarchy theory are reflected through the teachers' roles in fulfilling students' physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. Teachers serve as facilitators, motivators, and mentors by creating a conducive practice environment, providing structured instructional guidance, fostering social interaction, and recognizing students' abilities. The implications of these roles directly shape students' motivation, self-confidence, and active participation in music extracurricular activities on an ongoing basis. The use of demonstration methods and peer tutoring further strengthens the process of interaction among students within the group, which is capable of fulfilling students' psychological needs comprehensively.

Keywords: Teacher role, Maslow Hierarchy Theory, Music extracurricular