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Gema Nusantara Pelajar Music Community: Violin Learning Methods and Their Role in Developing Musical Talents in Semarang

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Abstract: This study reveals the violin learning method in the Gema Nusantara Pelajar Semarang music community and the role of the community in developing the musical talents of its members. The right learning method has a significant impact on achieving learning outcomes, enhancing the quality of the learning process, and motivating learners. This study employed a qualitative approach, where data were collected through interviews, direct observation, and document review. The participants of this study were instructors, community members, and parents. The results of the study indicate that a series of learning methods used, such as the Suzuki method, inquiry method, demonstration method, drill method, project method, and cooperative method have effectively improved the ability of community members to play the violin, both in terms of skill and musicality. The Gema Nusantara Pelajar Community is not only a place to gather and practice the violin, but its active role in holding concerts and masterclasses can be a means for the community to develop the talents of its members. This study emphasizes that developing talent does not only rely on the right learning method but also requires an active role and cooperation from members and founders of the community.

Keywords: Music community, violin learning, talent development, Gema Nusantara Pelajar

1. INTRODUCTION

The development of music in Indonesia, especially among students, has a significant role in the development of culture and education in Indonesia (Purhanudin et al., 2023). It is because music is a form of art that has high cultural value, a means of self-expression, development of cognitive abilities, and emotional development of a person (Tresia Oktari & Desyandri, 2023); (Weny Windasari & Istiyati Mahmudah, 2024). The increasing interest in music among students has led to the emergence of various music institutions and even musical communities in several cities, one of which is in Semarang.

A music community is a social group consisting of individuals who have the same interests, passions, or goals in the field of music. This group includes various roles, such as music practitioners (musicians, composers, or teachers), supporters (mentors, coaches, or family), and fans who also contribute through appreciation and support for musical works. Communities are formed from relationships between humans that are constantly changing and influencing each other. Music communities are not only a place to learn together but also a place to grow together (Bowman, 2009).

A community consists of individuals who interact with each other, either directly or indirectly, driven by common interests, goals, or certain things (Ayomi, 2021). For students who want to improve their musical abilities, music communities are often an alternative, especially for those who do not have access to formal music education. Gema Nusantara Pelajar is one of the music



communities whose members consist of students who have talents in the field of music in Semarang.

Gema Nusantara Pelajar provides a place for students to develop their musical talents. The existence of this community allows students to study music in more depth. Through the Gema Nusantara Pelajar music community, students not only learn the techniques of playing musical instruments, but also gain an understanding of music theory, rhythm, and harmony. This community is also a place for students to collaborate, practice together, and interact with other members or teams. It is expected to accelerate the mastery of techniques in playing music and can expand knowledge of music. In addition, through collaborative learning, students can learn to work together in groups, appreciate differences in abilities, help each other, and improve their talents and motivation to learn.

The Gema Nusantara Pelajar Music Community consists of various fields of music training. They are vocal teams; band teams containing drums, piano, keyboard, guitar, and a bass team; and string teams consisting of cello and violin. From three teams, the violin is one of the most popular musical instruments in this community. Research by Gerle, (1953) and Pardue, (2016) states that the violin is a musical instrument that has a high level of difficulty to play. The left-hand finds the right tone, assisted by the sensitivity of the ear in hearing and adjusting intonation. Meanwhile, the right-hand moves the bow with the right rhythm, direction, and pressure so that the sound produced is beautiful and balanced. Although the violin is often considered a difficult musical instrument, with the right learning method, this instrument can be mastered well by students from various backgrounds.

Research by Azizah & Karyawanto (2015) entitled "*Pembelajaran Biola Pada Ekstrakurikuler Orkestra Di SMP Negeri 6 Surabaya*" regarding the implementation of violin learning in orchestra extracurricular activities at SMP Negeri 6 Surabaya shows that the Suzuki method is applied effectively in the learning process. In addition, learning also involves a lecture method to explain various technical aspects of the violin, such as parts of the musical instrument, playing techniques, dynamics, tempo, and scales. The question-and-answer method is used to ensure students' understanding of the material that has been taught, creating a communicative and productive learning atmosphere. The learning process at SMP Negeri 6 Surabaya also involves reading song notation using fingering, by the principles of the Suzuki method. This study shows that with regular repetition and practice, students can develop their violin playing skills significantly. The relevance of this study lies in its discussion of the violin learning method, which both use the Suzuki method. The differences in the research lie in the subjects and learning methods. The subject in Azizah's study was conducted in the SMP 6 Surabaya orchestra extracurricular, while the subject of this study was conducted in the Gema Nusantara Pelajar music community. The learning methods used by the Gema Nusantara Pelajar music community are more diverse.

Research by Prabasari & Wafa (2018) entitled "*Strategi Pembelajaran Biola Pada Anak Di Beethoven Music Course Kabupaten Temanggung*" shows that violin learning strategies for children involve the use of several different methods, namely lectures, demonstrations, drills, and assignments methods. This study also emphasizes the importance of teachers in the learning process, where they act as facilitators who guide students according to their

abilities and skills. The relevance of this study lies in its discussion of the violin learning methods used in violin learning. The differences are in the research subjects and research objects. Prabasari and Wafa's research subject was conducted at the Beethoven Music Course in Temanggung Regency, while this research subject was conducted in the Gema Nusantara Pelajar music community. Prabasari and Wafa's research only focuses on learning strategies, while the Gema Nusantara Pelajar music community discusses violin learning methods and the role of the community in developing talent.

Research by De Fretes et al., (2023) entitled "*Peran Konten Video Musik Dalam Meningkatkan Motivasi Intrinsik Belajar Musik Pada Sanggar Biola Quinta Yogyakarta*" shows that the use of video content, especially music cover videos, has a positive impact on students' intrinsic motivation in learning music. In addition, this study also found that the use of social media as a platform for sharing musical works provides opportunities for students to get feedback from a wider audience, including family and friends. Thus, the integration of technology in music learning at the Quinta Violin Studio is not only effective in delivering material but also in building overall student motivation and engagement. The relevance of this study lies in its discussion related to violin learning and the development of learning motivation. The differences in the research lie in the research subjects and the media used to develop motivation and talent. The research subject by De Fretes was conducted at the Quinta Violin Studio in Yogyakarta, while the research subject was conducted in the Gema Nusantara Pelajar music community. De Fretes' research only focused on strategies for increasing motivation, while this study not only focused on methods and roles in increasing motivation but also in developing talent.

Research by Hanan et al., (2022) entitled ""Strategi Pembelajaran Ansambel Musik "AMARI Jogja" di Masa Pandemi Covid-19" states that one of the learning strategies used during the pandemic is using the Whatsapp application to minimize face-to-face meetings. The trainer provides videos via WhatsApp which must be imitated by the members. *Ansambel Musik Anak dan Remaja Indonesia* commonly called AMARI Jogja is a forum for children and adolescents aged 10-21 years to play classical music with violin instruments as an ensemble. This study focuses on the development of learning strategies and methods, especially in the field of music ensembles during the pandemic. The relevance of this study lies in the subjects of the research which discuss the music community, especially the violin, whose members are children and adolescents. The difference in the study lies in the selection of the repertoire genre played, AMARI uses the classical genre while GNP uses cross-genres such as nationalist pop and dangdut. Based on the audition of new members, in AMARI, the average members are already proficient in reading sheet music, while becoming a member of GNP does not require an audition so its members have diverse abilities. It has an impact on the findings of the learning methods used. AMARI in its learning uses demonstration and student-centered methods, while GNP uses six learning methods including the Suzuki method, inquiry method, demonstration method, drill method, project method, and cooperative method adjusted to the abilities of the members.

Gema Nusantara Pelajar is a community consisting of students in the city of Semarang who have talents in the field of

music. Members of this community have different backgrounds, including how to read song scores, learning motivation, musical talent, and skills in playing musical instruments. The Gema Nusantara Pelajar Community is not only a place to gather and practice the violin, but its active role in regularly holding concerts and masterclasses can be a means for the community to develop the talents of its members. This attracted the attention of researchers to research "*Gema Nusantara Pelajar Music Community: Violin Learning Methods and Their Role in Developing Musical Talents in Semarang*". The formulations of the problem in this study are how is the violin learning method applied in the Music Community of Gema Nusantara Pelajar Semarang and what is the role of the Gema Nusantara Pelajar Semarang music community in developing musical talents.

2. METHODS

This study used a qualitative approach with a descriptive design to deeply understand the violin learning methods applied in the Gema Nusantara Pelajar community and its role in developing students' musical talents. Data were collected through three main methods: in-depth interviews, participant observation, and document analysis. Interviews were conducted with teachers, community members, and parents of students to obtain a comprehensive perspective on experiences, strategies, and learning outcomes. The researcher interviewed Miss Ester and Miss Nike as the founders and teachers of the community regarding the learning methods used and community activities. Meanwhile, the community members who were interviewed were divided into three categories. They are members who had taken violin courses and could use musical notes, had taken violin courses but could not use musical notes, and had learned the violin autodidactically. Interviews with parents of students consisted of two categories, including parents who were always active in accompanying their children and passive parents. These criteria were used to obtain diverse data regarding the methods and processes of violin learning carried out in the community. Participatory observation was conducted during the learning process, concerts, and masterclasses. It was done to obtain data on the interaction between teachers and students, violin learning methods, and learning patterns used.

In addition to interviews and observations, document analysis was conducted by reviewing learning materials, video recordings of learning, and video recordings of student performances. The data collected were analyzed using triangulation techniques to ensure the validity and reliability of the findings. Furthermore, the data were analyzed thematically by identifying emerging patterns related to violin teaching methods and their impact on student development, both in terms of technique and musical expression.

3. RESULTS AND DISCUSSION

Gema Nusantara Pelajar (GNP)

Gema Nusantara Pelajar is a music community in Semarang. This community was founded in 2010 with the initial name Biggest String Orchestra by siblings named Ester Dwi Winarni called Miss Wiwien as the older sister and her younger sister, Eunike Dian Angraheni, who is often called Miss Nike. In the past, this community only consisted of private violin course students at the Biggest Music

Course. Initially, Biggest String Orchestra was a program formed by Biggest Music Course as a forum for developing the talents of their course students. In this program, students were allowed to collaborate in an orchestra group, so that they not only learned individual violin playing techniques but also ensemble playing skills. Miss Wiwien and Miss Nike not only act as founders but also as teachers.

Although Miss Wiwien does not have a formal education in music, she has experience in the vocal field by joining a choir team when she was a little girl. With her various experiences in the vocal field, Ms. Wiwien acts as a vocal coach in this community. Her strong understanding of vocal techniques, harmony, and music interpretation is gained because of her singing experience in various choir groups for several years. As a vocal coach, Miss Wiwien teaches students breathing techniques, articulation, dynamics, and expression in singing. In addition, her participation in the formation of vocal ensembles in the community fostered her love for the arts and her understanding of the importance of musical development for children and adolescents. With these abilities, Miss Wiwien plays an important role in managing the community, creating a supportive learning environment, and ensuring that this community can continue to run.

Unlike Miss Wiwien, Miss Nike has a formal educational background in music, specializing in the violin instrument. With the experience and knowledge she has gained in music, she acts as a string coach in this community. She got a deep understanding of violin playing techniques, music interpretation, and effective violin learning methods because of the music education she received. As a string coach, especially for the violin, she teaches violin playing techniques, friction techniques, dynamics, and anatomy in playing. Although Miss Wiwien and Miss Nike have different educational backgrounds, they both have the same vision to develop students' musical talents through an inclusive and inspiring approach.

Since the beginning, the Biggest String Orchestra has consistently held annual concerts with a repertoire themed on the archipelago or nationalism with different themes. The repertoire of songs performed in this community is arranged by Miss Nike. Using traditional music and Indonesian culture through the arrangements she makes has become a characteristic that distinguishes it from other music concerts. Combining violin playing techniques with the richness of Nusantara melodies, and supported by the presence of singers, dancers, and costumes used by the players, this annual concert is not only an event for members to showcase their abilities but also an effort to preserve Indonesian culture in a modern orchestra format.

In the song arrangement, the arranger divides the violin scores into two main groups, namely Violin 1 and Violin 2, each of which has different tasks and functions so that they become one harmony. Music arrangement is an effort made by a composer to create or compose an existing song for a new performance that not only includes expansion in terms of ability and skill but also the use of the instrument (Nurjanah & Rizki Harmono Sejati, 2024); (Artanto, 2017). Usually, Violin 1 plays some main melodies with more complex techniques, such as the use of positions on high notes, while Violin 2 is responsible for harmony, rhythm, and sound breakdown to enrich the overall color of the music, but some parts of the repertoire of violin 2 also take song melodies with a lower range.

At the end of 2018, the Biggest String Orchestra made a proposal to Taman Indonesia Kaya to expand its network and existence. It is because Taman Indonesia Kaya is one of the performing arts stages in Semarang that supports types of arts and cultural activities. The proposal was submitted to obtain permission to show in a bigger event and also to provide opportunities for students to appear on a more professional stage. It is a form of commitment from the founder of the Biggest String Orchestra to introduce orchestral music with an Indonesian flavor to a wider audience.



Figure 1. Naura ft. *Biggest String Orchestra*
(Author, 2025).

In August 2019, the Biggest String Orchestra held a big concert at Taman Indonesia Kaya. This event was the first big concert for the Biggest String Orchestra in order to celebrate the independence of the Unitary State of the Republic of Indonesia. On this occasion, they performed a repertoire with the theme of the archipelago and nationalism. Their appearance at the event further strengthened the reputation of the Biggest String Orchestra which can effectively combine aspects of education and cultural preservation into performances. The success of the event opened up an opportunity for the Biggest String Orchestra as a vendor of accompanying music for the Taman Indonesia Kaya anniversary celebration held in October 2019. In this event, the Biggest String Orchestra was trusted as the accompanying music for the capital city artist, Naura Ayu. This opportunity was a great achievement for the Biggest String Orchestra, because, in addition to collaborating with a national artist, they also got wider exposure in the world of stage music, especially in the city of Semarang.

The Covid-19 pandemic has not only had an impact on the health and economic sectors but also the education sector. Not only formal education, informal education such as the Biggest Music Course has also been affected. The most obvious impact is the reduction in the number of students and the reduction in concert schedules. This pandemic has made it difficult for the Biggest String Orchestra to regenerate members.

In 2023, President Joko Widodo announced that the pandemic had changed to an endemic period. Therefore, all events involving large masses were permitted, such as the celebration of independence on August 17, 2023. This is a turning point for the Biggest String Orchestra. With a reduced number of members, the Biggest String Orchestra opens up opportunities for all students who have musical talent to join. It is an important momentum in the journey of the "Biggest String Orchestra" changing its name to "Gema Nusantara Pelajar".



Figure 2. Gema Nusantara Pelajar Independence Concert in 2023 (Author, 2025).

The name change to Gema Nusantara Pelajar (GNP) is not just a simple identity change but also represents the members from what was originally a group of students from the Biggest Music Course music school to a more inclusive music community for the general public, especially students with musical talent in Semarang. This concert is an opportunity for new members to develop their musical abilities in an orchestral format. The 2023 Independence Concert is the first concert with the name Gema Nusantara Pelajar (GNP).

Since the 2023 Independence Concert was held at Taman Indonesia Kaya Semarang, the enthusiasm of students who want to join this community has increased. It is evident from the increasing number of members in this community. Until now, Gema Nusantara Pelajar has 105 members. The members of this community are on average 5-19 years old, who are members of the string team, vocal team, and band team. The string team is one of the teams with the most members, with 51 members. Meanwhile, the vocal team has 42 members, and the band team has 12 members.

As the number of new members increased, the idea arose from students and parents for this community to hold regular weekly practice. They realize that to achieve optimal development, structured and continuous practice is essential. It is in accordance with research by (Fu'adi et al., 2023) "One of the core activities in a music community is regular practice carried out to improve technical skills and group skills." This practice program is not only designed to improve individual technical skills in playing the violin, but also to build ensemble, musicality, and creativity skills, and

become a space for work and a deeper understanding of Indonesian and classical music.

Support from community members is shown by their willingness to pay monthly fees to help with transportation costs for trainers, rent for practice space, and concert costumes. This initiative shows that Gema Nusantara Pelajar (GNP) is not just a music community, but also has a sense of togetherness and collective responsibility in supporting the sustainability of learning.

Although Gema Nusantara Pelajar (GNP) has developed as an active music community in Semarang, until now they have not had a special place for group practice. The limited facilities did not hinder the enthusiasm of the members to continue practicing and developing their musical skills. As a solution, GNP often rents a place at Club Merby to hold regular practices. This location was chosen because it provides enough space for ensemble practice and supports the comfort of the members in practicing intensively.



Figure 3. Practice location at Merby Club in Semarang (Author, 2025).

In addition to renting a place, this community also utilizes the open stage at Taman Indonesia Kaya as an alternative practice location. If there are no other events utilizing the stage, GNP members can practice there for free. Practice in an open space provides a different experience for students because they can get used to playing in a wider environment and facing an audience that may come spontaneously. In addition, practicing in a public space also indirectly introduces this community to the wider community and attracts the interest of potential new members. Despite having to move from one practice location to another, GNP continues to demonstrate its commitment to providing quality music learning for its members.

Membership in Gema Nusantara Pelajar (GNP) is open without special requirements, so anyone who has a music talent can join. This inclusive policy allows the community to reach various groups with diverse backgrounds and levels of ability. Because not all members have formal music experience, GNP is a place for those who want to learn from scratch as well as for those who already have experience and want to develop their skills further. This diversity creates a unique dynamic in the process of learning and practicing together.

The differences in musical background among GNP members are also seen in the notation system they use when reading song repertoires, especially on the violin. Some members can master beam notation in reading scores based on the academic standards of learning Western classical music. On the other hand, some members are more comfortable using letter notation in the example of the C major scale (c, d, e, f, g, a, b, c) or even the numeric notation 1,2,3,4,5,6,7 with solmization pronunciation (do, re, mi, fa, sol, la, ti), especially for those who are accustomed to music learning methods outside the Western classical music system. It is common in Indonesia, especially Semarang because the numeric notation system or letter notation is more accessible and easier for beginners to understand. In addition, many members are not used to playing songs that function as accompaniment. They usually perform songs by playing the main melody, either classical or pop. Sejati, (2012) explains that in playing music in an ensemble format, the violin instrument can accompany or be accompanied by other instruments conceptually.

3.1 Violin Learning Methods at Gema Nusantara pelajar

One of the most fundamental factors that greatly determines the success of the learning process is the selection and application of the right method (Laksono, 2019). (Haryanti, 2015) reveals that it is necessary to select the right method in music learning to support the teaching and learning process.

Gema Nusantara Students use various violin learning methods that are played in an ensemble. They are (1) the Suzuki method; (2) the inquiry method; (3) the demonstration method; (4) the drill method; (5) the project method and (6) the cooperative method.

3.1.1 Suzuki Method

The Suzuki method in the first point refers to a method developed by Dr. Shinichi Suzuki, a Japanese music expert (Prayogo, 2019). This method focuses on learning music through listening before students start playing musical instruments on new material (Thibeault, 2018). The principle is similar to the way children learn to speak, namely by listening, imitating, and repeating (Kirana et al., 2024). This process prioritizes learning through hearing (aural learning), which helps students develop their musical abilities from an early age (Christinus & Pasaribu, 2022); (Program et al., 2018).

The application of the Suzuki method in this community can be seen in the learning process which begins by listening to the song to be learned first before reading the notation. This helps members understand the melody, rhythm, and musical expression naturally before reading the notation. Implementing this method not only makes it easier for members to learn the repertoire of songs to be played but also improves musical abilities implicitly.

3.1.2 Inquiry Method

Violin 1 MELATI SUCI

Violin 2 MELATI SUCI

CEMA NUSANTARA PELAJAR SEMARANG

Figure 4. "Melati Suci" song arranged by Miss Nike

(Author, 2025).

The inquiry method in the second point refers to students who are allowed to translate the repertoire from beam notation to the notation they usually use due to differences in reading abilities among members. The inquiry method as in the study (Sefianti, 2014) is an approach that encourages students to actively solve problems. According to research (Kusuma & Karwati, 2024), the inquiry learning model is effective in improving critical thinking skills. The use of this method in the short term allows members who are not yet able to read beam notation to follow the song material according to their abilities and habits. Meanwhile, In the long term, it makes members understand how to read beam notation because they are used to translating the repertoire independently.

The inquiry learning method is used when there is a new repertoire. Members who are not yet fluent in reading beam notation may transcribe their song notation independently. The use of beam notation is not always used by every member. It makes members who are not used to using beam notation find it difficult. This is where the inquiry method plays a role. *"Dulu aku kesulitan dan hampir menyerah, tapi pas boleh ditulis pakai not angka aku jadi semangat lagi"* (Aqila, February 2025). With this method, members who cannot read beam notation yet have the same opportunity to practice and develop.

3.1.3 Demonstration Method



Figure 5. The trainer gave examples of how to play a certain part to the members.
(Author, 2025).

The demonstration method in the third point according to Ahmad Chafidut Tamam & Abdul Muhid (2022) is used to show or demonstrate how to do something directly. According to Nordstrom & Nordstrom (2020), teaching the right playing techniques through oral instructions and demonstrations can help students achieve success in learning. The trainer demonstrates the part of the score that is considered difficult for each group slowly. This demonstration contains practices that are explained regarding playing techniques, fingering positions, absolute names, and musical dynamics. Next, each group of violin 1 or violin 2 will play the part in turn before finally playing together.

This method aims to improve musical understanding, technical skills, and listening skills. The technique demonstration allows members to play song repertoire with the right fingering techniques, friction techniques, and intonation. The dynamics demonstration aims to improve the musical expression of its members.

3.1.4 Drill Method

The drill method in the fourth point is used as one of the strategies to improve the members' musical playing skills. Based on the research by Dai et al. (2024) and Anggoro (2021), the drill method focuses on repetitive practice, which aims to strengthen technical accuracy, and fluency in playing the repertoire, and improve the players' motor memory. This method has the goal of training fine motor coordination between the right and left hands, training fingering, bowing, intonation, and strengthening muscle memory.

The drill method is used when playing parts of the repertoire that have a high level of difficulty, increasing speed, or new playing techniques. When finding a difficult part in a song, the trainer will repeat the part until all members can play it with the right technique, fingering, intonation, and tempo to master the song. This method has also been proven to improve the skills of community members.

3.1.5 Project Method

The project method (project-based learning) is a learning approach that focuses on completing a particular project as part of the learning process (Sabrina & Indrawati, 2024). The project method in the fifth point refers to performances or concerts attended by GNP as one way to develop motivation in learning music.

This method aims to make members more motivated to practice, which will be directly proportional to the development of their talents. When musical talent develops, it means that their musical learning achievements also develop (Sumaryanto, 2000). In addition, musical performances held by the community are also a form of direct learning that provides members with the opportunity to showcase their skills in front of an audience, as well as receive constructive feedback (Budiman, 2014).

3.1.6 Cooperative Method

The cooperative method in the sixth point as explained by Abdullah, (2017) refers to a method that teaches students about the importance of collaboration, communication, and social skills. By working in groups, students can learn from each other, share ideas, and develop team-solving skills (Rofiudin et al., 2024); (Abdul Sakti, 2023). The cooperative learning method is effective for improving students' musical understanding by respecting each other and being creative. The attitude of respect is a manifestation of a positive affective response (Hidayatullah & Tejapermana, 2020). The repertoire played in the concert project is different from the repertoire played in the main GNP concert. If previously Indonesian songs were the main focus, in the concert project the songs performed came from classical, pop, and dangdut genres that were following the theme of the project at that time.

The cooperative method is used during a concert at the mall. Where each member is required to create a small ensemble of 3-5 people who are free to choose and arrange the songs they will perform. Each group has the responsibility to work together as a team, starting from choosing the repertoire to be played, arranging songs, practicing song notation, to thinking about the choreography of the performance. Concerts at the mall not only require members to play songs well but also to be entertaining. With this method, members can work together to achieve optimal results.

3.2 The Role of Gema Nusantara Pelajar in Developing the Musical Talents of its Members in Semarang

3.2.1 A Place to Develop Talents

Gema Nusantara Pelajar (GNP) is an arts community that actively provides creative and educational space for the younger generation to express and develop their talents, especially in the field of music. This community is not only a means of art appreciation but also functions as a medium for learning and strengthening musical skills through an inclusive and collaborative approach. One of the main pillars in the member development process is the regular practice schedule every Saturday at 14.00–17.00 WIB, which is a consistent forum for students to explore, train, hone, and develop their competence in playing the violin.

The differences in violin playing abilities and positive interactions between players in this community not only strengthen a sense of togetherness but also contribute significantly to increasing the intrinsic motivation of each member in practicing. This is based on the opinions of several parents who agree that their children are more diligent in practicing at home after joining this community. Through communication, cooperation, and collective learning processes, players are encouraged to support each other, provide feedback, and push themselves to develop continuously in their musical abilities. The existence of a place for practice and motivation to practice makes the members' violin playing skills increase. In this case, Gema Nusantara Pelajar acts as a non-formal education agent who plays a role in developing the talents of its members.

3.2.2 Holding a Masterclass



Figure 6. Masterclass by Mr. Jhonny Rahaket
(Author, 2025).

The Gema Nusantara Pelajar music community held a masterclass as one way to develop the musical talents of its members. This masterclass or special training presents professional musicians as speakers or mentors. This activity provides an opportunity for members to learn directly from experienced practitioners and improve their understanding of the world of music in more depth. In holding this masterclass, Gema Nusantara Pelajar collaborated with the Merby Club to bring in a former music conductor, teacher, and violinist from the Netherlands named Mr. Johnny Rahaket. During the masterclass session, Mr. Johny Rahaket not only taught violin playing techniques but also guided participants in understanding beam notation more systematically. This process involves practicing reading scores slowly, understanding musical symbols, and applying them in ensemble playing.

The Gema Nusantara Pelajar Music Community also plays a role as a facilitator in the development of musical talent. This is realized through various forms of support, including motivating its members to continue working. The community also provides a wide network that allows its members to collaborate with other musicians, both locally and internationally. In addition, the community provides access to important resources such as intensive training, participation in performances, and opportunities to showcase their skills at various music events. In this way, the community helps increase its members' exposure to the music world to open up greater opportunities to build a career in the field. The Gema Nusantara Pelajar Music Community also plays a role in maintaining the sustainability of its members' interest in music. Through diverse and inspiring activities, the community creates a conducive environment to develop skills while fostering a love of music.

3.2.3 Holding a Concert



Figure 7. GNP at Pandaran Art Festival, Yamaha Motor event, “Melodi Musikku” TVKU, and Radjawali Semarang Cultural Center. (Author, 2025).

As the Gema Nusantara student community develops, as an active music community in Semarang, more and more parties are interested in collaborating and involving GNP in various events. One of the most frequent forms of cooperation is with shopping centers or malls in Semarang. Several malls in Semarang, namely Tentrem Mall, Ciputra Mall, and Uptown Mall invite Gema Nusantara Pelajar (GNP) to fill events. Big events such as the Pandanaran Art Festival, Penerbad Expo 2024 organized by the Semarang City Culture and Tourism Office, several Yamaha Motor events, and many others. The Central Java television station, TVku, invited GNP to collaborate in the Melodi Musikku event broadcast every Friday. In addition, GNP has held a concert at one of the large performance halls in Semarang, Radjawali Semarang Cultural Center.

The musical repertoire presented varies at each concert. Concerts require members to practice harder and more intensively. Intensive practice is needed to achieve maximum performance results. Concerts also foster motivation and enthusiasm for practicing which can maintain and develop the musical talents they have.

4. CONCLUSION

Gema Nusantara Pelajar (GNP) is a music community-based in Semarang which was inaugurated in 2023. Gema Nusantara Pelajar currently has 105 members. The members of this community are on average 5-19 years old. The members are from the string team, vocal team, and band team. The string team is one of the teams with the most members, with 51 members. Meanwhile, the vocal team has 42 members and the band team has 12 members. The difference in musical background among GNP members occurs because there are no special requirements for joining this community, such as skills in playing and reading sheet music. Therefore, most of the members of this community cannot read sheet music.

The trainer collaborates on various types of learning methods, including the Suzuki method, inquiry method, demonstration

method, drill method, project method, and cooperative method to improve the ability of community members to play the violin, both in terms of skill and musicality. The role of Gema Nusantara Pelajar is not only a place to gather and practice the violin, but its active role in frequently holding concerts and masterclasses can also be a means for the community to develop the musical talents of its members.

AUTHOR CONTRIBUTION

Elsya Wynsa Maharani Putri: writer, collecting data, analyzing data
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