

## ABSTRAK

Nugraha, Rizal Akhmad, 2026. ***“Pelatihan Piano Klasik Sebagai Alternatif Regulasi Emosi Peserta Didik” (Studi di Lembaga Kursus dan Pelatihan Golden Voice Tasikmalaya)***. Jurusan Pendidikan Masyarakat, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi.

Permasalahan remaja berada pada fase perkembangan yang rentan terhadap fluktuasi emosional akibat tekanan akademik, dinamika sosial, dan pencarian identitas diri. Apabila tidak dikelola secara adaptif, kondisi ini dapat berdampak negatif pada konsentrasi belajar, motivasi, dan hubungan interpersonal. Diperlukan pendekatan alternatif dalam mengelola emosi yang tidak hanya bersifat kognitif, tetapi juga memberikan pengalaman langsung melalui aktivitas berbasis seni. Pelatihan piano klasik dinilai memiliki potensi tersebut karena melibatkan aspek kognitif, motorik, dan emosional secara simultan. Penelitian ini bertujuan untuk mendeskripsikan pelatihan piano klasik sebagai alternatif regulasi emosi peserta didik di LKP Golden Voice Tasikmalaya. Penelitian menggunakan pendekatan kualitatif. Pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi. Informan penelitian terdiri atas pengelola lembaga, instruktur piano, dan peserta didik. Analisis data menggunakan teknik triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa pelatihan piano klasik di LKP Golden Voice dapat berfungsi sebagai alternatif regulasi emosi melalui lima tahapan. Pertama, *situation selection*, yaitu peserta didik secara sadar memilih aktivitas bermain piano sebagai respons terhadap tekanan emosional. Kedua, *situation modification*, melalui pengaturan lingkungan dan komunikasi yang suportif antara peserta dan instruktur. Ketiga, *attentional deployment*, melalui fokus pada koordinasi tangan, notasi, dan penghayatan musik sehingga perhatian teralihkan dari sumber stres. Keempat, *cognitive change*, peserta didik memaknai kesulitan teknis sebagai tantangan yang menumbuhkan kesabaran dan daya tahan. Kelima, *response modulation*, melalui penyaluran emosi secara konstruktif lewat dinamika permainan piano. Simpulan penelitian ini menunjukkan bahwa pelatihan piano klasik tidak hanya mengembangkan keterampilan musikal, tetapi juga membentuk kemampuan regulasi emosi yang adaptif. Lembaga pendidikan nonformal seperti LKP Golden Voice berperan strategis dalam mendukung keseimbangan emosional dan ketahanan psikologis peserta didik melalui pendekatan pembelajaran berbasis seni yang humanistik.

**Kata kunci:** pelatihan piano klasik, regulasi emosi, pendidikan nonformal, peserta didik, *process model of emotion regulation*

## **ABSTRACT**

Nugraha, Rizal Akhmad. 2026. ***Classical Piano Training as An Alternative for Emotional Regulation of Learners (A Study at the Golden Voice Course and Training Institution, Tasikmalaya)***. Department of Community Education, Faculty of Teacher Training and Education, Universitas Siliwangi.

*Adolescence is a developmental phase particularly vulnerable to emotional fluctuations arising from academic pressure, social dynamics, and the search for identity. When not managed adaptively, these conditions can negatively affect concentration, motivation, and interpersonal relationships. Alternative approaches to emotional management are therefore needed ones that go beyond purely cognitive methods and offer direct experience through arts-based activities. Classical piano training is considered to hold such potential, as it simultaneously engages cognitive, motor, and emotional aspects of development. This study aims to describe classical piano training as an alternative for emotional regulation among learners at the Golden Voice Course and Training Institution (LKP) in Tasikmalaya. A qualitative approach was employed. Data were collected through in-depth interviews, observation, and documentation. Research informants consisted of the institution's manager, piano instructors, and learners. Data analysis was conducted using source triangulation and technique triangulation. The findings indicate that classical piano training at LKP Golden Voice can function as an alternative for emotional regulation through five stages. First, situation selection, in which learners consciously choose piano playing as a response to emotional pressure. Second, situation modification, through the arrangement of a supportive learning environment and constructive communication between learners and instructors. Third, attentional deployment, through focused attention on hand coordination, musical notation, and expression, effectively redirecting attention away from sources of stress. Fourth, cognitive change, whereby learners reframe technical difficulties as meaningful challenges that cultivate patience and resilience. Fifth, response modulation, through the constructive channeling of emotions via the dynamics of piano performance. The study concludes that classical piano training not only develops musical skills but also fosters adaptive emotional regulation abilities. Nonformal educational institutions such as LKP Golden Voice play a strategic role in supporting learners' emotional well-being and psychological resilience through a humanistic, arts-based approach to learning.*

**Keywords:** *classical piano training, emotional regulation, nonformal education, learners, process model of emotion regulation*