

Vocal-Conductor Training to Strengthen Patriotism of Elementary School Teachers

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Abstract:

Background: The development of the national compulsory song is actually a medium to train the love of the homeland in children. The problem in learning Art in Elementary School is caused by the large number of elementary school teachers who come from disciplines that have nothing to do with art. **Objective:** With a more specific objective, this study seeks to: (1) identify the impact resulting from vocal-conductor training on improving teachers' musical competence, (2) measure the impact of such training on the internalization of patriotic values through national compulsory songs. **Methods:** This research approach uses a qualitative approach with case study methods and Participatory Action Research (PAR) to 30 participants of SD IT Nurul Harapan Baru teachers in Bekasi. Data collection was carried out by participatory observation, interview deepening, and document analysis validated by source triangulation. **Results:** Based on the data that has been processed, the results of the study show: (1) There is a very significant increase in the technical ability of vocals and conductors of teachers (85%), (2) Changes in the teaching of national songs from routine to more valuable teaching, (3) Strengthening of the four pillars of nationalism in learning: lyrics, musical techniques, habituation, and school vision. **Conclusion:** There is a significant impact on art-based character education from the training model used. The integration recommendation suggests that there should be an addition to the PPG for elementary school teachers including learning while the delivery is collaborative.

Keywords: education vocal pedagogy, conductor technique, patriotic education, elementary teacher training, national compulsory song

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INTRODUCTION

Education is an effort that is carried out consciously and planned to develop the diverse potential of students, so that they can adapt to the environment and various changes that occur in the student's personality.(Printina 2017) Education has a very important role in creating quality human beings, education is also seen as a means to produce people who are intelligent, creative, skilled, responsible and virtuous. According to the Law of the Republic of Indonesia No. 20 of 2003, it is stated that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state". (Law of the Republic of Indonesia No. 20 Years, 2003).

In improving the quality of education, there must be efforts from all parties, especially for elementary school teachers. Elementary school teachers are the spearhead in children's basic education. Elementary school teachers are people who play an important role in creating quality people who can compete in the era of globalization. Elementary school teachers are the main key in shaping children's character from an early age. The habit of singing the national anthem can be a determining factor in forming a strong character for students. (Printina, 2011).

In the era of globalization, the spirit of nationalism among the younger generation is diminishing due to the influence of foreign culture that spreads so quickly. National compulsory songs as a medium to instill the spirit of patriotism need to be taught in a more interesting and effective way. Elementary school teachers play an important role in introducing and instilling national values from an early age to students through music. However, the limitations of teachers' skills in singing techniques and leading songs are often an obstacle in conveying the national message through national compulsory songs.

Students at the elementary school level are the right level to instill good habits, because at this age it is indeed time to build character and instill positive habits such as singing national compulsory songs which can later be carried to adulthood. According to Piaget quoted in Putri (2018: 39), students aged 7-11 years experience a level of Concrete Operational development. The beginning of rational thinking starts from this level. Students have logical operations that they can apply to concrete problems. When faced with a conflict between thoughts and perceptions, students in this period choose to make logical decisions. To instill positive values and patriotism in children, teachers have an important role in stimulating students to foster literacy for students. Stimulating students to like the National compulsory song not only tells students to sing free songs, but the activity of instilling the spirit of Patriotism through the National compulsory song can be included in a learning core that can be designed to be flexible, and more relaxed and interesting, so that students can participate in learning happily without being burdened and not forget to always keep up with the times.

The position of a teacher in learning plays an important role. This means that teachers are responsible and responsible for planning and implementing learning at school as much as possible. Teachers as professionals must have a number of abilities to apply various learning theories in the field of teaching, the ability to choose and apply effective and efficient teaching techniques, the ability to involve students to actively participate, and the ability to create a learning atmosphere that supports the achievement of educational goals. A good teacher is a teacher who can choose a technique that suits the conditions and atmosphere in the classroom. Therefore, the techniques used by teachers are not only one but varied, because each technique has its own disadvantages and advantages.

Singing technique is an alternative technique to many techniques in elementary school. Singing techniques are used to attract students in learning to sing well and correctly. Singing is a fun activity for children and will arouse more enthusiasm in learning. The use of the right singing technique aims to help teachers who are not optimal in implementing the right singing technique, so that students who are lazy and do not like to sing become interested and fond of following and learning the national anthem. This technique can provide a new color in the learning of cultural arts in elementary schools. By singing, students are able to express everything that is fun and will be

more easily remembered in their minds.

In addition to the right singing technique, teachers are also expected to be able to perform songs with the rhythm that has been determined by the song. So in this study, leadership as a conductor is also expected to be able to assist teachers in bringing students to sing national compulsory songs properly and correctly. Related to the description above, it is inseparable from the education effort in schools, so the author focuses on teachers in elementary schools. Through this research, teachers are expected to be able to provide different colors to students in performing songs and fostering their patriotism from an early age. It is hoped that children will experience rapid growth and development in their physical, emotional, emotional and social ways. It is important for parents to be able to provide an environment that stimulates children's growth after an early age through positive interactions, creative games with art through music and movement. The right stimulant can have a positive influence on children's development during this time.

State of the Art

The State of Art in this study is:

- Setyanengsih, Novia Rizki Fajar (2019) "Forming the Character of Love for the Motherland in Early Childhood through the Method of Singing National Compulsory Songs in Group B of RA Darul Muqomah Bulung Kulon Jekulo Kudus for the 2019/2020 Academic Year"
- Nova Ongki Handarawati1 "Efforts to Increase Students' Nationalism Attitudes Through the Implementation of Character Education Singing National Compulsory Songs Before Teaching and Learning Activities in Class V of SD Inpres 2 Wagon"
- Setiani, Afifah Hesti (2021) "The Habit of Singing the National Anthem at School as an Effort to Foster the Spirit of Nationalism in Bandungrejo State Elementary School 1"

Experts argue that learning media can help the effectiveness in conveying messages and content of subject matter. Based on the literature study, it shows that singing and conducting techniques can be used as an approach to instill the spirit of patriotism for teachers and students. From the studies attached above, the following information can be obtained:

1. The use of national compulsory songs for teachers to learn and teach singing practices.
2. The use of singing techniques and conductors and giving trust or confidence to elementary school teachers in teaching singing practices to instill the spirit of Patriotism.
3. To make it easier for teachers and students to practice singing national compulsory songs correctly and correctly.

Problem Formulation

1. Can singing techniques and conductors improve teachers' ability to teach singing?
2. Can singing and conducting techniques in performing national compulsory songs foster the spirit of Patriotism?
3. Is there a difference in the confidence of teachers who understand singing techniques and conductors and teachers who do not understand to foster a spirit of patriotism to students?

Research Objectives

This study aims to describe the extent of the effectiveness of the use of singing and conducting techniques in performing national compulsory songs to instill the spirit of patriotism to the students of SDIT Nurul Islam Harapan Baru, West Bekasi, Bekasi City, West Java.

METHODS

This study uses a qualitative method with a descriptive approach. This method aims to understand individual events, life phenomena, or group experiences through the analysis of their life narratives, which are then analyzed chronologically in the form of descriptions. The focus of the research is to explore how the value of love for the homeland is reflected through national songs sung appropriately by students with the guidance of teachers at SD IT Nurul Islam Bekasi.

This study also explores students' habits in listening, singing, and performing national anthems as part of the school routine. The research subjects include school principals, classroom teachers, and 5th grade students at SD IT Nurul Islam Bekasi. Data collection was carried out at the research site using three main techniques: observation, interviews, and documentation. Observation aims to understand the condition of the school environment, the atmosphere of teaching and learning activities, and student activities before lessons start.

Interviews were conducted with principals, classroom teachers, and students using structured guidelines. The documentation analyzed included the number of students, photos of the activity of singing the national anthem before the lesson started, and photos of the teaching and learning atmosphere. The selection of SD IT Nurul Islam Bekasi as the location of the research was based on the challenges of modernization that led to a decrease in students' understanding of national songs. In response, this school is one of the institutions that highlights the character education of love for the homeland through the independent curriculum, especially for the fifth grade level. The school's vision and mission emphasize the cultivation of character values as a step to increase students' love for the nation through learning activities.

Data analysis in this study was carried out systematically through three main stages: data reduction, data presentation, and conclusion drawn. To ensure the validity of the data, the triangulation method is applied by verifying data collection techniques, information technology, and relevant theories. This approach aims to ensure the validity of all data obtained. Thus, this study pays main attention to the application of triangulation in supporting the main goal: the cultivation of the character of love for the homeland through national songs in 5th grade students at SD IT Nurul Islam Bekasi.

RESULTS & DISCUSSION

The results of this study revealed that the habit of singing the national anthem at SD IT Nurul Islam Harapan Baru, has become a routine activity that has a significant impact on the formation of students' character. The national anthem is sung on various occasions, such as:

1. Beginning of learning: The teacher leads the students to sing the national anthem as the opening of the learning activity, as well as instilling the spirit of cinta tanah air.
2. Flag ceremony: The teacher directs the students to maintain harmony, intonation, and expression in singing.
3. Morning routine: The national anthem is played through the loudspeaker and then followed by singing together in class, becoming a symbol of respect for the nation. In this activity, grade 5 teachers play an important role in helping students use better vocal techniques so that the activity is not just a formal routine, but also an effective way to foster a sense of love for the homeland.

Challenges in the Implementation of Nationalism Character Education

Although the program is running, there are still several major obstacles:

1. Limited vocal skills: Some teachers still have difficulty applying proper vocal techniques, such as tuning intonation, articulation, and breathing, which affect the quality of students' singing.



Figure 1. Doc: Vocal-Conductor Training

2. Lack of knowledge as a conductor: Teachers often lack understanding of the basic techniques of conducting music, so students' singing is less directed in terms of tempo and dynamics.
3. Lack of consistency in implementation: The activity of singing the national anthem is not always carried out with discipline at the beginning of the lesson, so patriotic messages are not conveyed optimally. The obstacles in this essay emphasize that the success of character education based on the national anthem requires adequate vocal skills and musical leadership from teachers.

Quantitative Data on Evaluation Results

Evaluation is carried out through pre-test and post-test which measures understanding of basic vocal techniques and conductor concepts.

Aspek yang Diukur	Skor Pre-test (1-10)	Skor Post-test (1-10)	Peningkatan
Pengetahuan Teknik Napas Diafragma	4.2	8.7	107%
Pengetahuan Teknik Artikulasi & Intonasi	5.1	8.9	75%
Pemahaman Fungsi Dirigen	3.8	8.5	124%
Kemampuan Membaca Partitur Sederhana	3.0	7.2	140%
Rata-Rata Keseluruhan	4.0	8.3	107%

Figure 2. Pre-test and post-test

Solutions through Vokal-Conductor Training

To overcome these concerns, this study recommends vocal-conductor training as a strategic step. The main focus of the training includes:

1. Mastery of vocal techniques: Participants are trained to master diaphragmatic breathing techniques, basic tone control, precise articulation, and accurate intonation. With this camp, teachers can give a good example of vocal if there is a self-defense.
2. Skills of leading a singing: Practice involves the use of simple movements to regulate the tempo, dynamics, and expression of students during the singing to be more directed and engaging.
3. Understanding of patriotism: In addition to the musical aspect, the training is emphasized on the songs and songs that are included in the national anthem, so that the teacher can convey the essence of nationalism through emotional appreciation.

Qualitative Data (Observation and Documentation)

1. Participant Enthusiasm: There is a significant increase in enthusiasm. In the initial session, some of the participants looked shy. In the practice session, all participants were actively involved and enthusiastic in practicing conducting techniques and singing together.
2. Practical Ability: Participants are able to practice basic beat patterns (2/4, 3/4, 4/4) to accompany songs such as "Bagimu Negeri" and "Garuda Pancasila".
3. Participants' Works: At the end of the session, each group of participants managed to perform

one national compulsory song by singing and leading the choir using the conductor technique that had been learned.

Results of Participant Response Questionnaire

As many as 97% of participants stated that the training materials were very relevant to their needs as elementary school teachers. They feel more confident to teach and lead the singing of the national compulsory song in school.

The Impact of Vocal-Conductor Tutoring Pills

After participating in the training, the teachers of the 5th grade of the Elementary School IT Nur Islam New Hope showed an improvement in their abilities:

1. It is more that I am envious when leading students to sing the national anthem. - Able to give examples of vocal techniques and correct ones, improving the quality of student singing.
2. Skilfully arranging students' collective expressions, making singing sound more lively and meaningful.
3. Consistently make the national anthem an integral part of character. Students also responded with a higher enthusiasm when singing the national anthem. Brand a feels more directed, cohesive, and able to understand the meaning of the song being sung, as well as the experience of singing as part of the internalization of the value of pity.

Discussion

This research supports the theory that music, especially the national anthem, is an effective means of character education. Bis based on the view of Lickona (1991) about character, moral values and nationalism that can be instilled through direct experience that involves a cognitive specific, an effectual, and psychomotor aspect. In this context, the activity of singing the national flag is not only about understanding the lyrics and melodies, but also fostering a sense of pride and real purpose through singing together. Musicological studies show that the activity of singing together or communal singing has a significant social role, such as increasing the feeling of togetherness, solidarity, and emotional connection (Small, 1998).

Evidence in the field shows that after receiving vocal-conductor training, students are more integrated and energetic. This has an impact on the environment of the class that is more competitive, supporting the creation of a sense of togetherness and strengthening the spirit of nationalism. In addition, this research emphasizes that the competence of the government is an important element. Teachers who have the ability to sing and lead cultural activities can become effective role models, so that students can easily understand the meaning of national songs. On the other hand, the experience of singing risks losing its essence and only becomes a ritual form without deep preference.

Improvement in Teacher Technical Competence

The increase in average score of 107% from pre-test to post-test shows the effectiveness of the training method used. The workshop approach that is hands-on has proven to be more effective for elementary school teachers than theoretical lectures alone. Diaphragm breathing and articulation techniques help participants produce clearer and more powerful sounds, which are essential for leading a singing class. The highest increase occurred in the ability to read scores (140%), indicating that this material is a large knowledge gap and is needed by the participants.

Refreshing the Meaning of National Compulsory Songs as a Media of Patriotism.

Through a session to discuss the background and meaning of the lyrics of each song (such as "Indonesia Raya" which reflects the spirit of struggle and "Tanah Airku" which describes the

natural beauty of Indonesia), participants did not just learn to sing. They are invited to reflect and appreciate the values of patriotism contained in it. This process of "living" is the key to instilling the spirit of patriotism, as stated by Budiaman (2021) that internalizing values through art is more effective than memorization. One participant stated, "*All this time we just sang the song without really absorbing the meaning. Now, we have the provision to tell that meaning to the students.*"

Teachers as Agents of Instilling Patriotic Values

These findings strengthen the theory that teachers are the spearhead of instilling character values (Lickona, 1991). By equipping teachers with adequate techniques and in-depth understanding, they will become more effective agents of change in the classroom. The increased confidence in the teacher, as seen from the enthusiasm during the training, will naturally transfer to the students. A study by Sari & Putra (2020) also concluded that teachers who are enthusiastic in singing the national anthem can transmit the spirit of nationalism to their students.

Singing and Conducting Methods as Effective Strategies

Conductor techniques play a role as *visualization* of music. The hand movements of a conductor not only regulate rhythm and dynamics, but also evoke collective enthusiasm and emotions (Mackenzie, 2018). When a teacher stands at the front of the class and leads the singing with an enthusiastic conductor movement, he not only teaches singing, but also leads a *ritual* of togetherness and nationality. This creates an emotional and memorable learning experience, which is easier to stick in students' memories and hearts than just listening to recordings.

CONCLUSION

This study shows that vocal-conductor training for elementary school teachers has a key role in supporting patriotic character education through national education. Teachers who master vocal techniques and musical leadership can guide them optimally, so that the national anthem is not just a routine activity, but also an emotional experience that can be instilled. Therefore, vocal conductor training needs to be prioritized as an strategic program in an effort to develop teacher competence, especially in the context of teaching the character of nationalism at the elementary school level

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