

## **THE ROLE OF TRILINGUAL SONGS TO PROMOTE RELIGIOUS MODERATION AND UNITY IN DIVERSITY FOR PGSD AND PGMI STUDENTS**

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### **Abstract**

Religious moderation is essential in increasing understanding and tolerance between individuals amid issues of intolerance and discrimination. This study aims to analyze the role of Trilingual songs in promoting religious moderation and diversity in PGSD and PGMI students. Through a qualitative approach, this research focuses on the values of religious moderation and diversity contained in the lyrics of Trilingual songs, students' perceptions of Trilingual songs as a medium for promoting religious moderation and diversity, and the role of educational institutions in promoting Trilingual songs. The research subjects were PGSD UNNES students and PGMI UIN Saizu Purwokerto students. This research is of high urgency considering the need to know the role of a song in increasing understanding and appreciation of religion and diversity in the younger generation, especially students who are future teachers. This research can contribute to the development of educational curricula in PGSD and PGMI and provide recommendations to educational institutions regarding the use of Trilingual songs as a medium for promoting religious moderation and diversity. In addition, the results of this research provide more comprehensive benefits for education development in Indonesia and contribute to the development of more inclusive education in an increasingly complex and diverse environment.

**Keywords – Religious moderation, trilingual songs, unity in diversity**

### **Introduction**

The issue of intolerance is still a matter of concern in Indonesia, including in the education environment. Indonesia's cultural, religious, and ethnic diversity should be a wealth and source of national pride, but it is often misused as an excuse to commit discriminatory acts and intolerance (Rahmawati, 2021). Some cases in the school environment are the forced wearing of headscarves for non-Muslim students in Padang, the prohibition of wearing headscarves in one of the schools in Bali and Maumere, and what happened in Semarang about a believer student who was not passed because his religion subject was empty. Some of these cases show that the educational environment is still vulnerable to sensitive issues of intolerance. This is contrary to what has

been contained in Law number 20 of 2003, article 4, paragraph 1 concerning the National Education System that education is organized in a democratic, equitable, and non-discriminatory manner by upholding human rights, security values, cultural values, and national diversity. Not only religious aspects but also other things such as ethnicity, culture, race, and economic class.

Education plays an essential role in strengthening the values of diversity and tolerance in society. However, several challenges must be faced, such as unequal access to education, lack of government support, and shifting social values that lead to acts of intolerance and discrimination. (Utomo, 2021). "Unity in Diversity" should not only be a motto but also a form of the spirit of unity and tolerance that must continue to live and

be actualized in everyday life. One form of internalizing the value of tolerance is through trilingual songs. Trilingual songs can be an alternative to increase understanding and appreciation of diversity in Indonesia. Trilingual song lyrics, namely Indonesian, English, and Javanese, aim to help students understand and appreciate language diversity. Language diversity also fosters awareness that they are part of a multicultural and global society. The balance between national, local, and international languages becomes a medium for prospective teachers to foster a sense of love for the country and pride in local culture while remaining open and contributing to a dynamic global society.

Education in Indonesia aims to produce a brilliant and competent generation and build positive characters and attitudes that respect religious and cultural diversity. However, the issue of intolerance is still a problem faced by the educational environment in Indonesia. Therefore, this research will focus on the role of the Trilingual Bhineka song as an effort to moderate religion and diversity in the PGSD and PGMI Study Programs. This research aims to explore the role of Trilingual songs in promoting religious moderation and diversity in PGSD and PGMI students. The results of this study can contribute to increasing students' understanding and awareness of religious moderation and diversity and provide useful information for educational institutions to promote harmonious diversity in the campus environment. The following problem formulations will be answered in this study. First, what values of religious moderation and diversity are contained in the lyrics of Trilingual songs? Second, how do PGSD and PGMI students perceive Trilingual songs as a medium for promoting religious moderation and diversity? Finally, what is the role of educational institutions in

promoting trilingual songs as a medium for religious moderation and diversity?

The problem-solving approaches in this study are as follows: a) Educational approach: In this approach, the focus is on the role of educational institutions in promoting Trilingual songs as a medium for promoting religious moderation and diversity. Steps that can be taken include developing a curriculum that integrates the values of religious moderation and diversity, organizing activities related to promoting diversity and diversity and introducing Trilingual songs to students. b) Cultural approach: This approach focuses on promoting culture and diversity in society. Steps that can be taken include introducing local culture and wisdom to students, organizing events and activities that encourage tolerance and diversity, and exploring the values of religious moderation and diversity in local culture and Trilingual songs. c) Social approach: This approach focuses on the role of individuals and communities in promoting religious moderation and diversity. Steps that can be taken include raising awareness about the importance of tolerance and diversity, organizing activities that encourage interaction between religious and cultural groups, and building networks of cooperation and solidarity between groups.

### **Methodology**

A qualitative approach was used in this study because it allows researchers to explore an in-depth understanding of student perceptions and the role of educational institutions in promoting Trilingual songs as a medium for promoting religious moderation and diversity. The data collection methods used in this study were interviews and participant observation, which enabled the researcher to understand the respondents' experiences and perceptions better. In addition, data were also

collected from document analysis, such as promotional materials of educational institutions related to the promotion of religious moderation and diversity. The research respondents were 10 PGSD students and 10 PGMI students selected by purposive sampling. This research uses a qualitative approach with descriptive analysis techniques.

The qualitative research steps taken include (1) participant observation, where researchers will follow the activities of promoting religious moderation and diversity held by educational institutions and record students' experiences and perceptions related to Trilingual songs; (2) in-depth interviews, where researchers will interview PGSD and PGMI students to gain a deeper understanding of their perceptions of Trilingual songs and the role of educational institutions in promoting religious moderation and diversity; (3) FGDs, in which the research subjects will conduct focus group discussions (4) qualitative data analysis, in which the data collected will be analyzed qualitatively to obtain findings and in-depth understanding of the values of religious moderation and diversity contained in Trilingual songs, as well as students' perceptions and the role of educational institutions in promoting these values.

The theoretical foundation that can be used for this research is role theory. Role theory proposes that a person's behavior can be explained as an action taken to meet the demands or expectations associated with the social role. 11 In this case, the social role in question is the role of PGSD and PGMI students as prospective teachers in facing demands to promote religious moderation and diversity in the educational environment.

According to social role theory (Eagly & Wood, 2012), each role has

binding expectations and norms, so people who occupy the role are expected to fulfill the demands and expectations associated with the role. In the context of this research, PGSD and PGMI students are expected to be able to promote religious moderation and diversity in the educational environment through their role as prospective teachers. Social role theory can help analyze the roles that PGSD and PGMI students assume in promoting religious moderation and diversity and understand the expectations and demands associated with these roles. In this case, role theory can help answer research questions about the role of Trilingual songs in promoting religious moderation and diversity in PGSD and PGMI students.

### **Finding and Discussion**

The purpose of learning is not only to change student behavior but also to shape the character and mindset of professionals ready to face global challenges. Education today emphasizes the concept of "learning how to learn" rather than just passively digging up information. Therefore, the learning approaches, strategies, and methods used refer to the principles of constructivism, which encourage and appreciate student learning initiatives through inquiry and knowledge exploration (discovery learning). Introducing the values of diversity and religious tolerance in the environment of PGSD and PGMI students is one of the effective ways to promote peace and increase tolerance, especially in the educational environment. PGSD and PGMI students have diverse backgrounds, including ethnicity, race, culture, religion, and customs, creating rich diversity.

The trilingual song in this study is titled "Harmony in Diversity." The song reflects an important message about unity and harmony in diversity. The song is

designed in three languages, Indonesian, English, and Javanese, to illustrate Indonesia's diversity of languages and cultures. Through meaningful lyrics, this song conveys the message that diversity should not be a source of conflict but can be a source of strength and unity. The following is the notation of the song "Harmony in Diversity"

The song lyric titled "Harmony in Diversity" has the characteristics of using three languages, namely Indonesian, Javanese, and English. The lyrics using Indonesian is the basis of the song lyrics message that describes the values of diversity that exist in students, the value of unity, togetherness, or cooperation associated with the philosophy of Indonesia, which has the characteristics of diversity, then added lyrics using Javanese and English. The lyrics of the song "Harmony in Diversity," which consists of three languages, are as follows

The song's lyrics invite listeners to understand that although we have differences in language and culture, we are still one, just like Indonesia's motto, "Bhineka Tunggal Ika." The song also emphasizes the importance of friendship, brotherhood, and togetherness. The use of three languages in this song reflects an appreciation for the diversity of languages in Indonesia and the message of harmony in diversity.

Overall, "Harmony in Diversity" is a song that gives a positive message about religious moderation and diversity and invites listeners to establish friendships, appreciate diversity, and foster a sense of unity. In the context of this research, this song is considered an effective tool in promoting the values of moderation and diversity among PGSD and PGMI students.

This study involved a total of 20 students as respondents. Of these, ten students came from PGMI UIN K.H. Saifuddin Zuhri, while the others were PGSD UNNES students. The interviews showed several significant findings. The first is awareness of diversity. Most PGMI and PGSD students realize that religious and cultural diversity should not be a source of division but can be the basis of friendship and a deeper understanding of diversity. Another finding was that the students saw the Trilingual song as a valuable tool in supporting the message of religious moderation and diversity. This song can be a helpful tool that they will teach to the students they guide in the future. The respondents responded positively to the Trilingual song. They expressed that they liked the song and felt the lyrics contained a relevant and inspiring message of harmony in diversity.

Harmoni dalam Keberagaman

Voice

Syahrul Syah Sinaga  
Ikawati Indra K.

*Allegretto*

Ber sa tu ber sa ma me lang kah se i ra ma da  
Ma nung gal bu re ngan ju mang kah nur wi ra ma be  
We are u ni ty We step rhyt mi cal ly in

5  
lam ke be ra ga man ki ta Bhi ne  
da be da ning se dya ki ta Bhi ne  
the di ver si ty of us Bhi ne

9  
ka Tu nggal I ka sem bo yan In do ne sia ber  
ka Tu nggal I ka sem bo yan In do ne sia la  
ka Tu nggal I ka the mo tio In do ne sia We're

13  
be da te tap sa tu ju  
mun to be da ning ma nung gal  
diffe rent but We're still the o ne

17  
Geng gam lah ta ngan da lam per sa ha ba tan  
Ang gan deng kun co sa sa jro ning ka kan can  
Hold hand to ge ther as friend and fa mi ly

21  
da ri Sa bang sam pai Me rau ke  
sa ka Sa bang ngan tya Me rau ke  
From Sa bang to Me rau ke

25  
A yo per e rat ta li per sau da ra an  
A yo nge ra ket ta li per se du lu ran  
Let's streng then the bonds of our na tion

29  
ber sa tu te guh un tuk se la ma nya  
te guh ma nung gal sa la mi la mi ya  
we stand u ni ted and fo re ver

Figure 1. The Trilingual Songs

Trilingual song verses consisting of three languages, namely Indonesian, English, and Javanese, have relevant

meanings in the context of research on the role of this song in promoting religious moderation and diversity among PGSD and PGMI students. In analyzing the verses of this song, several key points can be found: 1) The lyrics reflect an essential message about unity in diversity. Although we are different in language and culture, we are still one. This illustrates the message of moderation that differences do not have to result in conflict but should enrich and strengthen unity. 2) The use of the motto "Bhineka Tunggal Ika" (Different but One) in the song highlights Indonesia's national values, which include tolerance, unity, and diversity. It emphasizes the importance of maintaining moderation in religion and respecting differences. 3) The song also emphasizes the importance of friendship and brotherhood between individuals from different backgrounds. This is relevant to the research context, where PGSD and PGMI students will become educators in the future. The message of friendship and brotherhood creates an environment that supports moderation and respect for diversity.

Based on role theory, the Trilingual song acts as a means to transmit religious moderation messages to students. The results show that the song is effective in conveying these messages, along with students' positive assessment of the song lyrics and values contained in the song. In addition, the attractive visual display also plays an important role in facilitating students' understanding. From various perspectives, students' positive assessment of the Trilingual song illustrates that this song is not just an entertainment medium, but also an effective tool in supporting religious moderation efforts. This finding is in line with previous research which shows that songs can be used as an educational medium to convey the values of religious moderation and tolerance. In addition, this positive assessment also indicates

that the use of engaging audiovisual media in education can influence the way students understand and respond to moderation messages.

In this study, data interpretation revealed the important role of Trilingual songs in supporting religious moderation in the educational environment of PGSD and PGMI students. The findings provide deeper insights into how songs as an Based on role theory, the Trilingual song transmits religious moderation messages to students. The results show that the song effectively conveys these messages, along with students' positive assessment of the song lyrics and values contained in the song. In addition, the attractive visual display also plays an essential role in facilitating students' understanding. From various perspectives, students' positive assessment of the Trilingual song illustrates that this song is not just an entertainment medium but also an effective tool in supporting religious moderation efforts. This finding is in line with previous research, showing that songs can be used as an educational medium to convey the values of religious moderation and tolerance values. In addition, this positive assessment also indicates that engaging audiovisual media in education can influence how students understand and respond to moderation messages.

In this study, data interpretation revealed the important role of Trilingual songs in supporting religious moderation in the educational environment of PGSD and PGMI students. The findings provide deeper insights into how songs as an educational medium can influence students' perceptions and attitudes towards religious moderation, which in turn can contribute to forming their characters and attitudes in their daily lives and in their roles as prospective teachers.

## **Conclusions**

The conclusion of this study highlights the critical role of Trilingual songs as an effective tool in promoting religious moderation and cultural diversity among PGSD and PGMI students. PGSD and PGMI students perceive this song as a fun and meaningful medium for learning the values of religious moderation and a source of inspiration that they can apply in teaching in the future. The findings of this study also show the role of educational institutions in supporting the promotion of religious moderation. Trilingual songs can effectively aid character education efforts and promote tolerance values in this context. This research significantly contributes to developing more inclusive character education in higher education, especially in PGSD and PGMI Students. This research's theoretical and practical implications encourage the development of more meaningful learning materials that support religious moderation while inspiring educators to create a more positive and inclusive learning environment.

Based on the findings and conclusions of this study, some suggestions that can be proposed are: 1) Trilingual Songs can be utilized in the Curriculum of PGSD and PGMI Study Programs as a creative learning resource to teach religious moderation and cultural diversity. 2) Educational institutions, such as universities and schools that prepare prospective teachers, should organize training or workshops for prospective teachers on how to effectively use song media. 3) Further research on the effectiveness of using Trilingual songs in various educational contexts and among students from various backgrounds needs to be conducted.

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