

IMPLEMENTATION OF CHILDREN'S SONGS IN EARLY CHILDHOOD LEARNING: DESCRIPTIVE STUDY IN SIDOARJO (INDONESIA)

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Abstract

This research aims to look at the practice of implementing children's songs in learning at early childhood education institutions in Sidoarjo, Indonesia. Data obtained from field research conducted at ABA I Candi Kindergarten and ABA Tanggulangin Kindergarten in the Sidoarjo area. Focuses on the implementation of children's songs in learning at early childhood educations, where songs are used in several learning sessions in the classroom. The majority of teachers stated that singing activities were carried out more than twice in one learning day, and on average they lasted less than 15 minutes. The most important reason for including singing activities in the curriculum is as entertainment and an appropriate medium for conveying learning material and moral messages to children through songs. This research uses a qualitative design based on a study of three Early Childhood Education in Sidoarjo, East Java, Indonesia. Researchers analyzed the school curriculum, teacher interviews, field observations, and documentation. The findings show that on average schools use children's songs in almost all activities involving students. Teacher creativity is needed in selecting songs and implementing them in learning. Songs make learning more enthusiastic and fun, and provide a musical experience for students.

Keywords – music education, earlychildhood, musical skills

Introduction

Art is one of the indicators in the early childhood education curriculum which functions as a useful educational tool for early childhood development. Activities usually carried out in the music sector are singing and playing musical instruments. Carr and Lehrer (2004) stated that, ideally, real arts education should be carried out and taught when children are still in childhood, at which time a person's personality begins to form. Arts education is provided in schools, not only to develop children's personalities, but also to help children develop multiple intelligences (Wardani, 2006). Art is an effective learning medium and is able to provide valuable experiences for young children, because children always show positive emotions, namely joy when doing art activities. The statement about art activities being able to create a feeling of joy in young children is in line with Meeson's statement, namely that the existence of art is able to create a pleasant

learning situation for young children (Meeson, 1972).

Wadiyo stated that the scope of development provided by music is the scope of religious development, especially at the level of developing religious values and morals which is carried out by singing songs containing religion. Another scope of development is that it contains a combination of music and dance, especially to develop gross and fine motor skills, and is supplemented with the main musical material, namely singing, to develop potential language skills (Wadiyo, 2015).

Using songs in classroom learning can provide many benefits. Songs can be used to help children develop listening, pronunciation and speaking skills. Songs can also be an aid in teaching vocabulary, sentence structure, and sentence patterns. The biggest advantage of using educational songs is that it makes the learning atmosphere more enjoyable (Millington, 2011; Murphey, 1992).

Musical experiences can be enhanced by experience gained from fine arts, storytelling, poetry, theater, movement and dance classes. Here the teacher has a very important role (Gujjar & Choudhry, 2009; Xhemajli, 2016).

The implications of music learning in schools, especially in early childhood education, can be seen after it is integrated with other fields or adapted to learning themes in early childhood education. What is currently being implemented in early childhood education is the use of the Independent Curriculum, with the cultivation of character according to the Pancasila student profile. In line with John Dewey (1934) in "Art as Experience", John emphasized that art has the aim of communicating moral and educational goals. Art as an experience is a transformative process of inquiry, search and discovery of meaning to expand relationships with what is good and true. The Merdeka Curriculum was developed as a flexible curriculum, focusing on essential material and character development, as well as developing student competencies (Kemdikbud, 2022). The character referred to in the Merdeka Curriculum is the profile of Pancasila students, where strengthening the profile of Pancasila students in early childhood education is carried out in the context of celebrating local traditions, national and international holidays, namely: 1) Have faith, devotion to God Almighty, and have noble character, 2) Global Diversity, 3) Working together, 4) Creative, 5) Critical reasoning, and 6) Independent. This research aims to see how children's songs are implemented in learning at early childhood education and the creativity process that occurs.

Methodology

This research was conducted at ABA I Candi Kindergarten and ABA Tanggulangin Kindergarten in the Sidoarjo, Indonesia. This research uses a qualitative design with a descriptive

approach. This research aims to see how children's songs are implemented in learning at early childhood education, as well as the creative process that occurs. Interviews were conducted in a semi-structured format by asking questions regarding the titles of the songs used, the musical instruments or accompaniment used, the methods used to teach children songs, and the suitability of the songs to the theme or center. The documentation carried out is by looking at the RPPH (Daily Learning Implementation Plan) and the themes prepared by the teacher. Observations were made on the learning process, with a concentration on the song implementation process in the learning process in early childhood education and the creative process that occurred.

Researchers validated the data using data triangulation techniques, especially matching data from interviews, documentation studies and observations. Triangulation was chosen to check the consistency of data found from various data collection techniques (Denzin & Lincoln, 1994). Data analysis was carried out through the use of an interactive model starting from data collection, data reduction, data presentation, to verification (Miles & Huberman, 1994).

Finding and Discussion

ABA I Candi Kindergarten

Learning at ABA I Candi Kindergarten is carried out 5 days a week, from Monday to Friday starting at 07.30, activities begin with circle time which is filled with memorizing daily prayers, singing and reading the Pancasila text. This circle time activity lasts for 30 minutes, but the time allocated for singing is around 10 to 15 minutes. The specialty of ABA I Candi Kindergarten is that every Tuesday you have to speak Arabic, and on Wednesday you have to speak Javanese, where this activity also influences the songs that will be sung by students.

The use of songs in learning activities at Kindergarten ABA I Candi starts with circle time activities. Students sing songs according to language themes, on Monday students sing Indonesian children's songs, on Tuesday students sing Arabic songs, such as the Asmaul Husna song, the Letter Hijaiyah song, and so on. On Wednesday, students sing songs in Javanese, and on Thursday and Friday, students sing songs in Indonesian again.

In the core learning activities, learning activities are interspersed with children's songs that are adapted to the learning theme that day. For example, on the Transportation Theme, students will be invited to sing songs with a vehicle or transportation theme. Some songs are the result of the teacher's composition, by changing certain song lyrics to song lyrics that match the learning theme. This was done because of the limited number of children's songs that fit the theme. In the closing activity, students were also invited to end the lesson by reading prayers and singing. Overall, the implementation of children's songs in learning at ABA I Candi Kindergarten is applied to opening activities, core activities and closing activities in each learning session, with a duration of 10 to 15 minutes for singing activities.

The music media used by the teacher in singing activities is MP3 music which has previously been stored on the laptop. MP3 music can be found in the form of instrumental music (accompaniment without vocals), and mixed (music and vocals). However, not all songs used in learning have musical accompaniment, so these songs are sung with clapping to equalize the tempo. The school does not yet have an accompanying musical instrument such as a keyboard, so clapping at an appropriate tempo is the accompaniment to the songs.

Apart from singing, the musical activities held at Kindergarten ABA I Candi are drum band extracurricular activities which are held every 2 weeks on Thursdays. If

you are going to take part in a competition, the practice schedule is increased to 2 to 3 times a week, with an extracurricular drum band teacher.

The development of singing activities in learning activities by class teachers at Kindergarten ABA I Candi occurred in the use of musical compositions and the development of songs as learning media. The development carried out by teachers can be seen from the creative process by composing certain songs into new songs with the same melody but different lyrics that are adapted to the theme.

ABA Tanggulangin Kindergarten

Learning at ABA Tanggulangin Kindergarten is carried out 5 days a week, from Monday to Friday starting at 07.00. The activity began with lining up which was filled with preparation activities, clapping and singing. Preparatory activities last approximately 10 to 15 minutes. The time allocated for singing activities in the preparatory activities is around 5 minutes.

In the core learning activity, it begins with singing a song that is adapted to the theme or sub-theme being studied. For example, on the theme of the Beauty of the Universe, students are invited to sing the song Anugrah created by Kan. After the core learning activities are finished, they close again by singing another song that matches the learning theme. In the closing activity, students were also invited to end the lesson by reading a prayer and ending with singing. Overall, the implementation of children's songs in learning at Kindergarten ABA Tanggulangin is applied to opening activities, core activities and closing activities in each learning session, with a duration of 10 to 15 minutes for singing activities.

Apart from singing activities, the teacher also invites students to have musical experience by playing simple musical instruments that use objects around them. Children are invited to make different rhythm patterns with the objects they are

holding, then students sound the objects they are holding together, at the same tempo but in different rhythm patterns, or in Javanese it is called *kothekan*. This activity provides an extraordinary experience for students, how each object produces a different timbre or color of sound, and when sung together can produce a beautiful sound.

The development of the benefits of singing activities in learning activities by class teachers at Kindergarten ABA Tanggulangin occurs in the use of song composition and song development as a learning medium. Apart from that, there is development of music material which is not limited to singing, but with rhythmic introduction using objects around it which is an added value in the application of music material in learning activities at Kindergarten ABA Tanggulangin.

Conclusions

At Kindergarten ABA I Candi and Kindergarten ABA Tanggulangin both allocate singing activities to initial learning activities, core activities and closing activities. The creative process carried out by teachers and students provides a musical experience that can increase students' enthusiasm for learning with fun learning

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