

The Implementation of Children's Song Creation as Character Education through Art for Elementary School Teacher Education Students

Jubelando O. Tambunan¹, Melisa Nur Asima Sidabutar¹, Deswidya Sukrisna Hutaauruk¹

¹ Efarina University, Indonesia

 jou18bel@gmail.com

Abstract

This research aims to develop the skills of PGSD students as prospective teachers in designing teaching materials, namely children's songs as learning media in developing the character of elementary school students. This research is project-based learning (PBL) with a development model Research and Development (R&D) by Borg and Gall. This project-based learning process was carried out by 25 students as research subjects under the guidance and direction of a lecturer who was a researcher himself and carried out in several stages, namely (1) problem identification, (2) information collection, (3) product design, (4) design validation, (5) design improvements, (6) product trials, (7) operational product revisions, (8) usage trials, (9) final stage product revisions, and (10) mass production. The results of this research were that the students were able to create children's songs well, where out of a total of 25 students, they succeeded in creating 25 children's songs with different titles (100%). The children's songs were also assessed based on aspects of suitability to the song theme, song lyrics, tune and suitability to the theme of character education. The results showed that the students were able to create children's songs that contained character education very well (94.4%). So it can be concluded that the PBL process implemented in this research is considered effective in developing teaching materials, especially the aim of this research, namely creating children's songs that contain character education.

Keywords: Children's Songs, Character Education, Song Creation

ARTICLE INFO

Article history:

Received

August 19, 2024

Revised

September 26,

2024

Accepted

October 08, 2024

Published by

ISSN

Website

This is an open access article under the CC BY SA license

CV. Creative Tugu Pena

2774-4299

<https://attractivejournal.com/index.php/bse/>

<https://creativecommons.org/licenses/by-sa/4.0/>



INTRODUCTION

Developing good student behavior is one of the main goals of education. Instilling the value of character education in the school environment is considered very important. This then moved the government to include character education in the education curriculum in Indonesia (Ditjendikdasmen, 2010). Character education is basically the foundation of the same essence and meaning as moral education and moral education which aims to shape children's personalities so that they become good human beings, citizens and citizens.

Therefore, character education in the context of education in Indonesia is education of noble values originating from the culture of the Indonesian nation itself, in order to develop the personality of the younger generation.

Character education is all the methods and methods used by teachers that can influence the character of students. This includes teacher example, namely how a teacher acts or behaves, the teacher's style in speaking or delivering material, the teacher's attitude in terms of tolerance, and various other related things (Ayu & Dirgantoro, 2023).

Character education aims to shape children's personalities so that they become human beings who have superior character, become citizens and citizens who behave well. In general, the criteria for humans, citizens and citizens of good character are a range of certain social values which are influenced by the culture of the community and nation. Therefore, character education in the context of education in Indonesia has the essence, namely value education, where value education is noble values originating from the culture of the Indonesian nation itself to develop the personality of the younger generation (Linda, 2020).

Efforts to form character begin with an understanding of oneself as a complete human being. The process of character formation is indeed very complex and is an endless climbing process because its formation requires a conducive environment, training and habituation, as well as perception of life experiences. Meanwhile, good character must continue to be honed and nurtured.

As the originator of character education in Indonesia, Ratna Megawangi (2010) compiled noble characters that should be taught to students, namely: 1. Love of God and truth 2. Responsibility, discipline and independence 3. Trustworthiness 4. Respect and courtesy 5. Compassion, caring and cooperation, 6. Confident, creative and never give up 7. Justice and leadership 8. Kind and humble

In order to build character, one effort that can be done is through art. The scope of art in character formation here is through song creation. The purpose of a song created by a songwriter or sung by a singer is to convey a message and express feelings and what the composer or singer sees.

Of the various learning media, songs are one medium that can be used to transfer knowledge, develop children's various potentials and convey the values contained in the song lyrics (Putra & Yeni, 2017). Apart from that, singing is an important part of character formation and self-development. Minister of National Education Regulation no. 58 of 2009 concerning early childhood education standards states that the learning process is active, creative, interactive, effective and fun. Apart from that pEducation in elementary school is the foundation for forming character in children to move on to the next level of education (Abdullah & Wicaksono, 2018). Students at this level are still not much contaminated with unfavorable traits, so character education at this age is an opportunity to instill positive character values in them. In this case, teachers play a very important role in the process of character formation in children through media and teaching methods. The application of songs as a means of learning is considered appropriate because singing is a part of children's lives apart from playing activities (Lestari, 2012). The role of the teacher in teaching singing is also very important because the teacher is the one who becomes the model when singing and conveys the meaning in the song so that it is more targeted (Prawitasari, 2012; Judijanto et al., 2024).

Currently, children's songs are very rarely written. The existence of children's songs is currently experiencing a crisis. Very few children's songs are published and sung by children today. There are no children's songs that are in line with current developments, which is an indicator that children's songs are very rarely created by current songwriters.

Songs in music education have a fundamental role, namely music and songs are used to support the optimization of physical, cognitive and psychomotor development and another fundamental role is to stimulate the development of children's musical

intelligence (Asmani in Karsono, 2016; Batubara et al., 2024; Sastra et al. , 2024). Many teachers currently use singing methods during the learning process in the classroom even though the references used are old children's songs that have previously been circulating in society for a long time. Most teachers have not been able to create new songs so that these songs can be used in the learning process.

Singing can be a method of teaching character to children. Teachers can teach character effectively through songs. At the elementary school level, appropriate songs are needed to guide children in character formation. Based on the researcher's observations, PGSD students have the potential to create children's songs because in the series of courses they have taken there are musical arts education courses that have been passed so that in music theory they understand the basic concepts of music. Researchers will explain appropriate, efficient and easy methods for creating songs so that students will have no difficulty in creating songs.

The implementation of creating children's songs in the context of children's character education through art carried out by Efarina University Elementary School Teacher Education (PGSD) students is one of the efforts to teach character education. This research was conducted in order to develop a children's song as part of the process of instilling character values in students.

METHOD

To be able to create children's songs as teaching materials, teachers are needed who have knowledge/competence in the fields of music and language. So, to improve these competencies, in this research, PGSD students will carry out learning *project-based learning (PBL)* (Purba et al., 2024) with a development model *Research and Development (R&D)* by Borg and Gall in (Sugiono, 2019).

This research will be carried out in several stages, namely (1) problem identification, (2) information collection, (3) product design, (4) design validation, (5) design improvement, (6) product testing, (7) product revision , (8) use trials, (9) final stage product revisions, and (10) mass production. The objects of this research were 25 PGSD Semester VII students class of 2021 at Efarina Pematangsiantar University.

RESULTS AND DISCUSSION

Implementation of creating children's songs using the approach *Research and Development* with the learning process *Project Based Learning*. The development process is as follows:

1. Identification of problems

Initial data was conducted on the Efarina University campus by interviewing 25 students of the Primary School Education (PGSD) study program on July 16 2024. Based on the results of interviews conducted, students can develop character education through art by creating songs. Students have a basis in music theory because they have previously received two semesters of musical arts education courses so this becomes the strength to create children's songs. On July 18 2024, students attended a workshop with two presenters, namely Dr. Melisa Nur Asima, S.Pd., M.Pd. and Jubelando O. Tambunan, S.Pd., M.Pd. The theme of this workshop is character education and creating children's songs. Students are re-equipped about character education and how to teach character education through the songs they will create.

2. Information Collection

Because students have been equipped through workshops conducted by researchers, students have the strength and potential to create these songs. Several things are done in creating a song, first they will determine the theme of the song, then they will create the song lyrics. After the lyrics have been created, the children create a song melody

and finally assemble the melody with the poetry they have created themselves. In the process of collecting songs, if difficulties are found in writing notation, it will be made easier for students by recording the results of their songs so that they can be written down by researchers.

3. Product Design and Product Validation

In creating a song, the steps that must be taken are as follows:

- a. Determine the theme of the song
- b. Determine the song title
- c. Composing song lyrics
- d. Composing song melodies
- e. Match the lyrics with the melody
- f. Sing the whole song
- g. Record songs that have been created

In the data collection that has been carried out, field trials are carried out.

- a. On July 16 2024, researchers conducted a song creation workshop by inviting 25 Efarina University students. In this workshop, students are given initial knowledge in creating songs with a theme focus on the formation of children's characters. Some of the things that are conveyed in song creation are determining the song title, song lyrics and finding the right melody for the song.
- b. On July 20 2024, a follow-up meeting was held to create songs. The most important thing is that students have determined the title of the song and lyrics of the song they will compose. Once collected, it will be validated whether the lyrics created are in accordance with the theme of character education. The appropriateness of the lyrics was evaluated by the research team.
- c. On August 6 2024, after validation of the song that had been created, students were assigned to create a song melody. This project is being carried out over a period of 1 week, 6 August-13 August 2024, so there will be melodies in the lyrics that have been created by students. Every song that has been written will be included in the sheet music so that it can be documented
- d. On August 20 2024, after the students have created the song, the song will be tested by singing it together. Songs will be documented in audio form so that each song can be documented well

The following are the names of students who participated in the implementation of creating children's songs in instilling character education in children:

No	NPM	No
1	2112030001	Bronson Tampubolon's son
2	2112030002	Icha Wilna Fadillah
3	2112030004	Princess Grecia Tampubolon
4	2112030006	Vrianti Angelina Purba
5	2112030008	Ferdinand Henra Hia
6	2112030009	Wendi Leonardo Purba
7	2112030011	Khanesya Angreni Purba
8	2112030014	Miftah Hulzannah Situmorang
9	2112030016	Octavian Roland Tampuolon
10	2112030019	Madonna Sinambela
11	2112030020	Veronika Nainggolan
12	2112030021	Ayu Syntia
13	2112030022	Hella Dwi Febrianty

14	2112030026	Willyan Partogi Malau
15	2112030031	Ria Lestariana Saragih
16	2112030032	Elya Noviyanti Tarigan
17	2112030033	Astri Sihaloho
18	2112030037	Rena Puspita Sari
19	2112030043	Dewi Sarlina Bagariang
20	2112030047	Dwi Ayu Supiani
21	2112030049	Tessa Olivia Simanjuntak
22	2112030052	Mesteria Berutu
23	2112030053	Angelo Sitohang
24	2112030061	Junita Rusli Nainggolan
25	2112030067	Nisa Tri Widya Ningsih

4. Product Trial

Students' achievement in creating children's songs is by calculating the results of the songs that were successfully created by students in this song creation project. Of the 25 students who have taken part in creating this children's song, they will receive the following assessment.

$$\frac{\text{Number of Song Results}}{\text{Number of Students}} \times 100 \%$$

So the scores obtained are as follows

$$\frac{25}{25} \times 100\% = 100\%$$

A score of 100 percent is the result obtained in creating a song. In this case, the level of success of students in creating songs can be said to be very good.

5. Product Revision

In the trials of creating the songs that were created, several meetings were held to revise the products created by the students. Several meetings were held to revise the product. The series of product revisions are as follows:

- a. 20 August 2024 songs that have been created by students are sung based on motifs, sentences, tones, poetry and character education content. If discrepancies are found in the song, students will revise the song they have written and are given three days to revise the product
- b. 24 August 2024, after an evaluation was carried out at the previous meeting, the song created will be finalized in sheet music form and the song will be sung together by all students.

6. Results from Products

Based on the results of the songs that have been created by students, it can be seen the level of success in creating songs that have been created based on the theme of character education. Product quality assessment through songs that have been created is assessed based on five aspects of assessment, namely song motif, sentence, tone, poetry and suitability to the theme of character education.

Some of the works that have been created by students are as follows:

- a. A song created by Putri Gresia Tampubolon with the title "Hidup Rukun"

HIDUP RUKUN

Pencipta : Putri Gresia Tampubolon

C=Do, 100 bpm

Ma - ri ki-ta se-mua sa - ling me-nga-si-hi, be - ri-kan se-nyu-man ha-ngat ke
 ka-nan ke-ki-ri, u - cap-kan sa-lam: *hai selamat pagi*, ter - ta-wa gem-bi-ra, Ma
 ri te-man se-mu-a ki-ta ber-bu-at ba-ik ke - pa-da se-mu-a o-rang di
 se - ki - tar ki - ta, ha - ti gem-bi - ra ji - ka ber - bu - at ba - ik,
 ke - lak hi - dup a - kan ru - kun dan ten - tram

b. Song created by Dewi Sarlina Bagariang with the title "Let's Learn"

MARI KITA BELAJAR

C=Do, 100 bpm

Pencipta : Dewi Sarlina Bagariang

A-yo te-man se-mu - a Ma-ri ki-ta be-la - jar Be - la - jar meng-hor-ma-ti
 gu - ru - mu dan o-rang tu - a - mu Se - ma-ngat a-yo be-la - jar Be
 la - jar me-nun-tut il - mu Be - la - jar meng-hor-ma-ti gu - ru - mu
 dan o-rang tu - a - mu dan o-rang tu - a - mu

- c. Song created by Mesteria Berutu with the title "Demanding for Knowledge"

MARI MENUNTUT ILMU

Bb=Do, 100 bpm

Pencipta : Mesteria Berutu

Hai te-man te - man se-mua Ma - ri ki - ta me-nun-tut il-mu De-ngan pe-nuh

se-ma-ngat Dan de-ngan ber - su ka-ri - a Ma - ri tun-tut - lah il-mu La - lu be-la-

jar de-ngan ber-sung-guh sung - guh Te - ri-ma ka - sihu ru-ku a - tas il-mu

yang kau be-ri Se - mo-ga il - muyang kau be-ri Da - pat men-ja - di be-kal

ma - sa-de-pan - ku ku ma - sa-de-pan - ku

d. The song created by Putra Bronson Tampubolon with the title "Sekolahku"

SEKOLAHKU

C=Do, 100 bpm

Pencipta : Putra Bronson Tampubolon

||: 0 0 0 5 5 5 | 3 . 3 4 . 4 . 4 | 5 . 5 . 6 5 . | 0 5 5 5 3 . 3 |

Se-ko-lah - ku tem-pat-ku men - ca - ri il-mu se-ko-lah ku tem

5 4 4 4 4 5 5 5 6 | 5 . 0 1 1 1 | 2 2 2 2 1 7 | 1 . . 0 5 |

pat-ku mem-be-ka-li di-ri - ku de-ngan ke - te-ram-pi-lan dan il - mu wa

9 i i i i 7 i | 5 . 0 5 5 3 | 4 4 . 4 5 . 5 5 6 | 5 . . 0 5 |

hai Ba-pak I-bu gu - ru a - yo a - jar-kan ber-ba- gai il - mu il-

13 i . i . i 7 7 i 7 | 5 . 0 5 5 3 |

mu yang ber - gu - na ba - gi - ku yang ber - gu -

15 4 3 3 3 4 . 3 . 2 | 1 . . 0 |

na un - tuk ma - sa de - pan - ku

- e. Song created by Vrianti Angelina Purba with the title "Ibu Guru"

IBU GURU

D=Do, 100 bpm

Pencipta : Vrianti Angelina Purba

1 0 0 0 5 5 5 | 1 1 1 7 1 | 2 . 0 5 5 5 | 2 2 2 2 1 2 |

Ka-lau a - ku ma-las be - la - jar, I - bu gu - ru se-la-lu mem-be-

5 3 3 3 3 3 3 | 4 . 4 5 6 | 5 . . 1 1 | 2 2 2 1 7 7 |

ri se-ma-ngat ka-lau a - ku ti-dak pa - ham Bu gu - ru me-ngu-lang kem ba-

9 1 1 1 1 . 5 | 3 5 5 3 0 5 | 3 5 3 5 5 | 3 5 3 0 5 | 3 3 5 5 5 5 |

li p'la-ja-ran, Se - hat se-la-lu I - bu gu-ru su-pa - ya da pat me-nga-ja-ri-ku. Ku-sa-

14 1 1 7 1 | 2 . . 5 5 | 2 2 2 1 2 | 3 3 3 3 3 3 |

yang i - bu gu - ru, kar-na se - la - lu ter - se - yum pa-da-ku, Ku-sa-

18 4 4 5 6 | 5 . . 1 1 | 2 2 1 7 | 1 1 1 1 . | 0 0 0 0 :||

yang i - bu gu - ru, kar-na se - la - lu sa - bar pa-da-ku.

- f. A song created by Ayu Sintya with the title "Adab Sesema Manusia"

ADAB SESAMA SAUDARA

C=Do, 100 bpm

Pencipta : Ayu Sintya

0 0 0 0 5 | 1 . 2 3 . | 2 4 3 2 1 . | 1 1 1 2 3 . | 2 4 3 2 1 . |

A - yo, a - yo, ki - ta be - la - jar, a - dab se - sa - ma, sau - da - ra ki - ta

6 1 1 1 5 2 2 2 | 2 2 2 4 3 3 3 | 4 4 4 6 5 . 3 | 2 4 3 2 1 . |

ru - kun sa - at ber - te - mu si - kap so - pan dan ra - mah me - nya - ya - ngi - nya, dan a - kur pa - da - nya

10 1 1 1 5 2 2 2 | 2 2 2 4 3 3 3 | 4 4 4 6 5 . | 2 4 3 2 1 . |

a - yo ka - wan se - mu - a ma - ri ki - ta ber - sa - ma sa - ling men - ja - ga sau - da - ra ki - ta

14 1 1 1 5 2 2 2 | 2 2 2 4 3 3 3 | 4 4 4 6 5 . | 2 4 3 2 1 . |

Ti - dak ja - hil pa - da - nya, ti - dak u - sil pa - da - nya, dan ju - ga ti - dak, ka - sar pa - da - nya

18 1 1 1 5 2 2 2 | 2 2 2 4 3 3 3 | 4 4 4 6 5 . | 2 4 3 2 1 . |

Ma - ri ki - ta se - mu - a ma - in ber - sa - ma sa - ma, ber ma - in de - ngan ra - sa gem - bi - ra

22 1 1 1 5 2 2 2 | 2 2 2 4 3 3 3 | 4 4 4 6 5 . | 2 4 3 2 1 . :||

Ma - ri ki - ta se - mu - a ma - in ber - sa - ma sa - ma, ber ma - in de - ngan ra - sa gem - bi - ra

g. A song created by Nisa Tri Widya Ningsih with the title "Obeying School Rules"

MEMATUHI ATURAN DI SEKOLAH

C=Do, 100 bpm

Pencipta : Nisa Tri Widya Ningsih

1. 0 0 0 0 5 | 1 . 3 5 . 5 | 6 4 6 5 . | 4 4 4 5 3 . 1 | 2 2 2 1 7 . 5 |

A - yo ka-wan ki - ta se-mu-a ber-sa-ma sa-ma per - gi ke se-ko-lah pa-

6 1 . 3 5 . | 6 4 6 5 . | 4 4 4 5 3 . | 2 2 3 1 . 5 | 1 . 3 2 3 2 3 |

tut pa-da a - tu - ran ti-dak ri-but di se - ko - lah hor-mat ke-pa-da gu-ru

11 1 . 0 0 5 | 2 . 4 4 3 4 | 3 . 0 0 5 | 1 . 3 2 3 2 3 | 2 . 0 0 |

mu ci - um ta-ngan gu-ru - mu sa - yang pa - da te-man-mu

16 4 4 4 4 2 3 2 3 | 1 . . . :| 1 . 0 0 5 | 1 . 3 2 3 2 3 | 1 . 0 0 5 |

1. 2.

ja - ngan mem-bu-li te-man-mu mu hor-mat ke-pa-da gu-ru-mu ci-

21 2 . 4 4 3 4 | 3 . 0 0 5 | 1 . 3 2 3 2 3 |

um ta-ngan gu - ru - mu sa - yang pa - da te - man -

24 2 . 0 0 | 4 4 . 4 2 3 2 3 | 1 . 0 0 ||

mu ja - ngan mem - bu - li te - man - mu

- h. The song created by Tessa Olivia Simanjuntak with the title "Good Morning Teacher"

SELAMAT PAGI GURU

Pencipta : Tessa Olivia Simanjuntak

E=Do, 100 bpm

1 1 1 7 1 7 1 | 2 . . 0 | 2 2 2 2 2 1 7 7 | 5 . . . | 1 1 1 1 1 . |

Hai Ba-pak I-bu gu-ru - ku, a-pa ka-bar-mu ha-ri i - ni? Ka-mi mu-rid-mu

6 1 1 6 7 1 1 2 | 1 . . . | 1 1 1 1 1 . | 1 1 7 1 2 . | 2 2 2 1 2 |

si-ap me-ne-ri-ma il - mu. Se-la-mat pa-gi ka-mi u-cap-kan un-tuk-mu gu-ru

11 5 . . . | 1 1 1 1 1 . | 1 1 6 7 1 1 2 | 1 . . . || 6 6 6 6 7 1 |

ku, Ka-mi mu-rid-mu si-ap me-ne-ri-ma il - mu. Dan kau b'ri ka-mi be-

16 5 . . . | 4 4 4 4 5 5 5 6 | 5 . . . |

kal, un - tuk ma - sa de - pan ka - mi,

19 6 6 6 6 7 7 7 1 | 5 . . . | 1 1 1 1 7 2 | 1 . . . ||

de-ngan pe-nuh ka-sih sa - yang, t'ri-ma-ka-sih gu - ru - ku.

- i. Song created by Elya Novita br. Dance with the title "My Future"

MASA DEPANKU

C=Do, 100 bpm

Pencipta : Elya Novita Br Tarigan

5 5 1 4 . 3 . | 1 7 6 6 . 5 . | 5 1 1 4 . 3 2 1 | 2 2 . . 0 5 |

Pa-gi yang ce-rah_ gen-dong tas me-rah_ de-ngan ba-ju pu-tih me-rah-ku_ Ku

5 5 1 4 . 3 . | 1 7 6 6 . 5 . | 5 1 1 4 . 3 2 1 | 2 . 1 . . |

lang-kah-kan ka - ki_ de-ngan se-ma ngat_ de-mi ma-sa de-pan ce-rah - ku_

9 5 . . 4 3 2 | 2 . 1 . . 5 | 5 1 1 4 . 3 . 1 | 2 2 . . 0 | 5 . . 4 3 2 |

Hu, ma-sa de-pan - ku_ ku ha-da-pi de-ngan se - nyu- man Hu, ha-ri ha

14 2 . 1 . . 5 | 5 1 1 4 . 3 . 1 | 2 2 . . 0 | 5 . . 4 3 2 | 2 . 1 . . |

ri - ku_ ku ja-la-ni de-ngan se - ma- ngat Hu, ma-sa de-pan - ku_

19 5 6 1 4 . 3 2 2 | 2 1 . . 0 | 5 5 5 5 . 4 4 5 | 5 5 . . . |

- j. Song created by Kanesya Anggreni Damanik with the title "I'm Special"

ku ya-kin-ku pas-ti bi - sa_ Tak-kan pa-tah se-ma- ngat - ku_

23 4 3 2 2 . 2 3 3 | 3 . . . | 5 5 5 5 . 4 4 5 |

de - mi ci - ta ci - ta - ku_ Tak-kan ra - puh ha - ra- pan-

26 5 5 . . . | 4 3 2 1 . 1 7 1 | 1 . . . | 0 0 0 0 |

- ku_ de - mi ma - sa de - pan - ku_

AKU ISTIMEWA

C=Do, 100 bpm

Pencipta : Khanesya Anggreni Damanik

0 0 0 0 5 | 3 . 1 7 . 2 | 1 . . 0 5 | 3 3 0 1 7 7 0 1 | 7 7 1 2 1 . |

A - ku is - ti - me - wa tu - buh - ku ge - rak - ku ca - ra - ku ter - ta - wa

6 0 0 0 0 5 | 3 . 1 7 . 2 | 1 . . 0 5 | 3 3 0 1 7 7 0 1 | 7 7 1 2 1 . |

A - ku is - ti - me - wa ram - but - ku ku - lit - ku ca - ra - ku ber - ka - ta

11 0 0 0 0 5 | 3 . 1 7 . 2 | 1 . . 0 5 | 3 3 0 1 7 7 0 1 | 7 7 1 2 1 . |

Ka - mu is - ti - me - wa tu - buh - mu ge - rak - mu ca - ra - mu ter - ta - wa

16 0 0 0 0 5 | 3 . 1 7 . 2 | 1 . . 0 5 | 3 3 0 1 7 7 0 1 | 7 7 1 2 1 . |

Ka - mu is - ti - me - wa ram - but - mu ku - lit - mu ca - ra - mu ber - ka - ta

21 0 0 0 0 1 | 4 4 4 4 4 . 4 | 3 3 3 3 3 . 3 | 2 2 1 2 |

A - ku is - ti - me - wa ka - mu is - ti - me - wa ber - ka - ta yang ba -

25 3 3 3 3 3 0 1 | 4 4 4 4 . 4 |

ik pa - da se - mua, ja - ngan me - nge - jek, ja -

27 3 3 3 3 . 3 | 2 . 3 2 . 3 | 2 3 1 . :||

ngan men - ce - la kar - na ka - mu is - ti - me - wa

Based on the results of the songs created by students, it is known the level of success of students in creating songs with the theme of character education. So the results of the songs created can be found as follows:

No	No	Song title	Song Creation Success Score				
			Motif	Sentence	Nothing	Poetry	Character building
1	Bronson Tampubolon's son	211203000 1	4	3	4	4	4
2	Icha Wilna Fadillah	211203000 2	4	3	3	3	4
3	Princess Grecia Tampubolon	211203000 4	4	4	4	4	4
4	Vrianti Angelina Purba	211203000 6	4	3	4	4	4
5	Ferdinand Henra Hia	211203000 8	4	4	3	3	4
6	Wendi Leonardo Purba	211203000 9	4	4	3	4	4
7	Khanesya Angreni Purba	211203001 1	4	4	3	3	4
8	Miftah Hulzannah Situmorang	211203001 4	4	3	4	4	4
9	Octavian Roland Tampuolon	211203001 6	4	4	3	3	4
10	Madonna Sinambela	211203001 9	4	3	3	3	4
11	Veronika Nainggolan	211203002 0	4	4	4	4	4
12	Ayu Syntia	211203002 1	4	4	4	4	4
13	Dwi Febrianty	211203002 2	4	3	4	4	4
14	Willyam Partogi Malau	211203002 6	4	3	4	4	4
15	Ria Lestariana Saragih	211203003 1	4	4	3	3	4
16	Elya Noviyanti Tarigan	211203003 2	4	4	4	4	4
17	Astri Sihaloho	211203003 3	4	3	4	4	4
18	Rena Puspita Sari	211203003 7	4	4	3	3	4
19	Dewi Sarlina Bagariang	211203004 3	4	4	4	3	4
20	Dwi Ayu Supiani	211203004 7	4	4	3	3	4
21	Tessa Olivia Simanjuntak	211203004 9	4	4	4	4	4
22	Mesteria Berutu	211203005 2	4	4	3	4	4

23	Angelo Sitohang	211203005 3	4	4	4	4	4
24	Junita Rusli Nainggolan	211203006 1	4	3	4	4	4
25	Nisa Tri Widya Ningsih	211203006 7	4	4	4	4	4
Total			100	91	90	91	100
Rate-rate			$\frac{472}{5} = 94.4$				

In the assessment of student success in creating songs by 25 Elementary School Teacher Education students, an overall score in the assessment aspect was obtained, namely 94.4. The percentage calculation on the Likert scale is as follows:

$$\text{Percentage Scale} = \frac{\text{Average Score}}{\text{Highest score}} \times 100 \%$$

Then the percentage of success of students in creating songs can be found

$$\text{Percentage Scale} \frac{94.4}{100} \times 100\% = 94.4 \%$$

On a scale of 94.4 percent, it is included in the very good category. It was concluded that PGSD students succeeded in creating songs with the theme of character education.

7. Final stage product revision and mass production

After all the songs have been created by students and evaluated based on the level of success and assessment, the songs that have been created are documented in one book. The song will then be published and produced so that the book is used in the process of implementing character education in schools. Books will be distributed according to school needs and implemented in schools.

CONCLUSION

Character education is the initial foundation for shaping emotional development in children. One effort that can be made to instill character values is by singing. Singing is an inseparable part of the world of basic education, especially elementary school. Instilling character values through songs will be very effective in elementary schools because children will enjoy singing. The implementation of song creation in teaching character education has been successfully carried out by students. The results of the students' achievements showed that 94.4 percent of the songs were created by following the flow of writing songs. It is hoped that the songs created by these students can be published so that instilling character values through songs will be successful in schools.

REFERENCES

- Abdullah, S., Wicaksono, J. W. (2018). Strengthening Character Education in Elementary Schools. *Proceedings of the National Seminar and Discussion on Basic Education*. ISSN: 2528-5564. <https://journal.unj.ac.id/unj/index.php/psdspd/article/download/9943/6528/>
- Ayu, P. C. S., & Dirgantoro, K. P. S. (2023). Teachers as role models in cultivating students' tolerance in the classroom. *Journal of Values Education and Character Development*, 7(1). <https://doi.org/10.21776/ub.waskita.ub.waskita/2023.007.01.5>
- Batubara, J., Naiborhu, T., Sihombing, J. R., Herdiani, E., Minawati, R., & Herman, H. (2024). Sonic Healing: Integrating Cultural Music Practices in the Delivery of Therapeutic

- Sound Waves to Neurological Patients. *EVOLUTIONARY STUDIES IN IMAGINATIVE CULTURE*, 236–248. <https://doi.org/10.70082/esic/8.1.16>
- Ministry of National Education. 2009. *Minister of National Education Regulation No. 58 of 2009 concerning Early Childhood Education Standards*. Jakarta: Ministry of National Education.
- Judijanto, L., Sitompul, M. S., Herman, H., Manihuruk, L. M. E., Fatmawati, E., Munthe, M. V. R., Batubara, J., Saputra, N. (2024). Students' Perception on the Use of English Pop Song in Improving the Skill of Pronunciation. *Studies in Media and Communication*, 12(3), 218-230. DOI: <https://doi.org/10.11114/smc.v12i3.7004>
- Karsono. (2016). *Singing Across the Ages: Study of the Musicality of Children's Songs in the World of Education in Indonesia*. Journal of PGSD University Lecturers 160 Eleven March. <https://jurnal.unissula.ac.id/index.php/pendas/article/view/732>
- Ministry of National Education Directorate General of Primary and Secondary Education Management. (2010). *Character Education in Schools*. <http://goeroendeso.files/2011/09/panduanpendidikancharacter.pdf>.
- Lestari, R. (2012). Singing as a Method of Character Education in Children. *Proceedings of the National Seminar on Islamic Education*, 131-136. <https://publikasiilmiah.ums.ac.id/handle/11617/1760>
- Linda, F. K. R. (2020). Character Education in Elementary School Learning. *National Workshop on Strengthening Competency of Primary School Teachers*, 3 (3), 2222- 2226. <https://jurnal.uns.ac.id/SHES/article/download/57112/33729>
- Megawangi, R. (2010). *Character Education is the Right Solution for Building a Nation*. Jakarta: IHF (Indonesia Heritage Foundation).
- Prawitasari, J.E. (2012). *Applied Psychology: Crossing Disciplinary Boundaries*. Jakarta: Erlangga Publishers
- Purba, N., Sipayung, R. W., Rahmawati, R., Siagian, B. A., Herman, H., Saragi, C. N., and Fatmawati, E. (2024). An Implementation of Project-Based Learning (PBL) Teaching Model in Improving Early Child's Critical Thinking Skill. *Library Progress International*, 44(3), 90-96.
- Putra, I. E. D., Yeni, I. (2017). Training on Creating Children's Songs for PAUD Teachers Kec. ABTB Bukittinggi City and District. Tilatang Kamang District. Agam. *Journal of Early Childhood and Early Childhood Education*, 3(3), 173-187. <https://journal.um-surabaya.ac.id/Pedagogi/article/view/1073>
- Sastra, A. I., Minawati, R., Batubara, J., Rustiyanti, S., Anas, M. A., Arsyadona, A., Alfalah, A., and Tindaon, R. (2024). Batu Baraguang: Megalithic Stone Chime Music in Luhak 50 Koto, Minangkabau, Indonesia. *EVOLUTIONARY STUDIES IN IMAGINATIVE CULTURE*, 817–830. <https://doi.org/10.70082/esiculture.vi.939>
- Sugiono. (2019). *Research and Development (R&D) Methods*. Bandung: ALFABETA Publisher.
- Sutrisno (2009). *Character Education Through Art*. Yogyakarta: Student Library

Copyright Holder :

© Jubelando O. Tambunan et al., (2024).

First Publication Right :

© Bulletin of Science Education

This article is under:

CC BY SA