
Character Building Efforts Through Religious Song Media for Elementary School StudentsRista Apriliya Devi^{1*},¹Primary School Teacher Education Study Program, Universitas Nusa Cendana, Indonesia*(Rista Apriliya Devi¹)✉ :rista.aprilia.devi@staf.undana.ac.id¹

Abstract: The purpose of this study is to describe the lyrics of children's songs used in the fifth grade of SD 1 Muhammadiyah Temanggung, Central Java. in the effort of Islamic Character Building. The research method used is descriptive qualitative. Data analysis is inductive/qualitative, and qualitative research results emphasise meaning rather than generalisation. This research was conducted in class V of SD Muhammadiyah Temanggung. Central Java. This research was conducted from November to December 2022. The data collected were the results of interviews, literature review, and documentation. The results of this study indicate that religious song lyrics have an important role in efforts to build students' Islamic character. The song taught to fifth grade students of SD 1 Muhammadiyah Temanggung already fulfils Islamic character values. The songs taught are easy to sing, easy to memorise and in accordance with the characteristics of students. In an effort to form Islamic character values in fifth grade students of SD 1 Muhammadiyah Temanggung. Religious values are already found in every lyric of the song "Sepohon Kayu".

Keywords: Role, Songs, Character Building Efforts

INTRODUCTION

In the role of value transfer, education is expected to be able to transfer values, norms, and manners (akhlakul karimah), namely the process of acculturation (enculturation) of students so that they become citizens who have "civility" (civility), which in turn becomes a pillar for the formation of civil society, becoming a more advanced and civilised nation. Character building, as an important part of the education process, has not been prepared in a planned manner by educators. As mentioned in Article 3 of the National Education System Law (2013), "National education functions to develop and shape the character and civilisation of a dignified nation in order to educate the nation's life, aims to

develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". To realise these goals, character education should be given to children as early as possible. One way to shape children's character is by introducing music that has positive values and moral messages in it. Due to the lack of the role of education in developing the character of students, music education can be an alternative in developing the character of students, so researchers are interested in conducting this research in the hope that this research can be one of the references that music education has an influence on character building in early childhood.

Research conducted by Shintya Putri Setiowati, with the title "Child Character Formation in Tokecang Song, West Java" shows that Tokecang song tells about someone who likes to eat excessively or eat beyond the limit. The song Tokecang itself is an abbreviation of Tokek Makan Kacang which contains a reminder that eating a lot or overeating is not good because, this symbolises gluttony or greed so that it does not have concern for others and only thinks about itself. Basically, humans are social creatures who need each other and should be able to share and help each other. So this research aims to develop children's character through folk songs.

Folk songs are important to give to children. Because the songs they contain life values, elements of social togetherness, and harmony with the surrounding environment. This includes the lyrics or verses of the song Tokecang, which has a pleasant and simple rhythm. The song, if traced, can shape children's character by fostering an attitude of compassion and care between people. Research conducted by Francisca Briantika Puspitasari et al. (2020) with the title "Character Education Through Songs in Elementary Schools" shows that children's song lyrics have an important role in strengthening character education for elementary school students. The songs taught to grade I students at SDN Cijantung 03 Pagi, Pasar Rebo District, East Jakarta, have fulfilled the 5 main character values in Strengthening Character Education (PPK) and the songs are easy to sing and easy to memorise, and in accordance with the characteristics of children. In Strengthening Character Education taught in Class I of SDN Cijantung 03 Pagi, Pasar Rebo Sub-district, East Jakarta, the character value of Nationalism character value is found in the lyrics of the song "Membuang Sampah", "Nama-Nama Jari" and "Aku Anak Indonesia". The character value of Independence is found in the lyrics of the song "Membuang Sampah" and "Sebelum Kita Makan". The character value of Gotong Royong is found in the lyrics of the songs "Sayang Semuanya", "Bunda Piara" and "Kasih Ibu". The character value of Integrity is found in the lyrics of the songs "Pergi Belajar" and "Bangun Pagi". Research conducted by Tri et al. (2019) with the title "Music Art and the Relationship between the Use of Music Art Education to Shape the Character of Learners in Elementary Schools" shows that music is very important for the development of children in the future.

Music is no longer an additional subject that can be eliminated at any time or just a free time filler for children who take music courses. In this regard, music is important to help students develop their intellectual, emotional and other potentials. This is one of the tasks of educators to realise this.

Therefore, music in education is an important part that, if utilised appropriately, will effectively make a valuable contribution in realising the goals of national education. For this reason, through this research, a model of instilling national ideology and the spirit of struggle through learning by integrating music (songs of love for the country and struggle) at the elementary school level will be developed. By playing an active role in music activities, students can develop creativity, music will help shape the character of student development, build a sense of beauty, express expression, train honesty, discipline and creative thinking. Research conducted by Turistiati et al. (2021) with the title "Efforts to Build Children's Character Through Songs" shows that singing is a medium to build children's confidence to appear in public or other people (audience). Singing with song lyrics that have good lyrics/context and are in accordance with child development can build children's character. Research conducted by Binti et al. (2018) with the title "Instilling National Character Through Patriotic Songs for Primary Education Level Learners" shows that national songs and patriotic songs according to music psychology are seen as being able to influence a person's soul and direct it to a certain goal. Music and songs that are directed to evoke are a means to evoke a fighting spirit (patriotic), form a martial character, increase work ethic, enthusiasm, motivation to achieve their goals when conditioned in a subject and the right time.

This includes students in primary education who can be educated in their personality through songs and music in accordance with the growth of their growing psychological phase. Understanding the younger generation of the value of national and struggle songs, as a legacy of previous fighters that must be preserved so as not to be lost, both in meaning and value in today's national life. Fostering a love of musical arts that can refine the mind and feelings, or to form good character. Research conducted by Lidia et al. (2019) with the title "Implementation of character values through children's songs" shows that apart from singing existing songs, it can also innovate some existing song melodies to be composed with the lyrics of popular songs that children often sing.

The composition here means modifying the lyrics of popular songs with lyrics that are meaningful and lead to character education. Teachers who are familiar with music theory can creatively compose their own children's songs as a means of introducing and developing children's character through the lyrics. Example of a composed children's song. There are several positive things that can be utilised from these children's songs. In addition to stimulating the cognitive and psychomotor aspects through songs, affective aspects can also be implemented such as children can recognise and apply character values from the lyrics of the songs performed so that in learning in kindergarten the singing method is one of the useful and fun methods in the introduction of character values.

The difference between the research conducted by Shintya Putri Setiowati, with the title "Child Character Formation in Tokecang Songs, West Java" with the research to be conducted lies in the main focus of the research. In previous research, the main focus of research was the formation of social care characters while the research to be carried out focuses on the formation of Islamic values.

The difference between the research conducted by Francisca et al. (2020) with the title "Character Education Through Songs in Elementary Schools" with the research to be conducted lies in

the character to be formed. In the previous study, the character formed was the character of nationalism while the research to be carried out, the character to be formed is Islamic character.

The difference between the research conducted by Tri et al. (2019) with the title "Music Arts and the Relationship between the Use of Music Arts Education to Form the Character of Learners in Elementary Schools" with the research to be conducted lies in the media to be used. In previous research, the media used was the use of musical instruments to shape character while the research to be carried out used children's song media to form Islamic values. The difference between research conducted by Turistiati et al. (2021) with the title "Efforts to Build Children's Character Through Songs", with the research to be carried out lies in the character results that will be achieved. In previous research, it resulted in the character of students who were confident, while in the research to be carried out, it resulted in moral characters such as noble character.

The difference between research conducted by Binti et al. (2018) with the title "Instilling National Character Through Patriotic Songs for Learners at the Basic Education Level" with the research to be carried out lies in the media to be used. In previous research, the media to be used were patriotic songs while in the research to be carried out using guggah songs.

The difference between research conducted by Lidia et al. (2019) with the title "Implementation of character values through children's songs" with the research to be carried out lies in the target to be addressed. In the previous study, the intended targets were kindergarten children while the research to be carried out, the intended targets were elementary school children.

The difference between this research and previous research is in the type of song that will be used. If in previous studies the songs used were children's songs or folk songs, while in this research using Islamic songs. This research can solve the problem of children's character related to the lack of Islamic values. Because in this study the character that will be highlighted is Islamic values so that it makes the research different from previous studies. As in the research conducted by :

- (Setiowati, 2020), with the title "Child Character Building in Tokecang Songs, West Java"
- (Puspitasari & Herdiati, 2020) with the title "Character Education Through Songs in Elementary Schools",
- (Irawana & Desyandri, 2019) with the title "Music Arts and the Relationship between the Use of Music Education to Form the Character of Learners in Elementary Schools"
- (Turistiati et al., 2021) with the title "Efforts to Build Children's Character Through Songs",
- (Muliati & Sari, 2018) with the title "Instilling National Character Through Patriotic Songs for Primary Education Level Learners"

From the 5 journals, it can be seen that the main focus is only on the use of children's songs and folk songs and the character to be developed is only character, so it becomes a difference with the research to be studied because in this study it will use Islamic songs and will focus on developing Islamic values in students.

The contribution of this research is in the character values that will be instilled in students, because the research emphasises Islamic-based character values so that there is renewal from previous studies that only use children's songs and folk songs as a medium for student character building. This difference can then overcome the problem of instilling Islamic-based children's character through Islamic song media.

RESEARCH METHODS

This research uses descriptive qualitative research methods. Data collection techniques were carried out by interviews and document studies. data analysis is inductive/qualitative, and qualitative research results emphasise meaning rather than generalisation. The object of this research is one of the Islamic songs used in the fifth grade of SD 1 Muhammadiyah Temanggung in character building efforts.

The data analysis technique used is descriptive analysis, because the analysis aims to describe the content of Islamic songs. In this case the researcher uses the theory of Karl-Edmund Prier SJ. The data analysis process is carried out systematically and simultaneously, starting from the process of collecting data, reducing, classifying, describing, and presenting data, as well as drawing conclusions and interpreting all selective and collected information. Data analysis is directed to provide an overall explanation of the role of Islamic songs in the fifth grade of SD 1 Muhammadiyah Temanggung. Strengthening Character Education in the Classroom In this study, to check the validity of the data using triangulation, which is a data collection technique that combines various data collection techniques and data sources that already exist. Data triangulation was carried out through interviews with experts, resource persons and literature studies (Sugiyono, 2014).

RESULTS AND DISCUSSION

The research was conducted in class V at SD 1 Muhammadiyah Temanggung, located at Jl. Mujahidin No. 26, Giyanti, Kauman, Giyanti, Temanggung Sub-district, Temanggung Regency, Central Java. This school is a school that carries Islamic character, so that in its learning activities Islamic values are always inserted in an effort to build Islamic character in students. Mrs Yanti is one of the teachers who teaches in class V, she is also the homeroom teacher in class V with a total of 16 students. According to Mrs Yanti, the character that must be built for her students is an understanding of the obligation to worship. In this case, the school and Mrs Yanti guide students to worship on time. The school also facilitates worship spaces such as prayer rooms as a means of implementing worship for school residents. In addition, the efforts made by Ibu Yanti to improve students' understanding of the obligation to worship are through literacy and singing activities.

The song that is usually taught in an effort to increase understanding of the obligation to worship is the song "Sepohon Kayu". Initially, in class learning, the teacher models the song

to be taught. While doing questions and answers with learners, he will explain the meaning contained in the song and what moral messages we can get from the song. He asked students "What happens if we live without doing worship?" and students answered "Life will be in vain". The research conducted at SD 1 Muhammadiyah Temanggung teaches that there are Islamic character values in song verses, especially in the song "Sepohon Kayu". The lyrics in the song "Sepohon Kayu" reflect the application of Islamic character in terms of obedience in performing worship.

In the lyric "A tree with lush leaves and abundant fruit and flowers. Even if you live a thousand years, if you don't pray, what's the point?". The lyrics teach students who are likened to a lush and fruitful tree that means that no matter how good the life we live and how many things we have, if we don't worship at all, it is useless in the eyes of Allah SWT. As mentioned in the word of Allah in (Q.S Al-Baqarah: 156) "Verily we all belong to Allah, and to Him we will all return".

In the lyrics "we work everyday, hoping for divine sustenance, even if we live a thousand years, if we don't pray what's the point?". The lyrics teach students that forms of worship are not only praying but can also earn a living. However, even though earning a living is included in worship, the main worship and must be done immediately is prayer. Therefore, when doing work and prayer time arrives, it is recommended to postpone work first and immediately perform prayer. Similar to earning a living, studying is also a form of worship. However, still, when it is time to pray, it is recommended to first stop the activities of studying and pray first.

In the lyrics "we do the fard prayers, not forgetting also the sunnah prayers. So that Allah becomes dear, we work with a cheerful heart". The lyrics teach students that prayer is a form of communication to God. Therefore, prayer is not only 5 times (fardhu) but there are also sunnah prayers as well. The more often we pray, the more often we communicate with Allah SWT. This will make Allah more dear to us as his servants. Therefore we must always feel happy when performing prayers, because we will communicate with Allah SWT.

In the lyrics "it is obligatory for Muslims to pray, at the five appointed times. Don't, don't leave it because it's God's command". The lyrics teach students to have a disciplined attitude in worship. Discipline is a feeling of obedience and compliance with values or rules that are believed to be their responsibility. Discipline is inseparable from individual awareness, by increasing the awareness of students in carrying out worship from an early age, it will increase discipline in students which will later become a character.

In the lyrics "in our own grave, there is no one to accompany us. If you don't obey the divine, surely punishment will befall you". The lyrics explicitly explain that if we are

disobedient in carrying out prayer services then we will get torture and no one can save us from this torture.

The use and selection of words in the lyrics determine the message of a song. All songs taught contain advice written in simple language, using command sentences that are often applied in everyday life and in accordance with the mindset of children. According to an interview conducted with Mrs Yanti, as long as songs contain educational values, they can be used as a medium to instil character values in schools, such as the song "Sepohon Kayu". Songs are quite appropriate to be used as a means or media for elementary school students to learn. Because elementary school students are still at the age of play so that students can be invited to learn while playing by singing the songs taught.

CONCLUSIONS

The result of the research is that children's song lyrics have an important role in character building efforts for elementary school students. The songs taught to fifth grade students of SD 1 Muhammadiyah Temanggung have fulfilled Islamic character values. The songs taught are easy to sing, easy to memorise and in accordance with the characteristics of students. In an effort to form Islamic character values in fifth grade students of SD 1 Muhammadiyah Temanggung. Religious values are already found in every lyric of the song "Sepohon Kayu".

The elements in the song are in accordance with the character of elementary school students. The scales used are major scales which generally have the characteristics of cheerful and vibrant, in accordance with the nature of elementary school children who like to play, like to move, like to work in groups, and like to feel or do something directly. The form and structure contained in the song used as a character building effort at SD 1 Muhammadiyah Temanggung is still very simple, namely the form of question sentences and answer sentences.

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