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# Internalization of Character Values Through Project-Based Learning, Specifically Children's Song Translation

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**Abstract**: Internalization of character values is still needed in every study, included in learning foreign languages. French and Japanese students at Universitas Negeri Semarang, besides learning foreign languages, they also learn the culture of the native country. But sometimes, there are inappropriate foreign characters values seen from local culture. Therefore, there needs to be a process of values internalization in foreign language learning. One of these efforts is through project-based learning namely translation of Indonesian children's songs into French and Japanese which will be described in this article. Children's songs are chosen because these songs are short, their lyrics are easy to understand and it contains moral messages or character values. By applying project-based learning methods, 15 Indonesian children's songs are translated, among them *Bangun Tidur, Sayang Semuanya, Bintang Kecil* and *Ambilkan Bula*n. Children's song translation booklet and CD are two final products of this project. The long-term goals targeted in this study are that the products can be used by student's trainee as a variety of language learning media as well as character building's media. Another goal to be achieved is to publish the translation CD so that it can be enjoyed by the general public, both French and Japanese learners, as well as native speakers.

*Keywords: children's songs, project-based learning, translation, values*

## INTRODUCTION

One of the important roles in education is character building. This character building is ideally carried out not only in basic education but also in higher education. Character building has been identical with certain courses, such as religion, moral education, and citizenship. However, growing character for students will be more effective if it's integrated into every learning activity. Widiasworo (2018: 31) suggests that character-based education is a learning activity in which it contains the development of student character values through a series of learning processes. Development of character values is adapted to the material studied and the learning methods used. The choice of various learning methods will influence the selection of character values. The appropriate learning methods and models for character education should fulfill the following conditions: 1) oriented to the learning materials; 2) contains entertaining element; 3) contains character values.

Nowadays, now, the problem of character education is raised in every line of education, even in universities. Students are increasingly losing character both in and out of campus. They are more preoccupied with smartphones so that they almost lost their social care attitudes. Their empathetic for older people is also reduced. It was proven when there are lecturers carrying heavy thing, they are ignorant even pretending not to see it. We can compare this condition with the conditions before, when students over taken each other to bring their teacher's bag. It showed that they respected much their teacher and they wanted to get a good impression of their teacher. However, from day to day, that value is decreases.

So far, character education in Indonesia is still a design. There are 49 characters identified by the Ministry of National Education, which are developed from *Character first* and negotiated as

minimal characters that will be developed in learning in Indonesia. The table shows characters values could be developed in the implementation of character building (Samani and Haryanto 2017:116- 133):

**Table 1:** Character values could be developed

| Character's quality | | | |
|---|---|---|---|
| Affectionate | Democratic | Hospitality | Productivity |
| Alertness | Dependability | Humanity | Punctuality |
| Analytic | Determination | Humility | Reflective |
| Anticipative | Devout | Innovative | Resourcefulness |
| Assertiveness | Dexterous | Initiative | Respect |
| Attentiveness | Diligence | Integrity | Responsibility |
| Availability | Dynamic | Joyfulness | Risk taking |
| Benevolence | Discernment | Justice | Self-confidence |
| Boldness | Discretion | Kindness | Security |
| Careness | Discipline | Love | Self-control |
| Cautiousness | Effort | Loyalty | Sensitivity |
| Cheerfulness | Empathetic | Meekness | Sincerity |
| Citizenship | Endurance | Meticulousness | Sportsmanship |
| Civility | Enthusiasm | Moderation | Thoroughness |
| Cleverness | Equality | Obedience | Thriftiness |
| Compassion | Faith | Openness | Togetherness |
| Competitiveness | Flexibility | Orderliness | Tolerance |
| Cooperativeness | Forgiveness | Organization | Trustworthiness |
| Courage | Friendship | Patience | Truthfulness |
| Curiosity | Generosity | Patriotism | Virtue |
| Courtesy | Gentleness | Peace | Vision |
| Creativity | Gratefulness | Perseverance | Wisdom |
| Critical | Happiness | Persuasiveness | Work ethic |
| Decisiveness | Helpfulness | Pride | Zealous |
| Deference | Honor | Problem solving | |

According to character education, several studies have been revealed. Pala (2011) write about *The Need for Character Education*. The aim of this study is to provide guidelines for the elements need for effective and comprehensive character education. And to emphasize the need of character education to help students develop good character, which includes knowing, caring about and acting upon core ethical values such as respect, responsibility, honesty, fairness and compassion. Pala concluded that the development of socialization skills and integration of character education are an important part of a child's academic success. Character education efforts may be effective when implemented rigorously and with a scientific foundation. Schools should focus on teaching character within the regular curriculum.

Second article was written by Agboola and Tsai (2012) entitled *Bring the Character Education into Classroom*. The outline of the paper is that first the definition of character education is provided. Then, the historical perspective of character education is reviewed. Third, the issue of context in character education is disclosed. The challenge and controversy of implementation of character education is also presented. Finally, the implication and further

research are discussed. The two writers revealed that the outcome of character education has always been encouraging, solidly, and continually preparing the leaders of tomorrow. This subject matter will require more studies particularly in the areas of similarities/differences in character education, and that of moral education. Character education is not a slogan or a course but a mission that is embedded in the everyday school life. And the last, education policy should take the lead to actualize moral education in the school system. Parents, teachers, and administrators as stakeholders, should join this camp to encourage students to manifest those good values in their lives.

Agung (2011) has done his research about *Character Education Integration in Social Studies Learning.* He identified that recently many violent and moral degradations occurred in Indonesia have affected most of the youth. The moral degradation symptoms are indicated by the increase of drug abuse, free sex, crime, violent act, and many other disrespectful behaviors. The source of this multidimensional crisis and the nation's downturn is the identity crisis and the failure in developing the nation's character education. He found a solution by integrating the character education with the school's lessons, particularly in the social studies or IPS in the level of junior high school. In this case, the lesson is expected to be a tool and opportunity for students to develop various good characteristics such as religious, honest, integrated, tolerant, discipline, independent, hard worker, creative, patriotic, and friendly qualities.

All papers that have been explained show that character education is important to instill in students. No matter what the subject is, it is necessary to have a character education inside, during the learning process, as well as in foreign language learning. One of the solutions for teaching character is by internalizing the character's values into learning process.

Various media and learning methods can be applied to character learning. One of them is implementing project-based learning, hereinafter abbreviated as PBL. There are several definitions of PBL explained by several experts. Widiasworo (2018: 153 - 155) argues that PBL is a learning method that uses projects or activities as media. This learning uses the initial steps in the form of presenting problems that encourage students to conduct investigations to collect and integrate new knowledge. Projects carried out can be either individual or group projects and carried out within a certain period collaboratively, innovative, unique and focused on solving problems related to the lives of students. Bell as quoted by Satrianawati (2017: 13) suggests that PBL supports the development of relevant skills to become a professional in the 21st century, such as accountability, independent learning, and collaboration. Furthermore, Bender (2012: 1) explain that PBL is an instructional model based on having students confront real-world issues and problems that they find meaningful, determine how to address them, and then act in a collaborative fashion to create problem solutions. PBL may be defined as using authentic, real-world projects, based on a highly motivating and engaging question, task, or problem, to teach students academic content in the context of working cooperatively to solve the problem.

The benefits of PBL are proposed by Proulx (2008: 69) as follows: There are advantages of PBL, it enhances learner motivation, develops problem-solving skills, develops autonomy and responsibility in engagement, and prepares for the subsequent conduct of social projects

The conclusion that can be drawn from the opinions above is that PBL is an innovative learning model that emphasizes contextual learning that provides opportunities for teachers to manage classroom learning involving project work. The project contains complex tasks based on problems as a first step in collecting and integrating new knowledge and requires learners to act tangibly, carry out design activities, solve problems, make decisions, conduct investigative activities, and provide learners opportunities to work independently or in groups.

The characteristics of PBL are, learners can choose the topic and or project presentation or product, produce the final product, make recommendations to solve problems related to the real world and the learning involves various disciplines, has the varying duration and displays the instructor as a facilitator.

Several studies on PBL have been carried out and become references for this study. Potrowski (2010) examined *Les tâches en classe de langue étrangère*, or *Project for foreign language class*. The articles prepared to aim to show that the project has an operative character to report activities in foreign language class (L2). Projects in foreign language classes are dynamic activities that require the involvement of all learners and lecturers.

Second article has written by Du Toit, Havenga & Van der Walt (2016), *Project-Based Learning In Higher Education: New Skills Set For Consumer Studies Teacher.* The findings of this study indicate that the implementation of project-based learning in teaching module allows students to develop several important skills in the field of Consumer Studies. Therefore PBL considered a suitable strategy for use in higher education as part of teacher preparation. PBL is considered to contribute to the development of learner skills and supports the specific skills needed by the teacher.

PBL is also known in learning French as a foreign language (FLE), with the term *apprentissage par tache* . Van Thienen (2016) wrote an article about *Une approche basée sur la tâche* or an approach based on projet. According to Van Thienen, combining apprenticeship cache with the principles of mandatory learning, students learn to manage their learning. Main objective of this research for students is to complete assignments or projects given based on the steps that have been designed.

The next study was conducted by Astawa, Artini, and Nitiasih through a study entitled *Project-based Learning Activities and EFL Students' Productive Skills in English* (2017). This article presents the results of a study on the effects of PBL on students for Productive Skills of English and how these activities influence teaching and learning in junior high school in Bali. This research applies mix- designs method: quantitative method to obtain data on the test's ability to speak and write, and qualitative data was collected through interviews, observation, open questionnaires, and field notes. Analysis results showed significant PBL effects on students' productive skills. PBL can increase enthusiasm, confidence, creativity, independent learning in students. On the teacher's side, PBL creates teaching motivation and satisfaction.

Previous research shows that PBL is not new to language learning. Therefore, the research that will be carried out will also apply PBL, in this case for character building. The project that will be carried out is the translation of Indonesian-language children's songs into French and Japanese. Children's songs are chosen because of its fun entertainment facility, short duration, lyrics that are easy to understand and contain of moral messages. Inside the song, there are elements: notation, rhythm, harmony, and lyrics. This translation project is also an effort to preserve conservation values, especially moral conservation and character building. Foreign language's learners need to be reminded of the importance of morality so that they still keep the national character. The final result of the project is multilingual songs in form of song's booklet. Besides, the project carried out is also a means of preserving the moral conservation values contained in children's songs, through French and Japanese as its tool. The results are expected to foster a spirit of moral conservation and character education in students.

Based on the description above, the things that become the problem in this study are:

1) How is the application of project-based learning for character building through children's song translation?

2) What character values are found by learners in children's songs during the learning process?
3) What is the final result of the project?

## METHODOLOGY

This research is experimental research by carrying a certain treatment. The intended treatment is to implement project-based learning for internalizing character values through children's songs translation into French and Japanese. Respondents from this project-based learning were 46 students of the 4th semester French Language Education Program and 62 students of Japanese Language Program. In this study, researchers carried out four times of treatments in one month, every treatment was held every week, in order to determine student's ability for describing character values and translating children's songs. Student's product would be evaluated with the standards desired by researchers.

The stages of project based learning can be seen in the following figure:
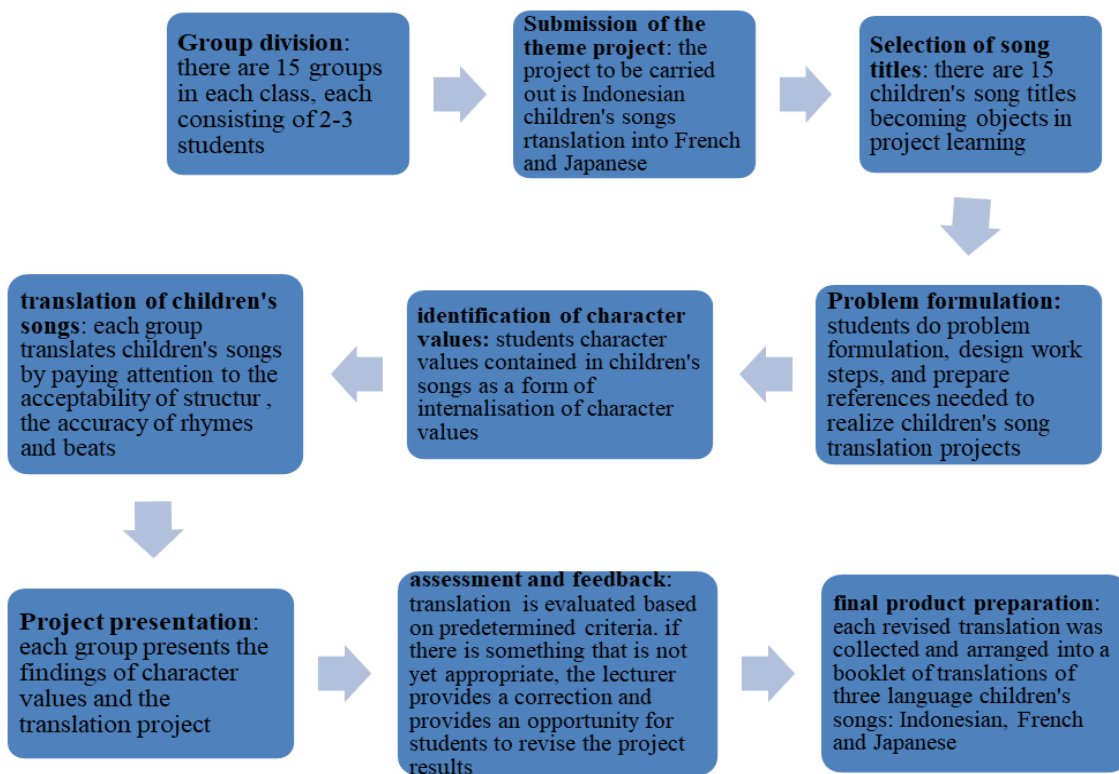


**Figure 1.** Steps for project-based learning through children's songs translation

There are two tasks required for respondents: identification of character values and translation of children's songs. Character value assessment is based on the character value grid expected by the Ministry if National Education and the accuracy in showing song lyrics containing character values. There are a number of points to evaluate song translations, which are:

1) Use of sentence structure
2) Choice of appropriate words
3) Note of the rhythm of the song
4) Number of notation that should be appropriate to that of original

**RESULTS AND DISCUSSION**

There are two main steps in implementing this project based learning: analysis of character values and song translation. Internalization of character values is carried out at character analysis in children's songs. Fifteen children's songs become learning objects. Many of the children's songs are unknown to their creator and are not copyrighted and some are known who composed it. These fifteen songs were chosen based on the popularity, frequency, content of moral messages or character values. The table below shows the list of children's song of the research.

**Table 2:** list of children's songs

| No | Title | Composer | No | Title | Composer |
|----|-------|----------|----|-------|----------|
| 1 | Bangun Tidur | Pak Kasur | 9 | Ambilkan Bulan | AT Mahmud |
| 2 | Sayang Semuanya | Pak Kasur | 10 | Paman Datang | AT Mahmud |
| 3 | Balonku | Pak Kasur | 11 | Aku Seorang Kapiten | AT Mahmud |
| 4 | Lihat Kebunku | Ibu Sud | 12 | Bintang Kecil | Daljono |
| 5 | Tik Tik Bunyi Hujan | Ibu Sud | 13 | Kelinciku | Daljono |
| 6 | Naik-naik ke Puncak Gunung | Ibu Sud | 14 | Kasih Ibu | Sm Moechtar |
| 7 | Awan Putih | AT Mahmud | 15 | Guruku Tersayang | Melly |
| 8 | Pelangi | AT Mahmud | | | Goeslow |

Source: www.brilio.net; www.liriklaguanak.com;//parenting.orami.co.id

In the implementation of project-based learning through children's song translations involved 46 students of the French language Program and 62 Japanese language students. They are divided into fifteen groups with 3 - 4 members. Learning process takes place during four meetings. The following is a discussion of each of these steps:

*Identification of character values*

At the first meeting, each group discussed the identification of character values contained in the children's songs. Examples of the identifying character values in children's songs are:

*1) Bangun Tidur*

Group 1 gets the task to identify the value of characters in the song "Bangun Tidur" and show which lyrics containing character's value. Both French and Japanese language groups argue "Bangun Tidur" contains disciplined and helpful character values. Discipline is seen in the lyrics: *Bangun tidur kuterus mandi, tidak lupa menggosok gigi*, it means after waking up, I take a shower, i do not forget to brush my teeth. This sentence reveals a child who acts disciplined for his daily routine every morning. It is necessary to rebuild values to students that after waking up, the activities carried out are bathing and brushing the teeth. The helpful characters are seen in the lyrics *Habis mandi kutolong ibu, membersihkan tempat tidurku*, meaning after I showered, i helped my mother, cleaning my bed. Students as adult must be remaining to help doing homework no matter how small the activity is.

*2) Sayang Semuanya*

*Sayang Semuanya* is second group's task. Both groups find the value of affection in this song. They assume that this song contains a sense of affection for the family, which is preceded by affection for the mother, father, brother and sister. All the lyrics clearly illustrate this character value.

3) *Lihat Kebunku*

On the song "*Lihat Kebunku*", the two groups found different character values. The French group argues that the value of the characters in this song is diligent, which can be seen in the lyrics, *Setiap hari kusiram semua,* every day i water all of them. This lyric indicates a diligent character, in this case diligently watering flowers contained in the garden every day. The Japanese language group considers that the song "*Lihat Kebunku*" contains values of love for nature and caring for the environment. This opinion is a conclusion of all the lyrics contained in the song: *Lihat kebunku penuh dengan bunga, ada yang putih da nada yang merah. Setiap hari kusioram semua, mawar melati semuanya indah*. Look at my garden which is full of flowers, there are white ones and red ones. Every day I water all of them, jasmine and rose are all beautiful.

4) *Pelangi*

The characters in "*Pelangi*" lyrics were also identified differently by the two groups. The French language group considers that religious characters appear in the lyrics of the song "Pelangi", shown in the lyrics of *Pelangi pelangi, Ciptaan Tuhan*, meaning Rainbow is God's creation. While the Japanese language group identified religious and intelligent characters in the lyrics of the song. The ability to mention and memorize the colors of the rainbow in sequence is considered to be the embodiment of intelligent characters. Regarding religious character, they agreed with the first group, which identified the religious value of the song's final lyrics.

The following table shows the results of character values identification in children's songs performed by both groups:

**Table 3:** identification of character's values

| No | Song's title | French group | Japanese group |
|---|---|---|---|
| 1 | Bangun Tidur | Discipline , helpfulness, orderliness | Discipline, helpfulness, diligence |
| 2 | Sayang Semuanya | Affectionate, love | Affectionate, love |
| 3 | Lihat Kebunku | Diligence, gratefulness | Respect for environment |
| 4 | Pelangi | Faith, respect for Creator | Faith , intelligent |
| 5 | Ambilkan Bulan | Faith, gratefulness | Gratefulness, togetherness |
| 6 | Bintang Kecil | Respect for environment, curiosity | Love for nature, enthusiasm, curiosity |
| 7 | Kelinciku | Affectionate, friendship | Affectionate, kindness |
| 8 | Balonku | Intelligent, joyfulness | intelligent |
| 9 | Paman Datang | hard worker, loving nature | Loving nature, love |
| 10 | Tik Tik Bunyi Hujan | Love for nature | Respect for environment |
| 11 | Kasih Ibu | Affectionate, love, gratefulness | Love, gratefulness, sincerity |
| 12 | Aku seorang Kapiten | Discipline, joyfulness | Discipline, joyfulness |
| 13 | Naik ke Puncak Gunung | Loving nature, respect for environment | Loving nature, respect for environment |
| 14 | Awan Putih | Respect for environment | Respect for environment, peace |
| 15 | Guruku Tersayang | Love, affection, gratefulness | Gratefulness, sincerity |

### *Translation of children's songs*

Second meeting focused on the process of translating children's songs into French and Japanese. Each member discussed to produce a children's song translation product. Most respondents translate song lyrics in words, so that there are sentences that do not have good and correct French and Japanese grammar and sentences that do not fit the rhythm of the original song.

This is an example of the song translation by respondents before the assessment and feedback from lecturers:

**Table 4:** example of children's songs translation

| **Bangun Tidur** | *Je me réveille puis je prends ma douche* | *Asa oki, mizu abite* <br> *Hamigaki wasurenai* <br> *Soshite haha o tetsudatte* <br> *Beddo o kirei suru* |
|---|---|---|
| Bangun tidur kuterus mandi <br> Tidak lupa menggosok gigi <br> Habis mandi kutolong ibu <br> Membersihkan tempat tidurku | *Je n'oublie pas me brosser les dents* <br><br> *Après cela, j'aide toujours ma mère* <br><br> *Je nettoie le lit dans ma chambre* | |
| **Lihat Kebunku** | *Regarde mon jardin* | *Hana-ippai no watashi no niwa o mite kudasai. Ikutsu ka wa shirodesu, soshite ikutsu ka wa akadesu Mainichi, watashi wa subete o haisui shita rōzujasumin, subete ga utsukushī* |
| Lihat kebunku, penuh dengan bunga <br> Ada yang putih, dan ada yang merah <br> Setiap hari, kusiram semua <br> Mawar melati, semuanya indah | *Regarde mon jardin, il y a beaucoup de fleurs* <br> *Il y a une blanche, et il y a une rouge* <br> *Tous les matins, j'arrosais toutes les fleurs* <br> *La rose et jasmin, des fleurs toutes sont belles* | |
| **Ambilkan Bulan** | *Prennes-moi la lune maman* | *Watashi ni tsuki o motte kite, watashi ni tsuki o ete itsumo sora ga kagayaite iru sora ni tsuki ga kagayaku hikari ga hoshi ni todoku watashi o tsuki ni motte kite, terasu watashi wa kurai yoru ni, yoku nemurimashita* |
| Ambilkan bulan bu, ambilkan bulan bu <br> Yang selalu bersinar di langit <br> Di langit bulan bersinar <br> Cahyanya sampai ke bintang <br> Ambilkan bulan bu, untuk menerangi <br> Tidurku yang lelap, di malam gelap | *Prennes-moi la lune maman* <br> *Qui est toujours brillane, sur le ciel* <br> *Sur le ciel, la lune est brillance* <br> *Sa lumière est claire* <br> *Prennes-moi la lune maman* <br> *Pour m'allumer par je dors, dans la nuit ....* | |

After going through the presentation process, evaluation and feedback, the translation results are revised to get the final translation that conform all criteria expected. The best French translation goes to the song " *Bangun Tidur*" and "*Kelinciku*" for Japanese translation which fulfill almost of criteria. These two translations have a correct structure and vocabulary, the right tone and rhythm with the original songs.

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## CONCLUSION

Bring character's values in learning process is still an important homework for both lecturer and student. Its internalization can be done in each field and in various ways. Project-based learning becomes one of solutions for internalizing character education in learning foreign languages. The project of translating Indonesian children's songs into French and Japanese is an effort to internalize character values in student's character building. Through project-based learning in French and Japanese class, several characters values were identified, among of them are: discipline, love, loving nature, helpful, diligent, hard worker and environmental care. After this learning process, students are expected to not only be able to identify character values in children's songs but also be able to apply these values in their daily lives.

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