

ECD Teacher Perspective on the Thematic Song in Early Childhood Learning

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Abstract

The aim of this study was to determine the perspective of teachers in the use of the song in children in Play Group Ceria Ujung Berung 2018-2019. The method used in this research is a case study with descriptive research with qualitative paradigm. Subjects in this study 10 teachers. The data collection techniques in this study in the form of interviews, observation and documentation study. Results of this research is the perspective of teachers in the use of the children's song as a medium of learning and the teacher's perspective to enrich the treasury of children's songs that match the theme of learning there. This research recommendation designed to assist the teachers in order to develop the lyrics fit the theme of early childhood development.

Keywords: music, learning, thematic

1. INTRODUCTION

Early childhood education is a pre-school education that contributes towards achieving national education goals. The purpose of early childhood education is attentive to the needs mental development of children at pre-school age 4 to 6 years, the implementation of early childhood education on the principle of playing while learning or learning while playing. Various areas of existing development taught by blending into one unified program of learning activities in the form of behavioral Formation Program and the Basic Capabilities Development Program (Department of Education, 1996).

Basic capability development program is any activity aimed to achieve certain capabilities that are in line with the stages of child development. Including creativity, intellect, skill, physical ability, and language, to assist teachers in implementing the activities program of learning in early childhood education with a variety of themes such as the use of the song.

Use of the song will be a process that is meant for children, the necessary perspective of teachers in developing the planning and implementation of learning activities. Some of the critical issues related to the perspective of teachers in the title song of which is the ability to determine the activities of musical experience in accordance with the theme of learning and development aspects in kindergarten, the ability to design forms of activity musical experience that will be carried out, the ability to consider kind of piece of music and song a model that will serve as a medium of learning and teachers' creativity in developing and creating music. Activities of music is an important part in the education program of kindergarten, as mentioned in the book Mother

Play and Nursery Songs, Froebel a father figure kindergarten confidence in the values of the musical experience for children (Bayless in Jatmiko, 1996). His analysis is that early childhood is suggested that it should be given as much experience singing with songs that fit with its development. In this regard, further Mc Donald (in Jatmiko, 1996) suggests that early childhood is the creator of music and the most original song. They create songs more carefully, using a more consistent and spontaneous music, and has a stronger motivation to music when compared with children in the next age level. Music as one of the activities that are important in the implementation of early childhood learning for influencing the children's personal development, either in relation to aspects of motor development, language development, emotional development, social development and the development of intelligence. In addition, for several reasons, among others, as follows:

1. Music as part of the world around us, evidenced by the fact that, since the most primitive human civilization up to the most advanced human civilization also showed that music became an important part of human life.
2. Music history over the centuries is the history of humanity. The phrase of music that exists today is an expression of human experience, in expressing themselves against the perceived environment is so valuable, as well as the views are so important to its existence.
3. Music as a means of self-expression for music capable clicking said human experience, both of which have experienced, as well as new ideas and he wants (Department of Education, 1996; Moeslichatoen, 1999).

Aspects of the language of a song, children will get to experience language vocabulary in the form of a variety of which are as follows: the sense of respect for parents, dear neighbor, the greatness of God, love of the homeland and the

values and meanings. In addition, through the singing anyway, self-help children develop to maturity in terms of physical aspects, intelligence, emotional and social sense of the child (Mahmud, 1994). As for the element of melody, rhythm, harmony, expression, and the structure of the song when it is associated with language competence can be used as a medium to develop literacy and literature, especially related to the problem of intonation, articulation, expression, gestures and sentence comprehension.

Learning thematic emphasis on the application of the concept of learning by doing something. Teachers need to package or design a learning experience that shows the link conceptual elements that make the learning process more effective. Model of learning in early childhood education thematic learning has the characteristics of which are as follows. centered learning, provide hands-on experience, learning takes place in an integrated manner, presents the concept of a broad range of knowledge, is flexible and learning outcomes in accordance with the interests and needs of students (Yustisia & Team, 2007).

The purpose of learning the song in early childhood in the process have been assigned various themes that can be developed further by the teacher. These themes such as self-governing, needs, environment, plants, animals, transportation, communication, recreation, occupation or profession, water, air, and fire and country. Implementation of various existing theme is delivered to students through activities that include activities integrated with the music as one component. Process, music activities such as listening to music, respond to music with motion rhythmic, sing, read music and play simple musical instruments is a learning activity in the kindergarten child who aims for the establishment of behavior (particularly through the messages of lyric song) and the development of basic capabilities such as creativity, language.

Things that need to be considered in the learning themes are intended for the implementation of the thematic learning activities and learning becomes more meaningful and intact. Implementation of thematic learning needs to consider including time allocation in each section, and at least take into account a lot of material in the environment. The theme is a vehicle that contains ingredients that need to be developed further by the teacher into the operational development programs. There are 11 kinds of themes that have been established in the District Ujung Berung ECD 2018-2019. Under the program objectives operational thematic learning approach, the music children can be developed by eleven theme is intended.

2. RESEARCH METHOD

Research on case studies of typical communication climate teachers in early childhood education is, using descriptive case study with qualitative approach that seeks to understand the specific situation, to understand the phenomenon of what is experienced by research subjects, such as language, behavior, perception, motivation and action. Subjects in this study 10 teachers from each village were placed in Play Group Ceria District of Ujung Berung

Bandung. The data collection techniques in this study in the form of interviews, observation and documentation.

3. RESEARCH FINDINGS

3.1 Selection of Songs

Election theme song that needs to be developed by teachers in accordance with the curriculum of child development and early childhood teachers, 2013. The theme selected in Ujung Berung Bandung is a beast, family, recreational limbs and the following is the result of the perspective of teachers that have been implemented.

3.1.1 Themes Animals

Table 1. The Song: Elephant

Title: Elephant
Cipt: Maria Susana Yudianti.
song lyrics
Elephant, elephant, elephant Long elephant trunk Elephants lived in the woods eating foliage Elephants Big body elephant Black jet, tinggalnya pun jungle There were elephants Sumatra, Java elephant there, there's an elephant Surabaya There are no elephants Borneo elephant Lampung all the elephants in Indonesia.

The song above is one of the themes that have been selected by the teacher in the learning activities in group play. RR according to one respondent who taught in kindergarten Club Mentari Bandung, reason elephant song as song selection models, because poetry is able to convey a message about the elephant that is generally not understood by the majority of children in urban areas. Another reason is because the theme song selection models appropriate for learning in group play.

3.1.2 Family Scene

Messages from the theme song to the family title contains the kinship of the closest neighborhood from the parents of the father, mother, sister, uncle, aunt, grandfather, grandmother, and happiness derived from harmonious brother. Poem used already use Indonesian as a part of daily communication in which the use of the father, the mother, for the development of their creativity possible in the use of words as others such as, papa and mama, grandfather and grandmother, uncle and aunt, etc. depending on the environment where the local landscape and learners living with the family theme song selection by 2.

Mrs. TG teaching in Play Group Ceria Ujung Berung Bandung is that although the family song is a song with bars hanging, this song is very easy to play by children, because the family song, seen from the movement, always repeated and the contents of the words have been understood by the child, understanding father adapted to their condition everyday like by replacing blind as papa and mama, and so as in the following example.

Table 2. The Song: Home

Title: Home
Cipt: Maria Susana Yudianti.
song lyrics
Home, this house is my house
The house, the house where I live
Home, home for me a great
Family home with mom and dad

3.1.3 Scene Board Member

According to the PP in kindergarten Cijambe Bandung election theme song *tekjing* serve yourself, this is because at the time could sing accompanied by the movement of the head in accordance with the content of the message contained in the lyrics of the song lyric theme. The song below is usually sung at the beginning of the learning before the child enters the classroom and during after hour of rest or doing other activities, after singing with the students are expected to begin an orderly and able to condition children to be quiet. Another reason of the selection of songs *tekjing* because the melodies used in the song is comprised of the lowest tone is the tone of noodles while the highest tone is the tone do octave. Natural scales that tone do = C. for *tekjing* song consists of refrain, melody and movement activities that do all the children clapped.

Table 3. The Song: Tekjing

Title: Tekjing
Cipt: Maria Susana Yudianti.
song lyrics
Head te, te, Tejing, Tejing
PAUD most ok te, te, Tejing, Tejing
Its always chirpy te, te, Tejing, Tejing
So I'm happy te, te, Tejing, Tejing
Shoulder te, te, Tejing, Tejing
Back to
Waist te, te, Tejing, Tejing
Back to
My knees te, te, Tejing, Tejing
Back to

Students can demonstrate the implementation of the head, shoulders, knees while singing according to the message contained in the lyrics of the song lyric. If we refer to the songs of creation fathers AT Mahmud, then we can get to know some of the songs to the accompaniment of body movements or mimic sounds real thing as the song drum and trumpet, Hear Voices Duck, Up Train, is a type of song that is

capable of carrying children are able to express a sense of emotional, Master planned able to invite all of their students were able to recognize which part of the body position that given the designation of the head, shoulders, knees, feet, and limbs.

3.1.4 Recreation themes

According to ES as a teacher in early childhood Ciporeat Bandung, the song selection exercise in the morning in the learning process in kindergarten, able to encourage children to sing along, while excreting themselves with *jongkok* stand together and try and train the child to exercise.

Table 4. The Song: Gymnastics Morning

Title: Gymnastics Morning
Cipt: Maria Susana Yudianti
song lyrics
Squat stand joangkok really come on singing
Let stand joangkok squat exercise in the morning
anyway
Squat stand joangkok really jump while singing
Squat stand joangkok kok healthy body once

Theme song morning exercise is associated with feelings and emotions of children to be always cheerful. These track participants are expected to sing a song with a message expressing correspond to songs like fun with expression? the squat movement stands and on the second stanza with activity how a person can exercise well.

Implementation of learning to achieve the learning objectives in accordance with the theme also involves learning component in achieving the goals. The methods used there are three kinds of methods of demonstration, question and answer method, the method of administration tasks. Advantage of this method is the direct practice each child can recognize directly the thematic as well as songs that wish brings. While the weakness of the method is the direct practice of teachers find it difficult to manage due to the provision of duty class is the students will understand thematic if adequately supported by the availability of props. Activities of teachers in delivering the direct practice methods or approaches or interactive learning process skills, looks at the efforts of the teacher asked us perform hand gestures, head, body and legs with the intention of communicating a message to the students related implicit theme song is taught. The participation by the method of assignment and debriefing methods, including teacher gave questions that stimulate children to think actively in addition to the teacher asks the students to come forward to sing in front of other students or to provide other tasks. The results of thematic learning through song as a medium average increased proven child can more easily understand the material was learned. For example, when the theme of animals was learned, children were asked by the teacher to show the animals in accordance questions of teachers and the results are very precise or children can bring myself to ask the teacher about things they do not know related theme that is learned.

3.2 Teachers' Perspective in Developing Early Childhood Songs

Learning methods used include methods of demonstration, method of question and answer and method of administration tasks. Evaluation applied here is individual to be evaluated will appear which can absorb the material well. Although there are also students who are less able to accept material as expected. Overcoming such cases, teachers will train students in question its own by giving material that is relatively easy song. However, in practice the art sound learning has not introduced the use of both notation numbers and notation. That's because the condition of the student who is still very young and its capture power is still very limited, as well as social and environmental conditions of children less supportive. The development of children's songs that teachers among others, looks upon teachers to improvise verse changes in the learning process. In addition, teachers also find references of children's songs in English others via the Internet, proved very helpful for teachers so that songs are used not only that's it. While the development of the use of electronic equipment in the form of the existing sound system, both at the stage of learning motivation, and evaluation procedures. The use of these tools is very helpful, because it affects the accuracy of tone, rhythm, and articulation in reciting the lyrics sung by teachers actually could be heard clearly by students, so that students more easily and helped as I followed.

Difficulties in developing the use of children's songs in thematic learning in early childhood education experienced by teachers who are following the early childhood education program in the District Ujung Berung 2018-2019. Results of interviews and questionnaires, there are some teachers who are able to change the lyrics of the song lyric theme that matches that will be implemented as in the activity of teachers in developing children's song by changing the lyrics are mastered with lyrics that fit the needs of the learning theme. Although in practice the song lyric recently developed teacher is still framed in a learning theme that the theme of "self", but according to the teacher developed a new song lyric teachers are able to attract the attention of students, so that the learning process takes place with a more pleasant atmosphere. Because children are confronted with something completely new experience. Obstacles encountered in eleven selection of themes, not all taught in the activities of daily or weekly program. Submission themes teachers prefer to be delivered in the form of a story or drawing. Limitations in teaching themes in children's songs due to the limitations of the teacher in the treasury of songs, difficulty in reading notation music in the form of notation of numbers in a new song known, lack of facilities cassette or CD of children's songs and limitations in choosing the songs fit the theme as the theme of communication. Transport equipment, crops, plants and flowers. This constraint should be no exchange of experience at the time of the lecture examples of songs that can be exchanged experiences like my fire Cretan songs.

4. DISCUSSION

The process of learning theme, there is a learning phase used that motivation, and evaluation procedures. Conducting initial teacher learning through reading the text or lyrics of the song and then forwarded to the child mimicked applause as the giver Gran pulse beats and pat-bar in accordance with the content of the theme of which will be taught that implementation is done repeatedly. Although the daily habits of teachers and students before starting lessons at 08.30 always sing songs they already recognize teachers while explaining the theme of the new material in children. These routine activities conducted in order to evoke the spirit of the child for the next child can easily receive the material to be taught by a teacher. Utilization of the themes of the songs is generally obtained through Dabin meetings held once a week. Sharing learning materials generally programmed on the theme of learning through storytelling and by the time the activities of eating together.

Delivery efforts learning for teachers conducted by conducting replacing an existing song by replacing the text in accordance with the theme that will be taught. Constraints in the activities of replacing text is generally not considered the number of syllables that should be adapted to the movement of the original melody.

Utilization and development of children's songs in thematic learning in early childhood which became the subject of research has been done by the teachers. the use of children's songs in the learning process in addition considered to facilitate and increase the number of children's songs which correspond to 11 different themes of learning, can also be used as a learning medium that supports the message the theme of learning, helping children to understand the learning material and make the learning process takes place in a situation that is more enjoyable. Even some teachers often use children's songs for the benefit of classroom management. Selection of children's songs used in the thematic learning process is always associated with an existing theme and the song already controlled model of the teacher. The teachers there are some who have difficulty in choosing songs that fit mainly of new songs to be learned through the melody intact, though when in the interests of the class management selected song does not always conform with the theme of learning. Although teachers in both the kindergarten had no difficulty in choosing the songs that can be used as a medium of learning the mastery of vocabulary, but some of them have difficulties in their development efforts. The difficulties experienced by teachers when they have to create their own poetry and songs. in creating difficulties experienced song lyric comes to the choice of words that fit the theme of learning, beheading sentence, and the beheading of syllables that fit the melody and the words of songs.

5. CONCLUSION

The teacher's perspective in the development of children through thematic learning tracks in early childhood become greatly facilitate the learning model in accordance with 11

different themes of learning, helping children to understand the learning material and make the learning process takes place in a situation that is more enjoyable.

The lyrics used as a planting of a good value and meaning for the child as a form of improving the ability of creativity, shaping the behavior of the intellect, skill, physical ability, and language, to assist teachers in implementing the activities program of learning in early childhood education.

Teachers are encouraged to try to develop new lyrics or song with a lyric theme development models such as the plot, so the lyrics or new songs created to support the use of a new song lyric text that fit the theme or message of the song is often used as a model of mastery learning strategy some predefined theme song either by using local languages as well as English.

6. REFERENCES

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