



Cultivating Noble Character Values through the Development of Audio-Based Children's Songs in Elementary Schools

Waluyo Hadi^{1,a)} Yofita Sari^{2,b)*} Engga Dallion. EW^{3,c)}

Author Affiliations

^{1,2,3} Universitas Negeri Jakarta, Indonesia

Author Emails

^{a)} whadi@unj.ac.id, ^{b)} yofita.sari@unj.ac.id, ^{c)} engga_dallion@unj.ac.id

^{a)} Corresponding author: yofita.sari@unj.ac.id

Abstract. The cultivation of noble character values in elementary school students is an essential aspect of character education. However, the implementation of character learning in elementary schools still faces several challenges, such as less engaging delivery methods and limited relevant learning media. This study aims to develop audio-based children's songs as a medium for instilling noble character values in elementary school students. The development model used is ADDIE, which consists of the stages of analysis, design, development, implementation, and evaluation. The lyrics and melodies were designed to integrate noble character values and then produced in audio format using digital software. Validation was conducted by media experts and elementary school subject matter experts, followed by trials with third-grade students through one-to-one, small group, and field tests. The media expert validation results showed a feasibility percentage of 89.2% categorized as "very good," while subject matter expert validation obtained 90% categorized as "very good." The one-to-one trial achieved an average of 86.39% ("very good"), the small group trial 83.33% ("good"), and the field test 85.58% ("very good"). Overall, the audio-based children's song media was considered feasible, easy to understand, engaging, and effective in cultivating noble character values, particularly respect and responsibility, among elementary school students.

Keywords: *Audio Media; Children's Songs; Character; Noble Morals; Elementary School*

INTRODUCTION

In the independent curriculum, the term "Pancasila student profile" appears as an educational goal to implement character education values and competencies for students. The Pancasila Student Profile is designed to produce students with competencies that reflect Pancasila values, in line with the Graduate Competency Standards at every level of education. There are six key dimensions that form the Pancasila Student Profile, which are mutually supportive and must develop simultaneously: Faith and devotion to God Almighty and noble character, Global diversity, Mutual cooperation, Independence, Critical thinking, and Creativity (1).

From these six dimensions, the term "character with noble morals" emerged. Noble morals encompass several crucial components: national morals, personal morals, morals towards others, morals towards nature, and religious morals. All of these components form the primary characteristics of Indonesian students with noble morals. These include not only a relationship with God Almighty, but also respect, appreciation, and nurturing relationships with fellow human beings, nature, and the nation. By developing noble morals, Indonesian students can become good role models in society, uphold humanitarian values, and play an active role in building a civilized and sustainable nation (2).

Morality is a combination of the physical and spiritual, where a person is said to have morality if their external behavior is in harmony with their heart. A dirty heart can hinder the achievement of noble morality, even if someone does good deeds. If it is not based on a good heart, then it is not necessarily considered noble morality. Moral education encompasses three domains: cognitive (transferring knowledge about good and bad), affective (cultivating a love for good and a hatred of evil), and psychomotor (practicing goodness in daily life). Moral education must begin in the family, then be reinforced in schools, and supported by the community. These three elements are referred to as the three centers of education that must be integrated in forming noble moral character (3). The rise in juvenile delinquency, such as brawls, muggings, and defiance of teachers and parents, indicates a moral crisis and a decline in

© The Author(s) 2026

A. D. Utami et al. (eds.), *Proceedings of the 3rd International Conference on Environmental Learning and Educational Technologies (3rd ICELET 2025)*, Advances in Social Science, Education and Humanities Research 1007,

https://doi.org/10.2991/978-2-38476-567-6_17

moral values among students. This situation needs to be prevented early to prevent further damage to the younger generation.

Throughout the beginning of the year, from January to February 2025, data from the National Police Criminal Investigation Agency (Pusiknas Bareskrim Polri) reported to official media that there were many criminal cases reported or reported by children under 17 years old. Among them were 437 cases of theft, 460 cases of assault and mob violence, 349 drug cases, and 7 cases of fighting. For internal factors, identity crises and puberty. The causes of crime in children and adolescents are due to internal factors, namely the identity crisis during puberty, and external factors, children lack affection and attention from their parents (4). Meanwhile, UNICEF research data states that various cases that frequently occur in schools in Indonesia are: 1) beatings and coercion by peers, 2) damaging and taking friends' personal belongings, 3) threatening peers, 4) teasing and insulting friends, 5) ostracizing friends, and 6) spreading negative rumors about friends that damage their reputation (5).

In the digital age, the role of teachers in building students' character is increasingly important and challenging. Teachers not only convey character concepts but also guide students in applying them in their daily lives. As role models, teachers are required to set a real example through attitudes and behaviors that reflect good character (6). Schools play a crucial role in shaping students' character, both through classroom learning and out-of-class programs. Teachers are required to continuously develop and serve as role models in instilling positive values. Therefore, character education is an essential aspect of the student education process (7). Developing noble character should be a primary focus of early childhood education, particularly in preschool and elementary schools. This is the ideal time to instill values such as honesty, responsibility, and empathy. Children's songs can be an effective tool because they are engaging and relevant to their world.

Children's songs are characterized by simple musical compositions with a cheerful rhythm. The pleasant melody encourages children to sing. Children's songs typically feature themes related to everyday life, with lyrics that are easy to understand and not too long. Although the lyrics are simple, the message remains meaningful. Children's songwriters often incorporate moral messages or advice into their lyrics, such as those about loving parents, playing, and learning about their surroundings. These songs also help enrich children's vocabulary and imagination (8).

Songs are an effective tool to support the learning process because they can increase student motivation. Through songs, students become more sensitive to sounds and gain a pleasant learning experience. The use of songs also creates a lively and engaging classroom atmosphere. When students enjoy the songs being taught, they will follow along enthusiastically, and at that moment, they are actually learning without feeling overwhelmed (9). Children's songs are not only a medium of entertainment, but also a means of character education (10). This means that in elementary school arts instruction, children's songs are a highly effective medium for conveying character education values to students. Through songs, moral messages can be conveyed in a more enjoyable, understandable, and memorable way. This is especially true when presented in an engaging audio format.

Learning media is a crucial component of any learning system. Without it, communication will be ineffective and the learning process will not be optimal (11). Audio media in learning has the advantage of being able to train listening skills. It can stimulate students' thoughts, feelings, and attention, and help them acquire knowledge, skills, or attitudes through a dynamic and lively learning environment (12). Specifically, audio media in the form of children's songs can facilitate student comprehension and make the learning process more efficient. Songs make learning more enjoyable and less boring. Furthermore, students can develop their interests and skills by transforming stories with main characters into simple songs suitable for elementary school children (13). Audio media such as children's songs are considered highly suitable for character education because they can be played at any time, whether during the opening of a lesson, during transitions, or as reinforcement at the end of class. Therefore, teachers urgently need audio media containing clear and focused character values, appropriate for the age and language of elementary school children, and practical for use in the classroom.

Several studies show that children's songs as a medium improve learning outcomes in various subjects, including: (14), (15), (16), (17). Furthermore, research also shows that children's songs can increase students' interest and motivation in learning, including: (18), (19), (20), (21), (22), (23). Children's songs play a role in shaping students' character (24). The development of children's songs was also carried out by previous researchers with various themes, including the development of children's song media for letter recognition (25), development of school and animal themed songs (26), development of religious and character songs, including introducing God's angels (27), strengthening students' creativity and interpretation skills (13), and development of songs entitled my beautiful country and the universe (28).

However, these studies have not specifically emphasized the dimension of noble morals in the form of children's song audio media. Therefore, this study is present to fill this gap by presenting children's song audio products that focus on the internalization of noble moral values in learning in elementary schools through simple, contextual, and

easy-to-understand lyrics for students, combining musical aspects with moral messages, so that it becomes a fun and meaningful educational tool, as well as an effort to enrich learning media in elementary schools.

RESEARCH METHODS

This research is a research and development (R&D) using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The educational philosophy for implementing ADDIE is that intentional learning must be student-centered, innovative, authentic, and inspiring (29). The ADDIE model is used as a reference in developing learning media. Through a systematic, effective, and efficient approach, this model helps design interactive media that is relevant to the needs of students, teachers, and the learning environment (30). The research was conducted at SD 02 Menteng, Central Jakarta. The analysis stage was conducted through observation and teacher interviews to determine media needs. At the design stage, lyrics and rhythms of songs with noble moral values were compiled, then developed in audio form with digital software and validated by elementary school media and material experts. The children's song audio media was tested on third-grade students through three stages: one-to-one (3 students), small group (6 students), and limited field test (30 students). Data were obtained from validation by media experts, elementary school material experts, and student response questionnaires with a Likert scale assessment of 1–5. The scores are analyzed in percentage form using the formula: the score obtained is divided by the maximum score multiplied by 100%, then the results are interpreted based on the following formula.

TABLE 1. 5-Score Likert Scale, percentage and interpretation

No	Answer Options	Score	Percentage score	Interpretation
1	Very Good	5	84% - 100%	Very Eligible
2	Good	4	68% - 84%	Eligible
3	Fair	3	52% - 68%	Fair
4	Poor	2	36% - 52%	Uneligible
5	Very Poor	1	0% - 36%	Very Uneligible

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

RESULTS AND DISCUSSION

Result

The development of children's song media was carried out using the ADDIE development model, which includes the following stages: Analyze, Design, Develop, Implement, and Evaluate. First, in the analysis stage, an analysis was conducted regarding the need for song-based learning media in elementary schools. The results of the analysis showed that, 1) the songs used in learning are still dominated by general songs that have not been explicitly integrated with character values. 2) Students are more interested and easily understand the material when delivered through songs. 3) Teachers positively welcomed the development of songs that align with the learning theme and the characteristics of elementary school children. 4) The results of the study of the Independent Curriculum and the Pancasila Student Profile reinforce the need for educational media that is fun and full of character values, such as environmental awareness, responsibility, religiousness, and mutual cooperation.

The song's theme was developed based on character values in the Pancasila Student Profile and elementary school materials, such as cleanliness, compassion, honesty, and cooperation. The song was designed simply with an A-B-A format, lasting a maximum of two minutes, using easy vocabulary, catchy rhymes, and a clear moral message. The notation and harmony were adapted to the vocal and musical abilities of children aged 7–10 years. Furthermore, an assessment instrument for expert validation was developed covering aspects of content, presentation, musical technique, educational value, and suitability for child development.

Second, the design stage, which involves designing the concept of the children's song to be developed. Children's songs are developed by emphasizing the elements of children's songs. The song themes are developed based on character values in the Pancasila Student Profile and elementary school materials, such as cleanliness, compassion, honesty, and cooperation. The songs are designed simply with an A-B-A format, a maximum duration of two minutes, using easy vocabulary lyrics, catchy rhymes, and clear moral messages. The notation and harmony are adapted to the vocal and musical abilities of children aged 7–10 years. In addition, assessment instruments for expert validation are

prepared covering aspects of content, presentation, musical technique, educational value, and suitability for child development.

Third, the development stage is realized by realizing the design into a real product, namely: (1) making melodies and arrangements using a Digital Audio Workstation (DAW) with instruments that suit the characteristics of children's music, (2) recording vocals so that the results sound natural and suit the target audience, (3) final production in the form of an audio file (.mp3) along with lyrics that can be printed or displayed on a learning screen, and (4) feasibility testing through expert validation to ensure the media can be used in class. The results of this study produced two children's song media in audio format, namely My Beloved Teacher and Prayer Before Learning. The following is a description of the notation of the children's song developed in audio form.



FIGURE 1. Lyrics and Audio notation of the songs developed

The product resulting from the development of this children's song was then tested through an expert validation process involving two competent parties in their fields: a media expert who assessed the appearance, presentation, musical technical quality, and suitability of the media format, and an Elementary School learning materials expert who evaluated the content of the song lyrics based on their relevance to the curriculum, educational values, and suitability to the psychological development and learning needs of elementary school students. This process was carried out to ensure that the developed product was truly suitable for use as an effective, engaging, and character-based learning medium.

TABLE 2. Results of Children's Song Media Expert Assessment

No	Category	Average	Percentage Score
1	Content Quality	4.67	93.3%
2	Presentation Aspect	4.33	86.7%
3	Musical Technicality	4.33	86.7%
4	Educational Value	4.50	90.0%
	Overall Average	4.46	89.2%
	Evaluation Criteria		Very Good

Based on the results of the media expert assessment, the developed children's song obtained a total score of 49 out of a maximum of 55 scores with an average of 4.45 and a feasibility percentage of 89.2%, included in the very suitable or excellent category. The highest assessment was for the content quality aspect (93.3%), followed by educational value (90%), musical technique aspect (86.7%), and presentation aspect (86.7%). Overall, this song media is very suitable for use in learning. Furthermore, after the media expert assessment, the data from the assessment results by the material expert were presented.

TABLE 3. Results of Material Expert Evaluation in Elementary School Context

No	Category	Average	Percentage Score
1	Content Quality (Material)	4.67	93.3%
2	Presentation and Alignment with Curriculum	4.33	86.7%
3	Educational Value and Character Integration	4.50	90.0%
4	Suitability with Elementary School Children's Development	4.50	90.0%
Overall Average		4.50	90.0%
Evaluation Criteria		Very Good	

The assessment by elementary school learning material experts showed that the children's song media obtained a total score of 45 out of a maximum of 50 scores, with an average of 4.50 and a feasibility percentage of 90% which is classified as very feasible or very good. The aspect with the highest score was Content Quality (93.3%), followed by Educational Value and Character Integration, Suitability to Elementary School Children's Development (90% each), and Presentation and Suitability to the Curriculum (86.7%). These results indicate that the media is suitable for use in learning at the elementary school level.

After being validated by children's song media experts and elementary school material experts, the trial was then implemented to determine student responses. The children's song media trial was conducted with elementary school students in three stages: one-to-one, small group, and field testing. In the one-to-one stage, students were asked to respond to the clarity of the lyrics and ease of following the song. Small group testing was conducted to assess student appeal and social responses. Next, a field test was conducted in the entire class to observe the effectiveness of the song in learning. The trial results showed that the children's song media was well received, easy to understand, and able to increase student engagement and instill character values.

TABLE 4. One to one test results

No	Category	Average	Percentage Score
1	Interests and likes	4,44	88,89%
2	Presentation and Compliance with the Curriculum	4,00	80,00%
3	Educational Values and Character Integration	4,33	86,67%
4	Suitability with Elementary School Children's Development	4,50	90,0%
Overall Average		4,50	86,39%
Evaluation Criteria		Very Good	

The results of the one-to-one trial in Table 4 show that the audio media for children's songs based on character education received a rating of "very good" with an average of 4.50 (86.39%). The percentage was obtained from a score of 129 out of a maximum score of 150 obtained from 3 students as respondents. The aspects of student interest (88.89%) and suitability to the development of elementary school children (90.00%) obtained the highest scores, while presentation according to the curriculum (80.00%) and educational value and character integration (86.67%) also showed positive results. Next, a response test was conducted on a small group scale.

TABLE 5. Small group trial results

No	Category	Average	Percentage Score
1	Interests and likes	4,33	86,67%
2	Presentation and Compliance with the Curriculum	4,00	80,00%
3	Educational Values and Character Integration	4,16	83,33%
4	Suitability with Elementary School Children's Development	4,16	83,33%
Overall Average		4,50	83,33%
Evaluation Criteria		Good	

The results of the small group trial in Table 5 show that the character education-based children's song audio media received a "good" rating with an average score of 4.50 (83.33%). The score obtained was 250 out of a maximum of

300 scores, from 6 students as respondents. The aspect of student interest received the highest score of 4.33 (86.67%), while the presentation according to the curriculum received 4.00 (80.00%). The aspects of educational value and character integration and suitability for elementary school children's development both received a score of 4.16 (83.33%). Overall, this media is considered appropriate and effective for use in learning.

TABLE 6. Field test results

No	Category	Average	Percentage Score
1	Interests and likes	4,32	86,44%
2	Presentation and Compliance with the Curriculum	4,34	86,69%
3	Educational Values and Character Integration	4,28	85,67%
4	Suitability with Elementary School Children's Development	4,36	83,33%
Overall Average		4,32	85,58%
Evaluation Criteria		Very Good	

The results of the field trial in Table 6 show that the audio media for children's songs based on character education received a "very good" category with an average score of 4.32 (85.58%). The score obtained was 1299 out of 1500 maximum scores, with a total of 30 student respondents. The presentation and curriculum suitability aspects received the highest score of 4.34 (86.69%), followed by the aspect of suitability to elementary school children's development at 4.36 (83.33%). Meanwhile, student interest received a score of 4.32 (86.44%) and educational value and character integration 4.28 (85.67%). These results confirm that this song media is very suitable for use as a learning tool for character education in elementary schools. Based on the assessment of children's song media experts, elementary school material experts, and student response tests, it can be confirmed that the development of children's song audio based on noble moral values is declared feasible, interesting, and appropriate for use as learning media in elementary schools.

Evaluation in the development of children's song media is carried out formatively and summatively. Formative evaluation is carried out at each stage of the ADDIE model to ensure that the process is running according to its objectives. In the Analyze stage, reflection is carried out on student needs and alignment with the curriculum. In the Design stage, the song design is evaluated internally to ensure the suitability of the theme, structure, and educational value. In the Develop stage, validation is carried out by media experts and material experts, which shows that the song media has met the criteria for content, musical technique, character values, and suitability for the development of elementary school children. Next, a summative evaluation is carried out after product implementation through trials with students (one-to-one, small group, and field test). The results of the summative evaluation indicate that the developed children's song media is suitable for use in learning. Students understand the song content well, show enthusiasm when singing, and teachers state that the song is easy to apply in thematic activities. Thus, this song media is declared to have a high level of suitability in terms of content, presentation, and integration of character values in the context of learning in elementary schools.

Discussion

Character values are instilled in children through role models, habituation, and the use of children's songs. The teacher gives a sample song, then the children imitate and sing it together, followed by a brief explanation of the song's meaning (31). Therefore, the development of children's audio songs based on noble character values is relevant to the learning needs of elementary schools. Research findings indicate that this medium addresses teachers' limitations in providing enjoyable, simple, and accessible character education tools. This research resulted in the development of two children's songs, "My Beloved Teacher" and "Prayer Before Study," packaged in MP3 audio format.

The first song, "*Guruku Tercinta*" (My Beloved Teacher), was created to instill noble moral values of respect, love, and gratitude for teachers. The lyrics describe the important role of teachers in guiding students in prayer, learning, reading, writing, and arithmetic. This theme reinforces the character of good manners, respect for moral authority, and an awareness of the invaluable services of teachers. This is in line with the concept of character education, the importance of instilling the basic values of respect and responsibility, supported by honesty, discipline, tolerance, caring, cooperation, courage, and democratic values, so that students are able to behave respectfully and responsibly (32). Because the value or attitude of respect and responsibility is the main basic moral value that applies universally (33). Therefore, the aim and message of this song serves as a means of habituation for students so that

they have an attitude and respect for teachers who have contributed to educating, guiding, and providing good examples.

The second song, "*Do'a Sebelum Belajar*" (Prayer Before Studying), explicitly instills religious values and discipline through an invitation to practice prayer in various activities, especially before starting learning. The lyrics emphasize the repetition of the phrase "before... we pray." This is not only intended to be memorable but also to form a habitual pattern in children. The repetition in the lyrics serves as both cognitive and affective reinforcement, allowing the message of values to be more quickly stored in children's memories. This, of course, aligns with the goal of character education in the religious realm, namely to shape children who consistently connect with God in their daily activities (34). The song "Prayer Before Studying" aims to make it easier for teachers to create a solemn atmosphere while helping students to be more focused, forming the habit of praying, so that it functions not only as a musical work, but also as a means of religious habituation that supports the dimensions of faith, piety to God Almighty, and noble character in the profile of Pancasila students.

Children's song audio has proven effective as a learning medium because it is able to integrate cognitive, affective, and psychomotor aspects. Simple lyrics with melodies appropriate to children's development facilitate the internalization of noble moral values while creating a pleasant learning atmosphere. Positive assessments from media experts, material experts, as well as positive student responses, indicate that this media is not only suitable as a children's musical work, but also worthy of increasing motivation and fostering real behaviors such as respect, responsibility, discipline, politeness, and caring. Thus, the development of children's song audio based on noble moral values not only provides a musical experience, but also presents a contextual learning medium, aligned with character education policies, and strengthens the role of music as a creative and meaningful means in shaping the character of elementary school students.

CONCLUSION

This research produced two main works, namely the songs "My Beloved Teacher" and "Prayer Before Studying," each of which instills noble moral values through simple and contextual lyrics. The song "My Beloved Teacher" emphasizes respect, love, and gratitude for teachers through lyrics expressing guidance in learning, reading, writing, and instilling life values. Meanwhile, the song "Prayer Before Studying" gets students into the habit of always praying before doing activities, as reflected in the repetitive lyrics "before studying we pray" which are easy for children to remember and internalize. Both songs were deemed appropriate by media experts and elementary school material experts, and received positive responses from students because they were able to create a fun and meaningful learning atmosphere.

Going forward, the development of this children's song audio can be expanded through larger-scale trials to ensure consistent effectiveness across various school contexts. Integration with visual media such as animation or music videos can also increase appeal and reinforce the moral message contained in the lyrics. Furthermore, exploring other character value themes, such as environmental stewardship, national spirit, and mutual cooperation, will enrich the media's variety and expand its benefits. Collaboration with teachers and parents is also crucial to ensure that values are instilled not only in school but also in students' daily lives.

ACKNOWLEDGMENTS

The authors would like to thank the Institute for Research and Community Service (LPPM) of Jakarta State University for their support in the research and development of this children's song audio media. They also thank the media experts, elementary school material experts, teachers, and students who participated in the validation and trials, ensuring the success of this research. Furthermore, they would like to express their appreciation to their colleagues and all parties who assisted, directly or indirectly, in completing this research.

REFERENCES

1. Kemdikbudristekdikti. Panduan Pengembangan Project Penguatan Profil Pelajar Pancasila [Internet]. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA; 2022 [cited 2025 Mar 9]. Available from: https://kurikulum.kemdikbud.go.id/file/1679308669_manage_file.pdf

2. Shofia Rohmah NN, Markhamah, Sabar Narimo, Choiriyah Widyasari. Strategi Penguatan Profil Pelajar Pancasila Dimensi Berkebhinekaan Global Di Sekolah Dasar. *Jurnal Elementaria Edukasia*. 2023 Sep 30;6(3):1254–69.
3. Emroni. Pendidikan Akhlak: Landasan Etika untuk Kehidupan yang Bermakna. Banjarmasin: Antasari Press; 2023.
4. Pusiknas Bareskrim Polri. https://pusiknas.polri.go.id/detail_artikel/ratusan_anak_terlibat_tindak_kriminal_sejak_awal_tahun_2025. 2025. Ratusan Anak Terlibat Tindak Kriminal sejak Awal Tahun 2025.
5. Unicef. PERUNDUNGAN DI INDONESIA: Fakta-fakta Kunci, Solusi, dan Rekomendasi. <https://www.unicef.org/indonesia/media/5691/file/Fact%20Sheet%20Perkawinan%20Anak%20di%20Indonesia.pdf>. PERUNDUNGAN DI INDONESIA: Fakta-fakta Kunci, Solusi, dan Rekomendasi; 2020.
6. Syahnaz A, Widiandari F, Khoiri N. Konsep Kecerdasan Spiritual pada Anak Usia Sekolah Dasar. *Risalah: Jurnal Pendidikan dan Studi Islam*. 2023 Jun;9(2):868–79.
7. Sari NK, Puspita LD. IMPLEMENTASI PENDIDIKAN KARAKTER DI SEKOLAH DASAR. *JURNAL DIKDAS BANTARA*. 2019 Apr 5;2(1).
8. Utama A. Analisis Pola Ritme dan Bentuk Lagu Anak. *Virtuoso: Jurnal Pengkajian dan Penciptaan Musik*. 2020 Jun 27;3(1):23–32.
9. Melalolin LM, Hartini NMSA, Mahayanti NWS. PEMANFAATAN LAGU SEBAGAI MEDIA PEMBELAJARAN UNTUK MENINGKATKAN PEMAHAMAN TENTANG SIMPLE PAST TENSE. *Journal for Lesson and Learning Studies*. 2020 Apr;3(1):108–19.
10. Rizal S. Nilai-Nilai Karakter dalam Lirik Lagu Jereh Bu Guru dari Daerah Serang Banten. *Virtuoso: Jurnal Pengkajian dan Penciptaan Musik*. 2021 Nov 29;4(2):82–8.
11. Sitepu EN. Media Pembelajaran Berbasis Digital. *PROSIDING SEMINAR NASIONAL PENDIDIKAN DASAR*. 2021 Dec;1(1):242–8.
12. Praptaningrum A. PENERAPAN BAHAN AJAR AUDIO UNTUK ANAK TUNANETRA TINGKAT SMP DI INDONESIA. *Jurnal Teknologi Pendidikan : Jurnal Penelitian dan Pengembangan Pembelajaran*. 2020 Aug 31;5(1):1.
13. Hadi W, Sari Y, Fahrurrozi F, Safitri D, Marini A, Sarifah I, et al. Development of Children's Audio Media as A Stimulus for Creativity and Interpretation Ability in Learning for Elementary School. *Social Space Journal*. 2022;22(1):251–69.
14. Prananda G, Saputra R, Ricky Z. MENINGKATKAN HASIL BELAJAR MENGGUNAKAN MEDIA LAGU ANAK DALAM PEMBELAJARAN IPA SEKOLAH DASAR. *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*. 2020 Dec 31;8(2):304.
15. Cahya Pratama G, Waluyo E, Setiawan D. Upaya Peningkatan Hasil Belajar Matematika Menggunakan Media Musik Pada Materi Menghafal Rumus Bangun Datar Sekolah Dasar. *Jurnal Penelitian Tindakan Kelas*. 2023 Mar 20;1(1):23–7.
16. Kristina K, Fatmawati N, Novena E, Sunaryati S. Meningkatkan hasil belajar ipa melalui metode bernyanyi lagu pembelajaran bagi siswa kelas V SD Jolosutro. *Borobudur Educational Review*. 2022 Aug 21;2(2):92–104.
17. Artanto DF. PENGARUH PENERAPAN GAYA BELAJAR AUDITORI MENDENGARKAN LAGU ANAK TERHADAP HASIL BELAJAR SISWA USIA SEKOLAH DASAR. *Jurnal Pendidikan Sendratasik*. 2023 Jun;12(1):180–95.
18. Ilmi F, Respati R, Nugraha A. Manfaat Lagu Anak dalam Meningkatkan Minat Belajar Peserta Didik Sekolah Dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*. 2021 Sep 19;8(3):675–83.
19. Febriyona C, Supartini T, Pangemanan L. Metode Pembelajaran dengan Media Lagu untuk Meningkatkan Minat Belajar Firman Tuhan. *Jurnal Jaffray*. 2019 Apr 10;17(1):123.
20. Ainurruhama SA, Amalia AR, Nurmeta IK. Analisis Minat Belajar Siswa SD Pada Pembelajaran IPA Menggunakan Media Lagu Anak. *JURNAL PENA EDUKASI*. 2024 Oct 9;11(2):119.
21. Nafilah I. MENINGKATKAN MOTIVASI BELAJAR SISWA PADA PELAJARAN IPS MENGGUNAKAN STRATEGI LAGU ANAK-ANAK. *SOCIAL : Jurnal Inovasi Pendidikan IPS*. 2022 Feb 15;1(3):205–18.
22. Nuriyah Khoirun Nisa' RA, Mariati P, Akhwani A, Djazilan S. Media Lagu dalam Pembelajaran IPS untuk Meningkatkan Motivasi Belajar Siswa Kelas V SDN Kertajaya IV/210 Surabaya. *FONDIATIA*. 2023 Sep 1;7(3):660–76.

23. Kurniati KN, Watini S. Implementasi Metode Bernyanyi Asyik Dalam Meningkatkan Semangat Belajar Anak Di Raudhatul Athfal Al Islam Petalabumi. *Aksara: Jurnal Ilmu Pendidikan Nonformal*. 2022 Sep 1;8(3):1873.
24. Afiffah SH, Respati R, Hidayat S. PERAN LAGU ANAK TERHADAP PENANAMAN NILAI KARAKTER SISWA DI SEKOLAH DASAR. *Attadib: Journal of Elementary Education*. 2022 Jul 11;6(1):38.
25. Kurniawan A, Rohini R, Triyanto M. Pengembangan Media Lagu Anak-Anak Tentang Pengenalan Huruf Pada Kelas I di SDN 3 Masbagik Utara . *Jurnal Pendidikan Tambusai*. 2021 Oct 2;5(3):6544–51.
26. Arisyanto P, Priyanto W, Untari MFA, Sundari RS. Pengembangan Lagu Anak Berjudul “Kembali ke Sekolah” dan “Tebak Binatang.” *Jurnal Ilmiah KONTEKSTUAL*. 2023 Mar 16;4(02).
27. Aeni AN, Aulia CR, Fauziah LNE, Fernando Y. Pengembangan Lagu “Malaikatku” Sebagai Media Edukasi Mengenalkan Malaikat Allah dalam Islam bagi Siswa Sekolah Dasar. *Jurnal Basicedu*. 2022 Apr 21;6(3):4549–57.
28. EW. Dallion E, Sakmal J, Suhendro PPM, Nurhapsari RE, Aritonang EEP. PENGEMBANGAN LAGU ANAK BERBASIS NILAI KARAKTER RELIGIUS BAGI SISWA SEKOLAH DASAR. *Pendas: Jurnal Ilmiah Pendidikan Dasar*. 2024 Sep;9(3):245–58.
29. Branch RM. *Instructional Design: The ADDIE Approach*. New York: Springer; 2009.
30. Hidayat F, Nizar M. MODEL ADDIE (ANALYSIS, DESIGN, DEVELOPMENT, IMPLEMENTATION AND EVALUATION) DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM. *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*. 2021 Dec 25;1(1):28–38.
31. Mislikhah S. Penanaman Nilai-Nilai Karakter Melalui Lagu Anak. *GENIUS Indonesian Journal of Early Childhood Education*. 2021 Jun 30;2(1):60–74.
32. Lickona T. *Educating For Character : Mendidik Untuk Membentuk Karakter (Bagaimana Sekolah Dapat Mengajarkan Sikap Hormat dan Tanggung Jawab)*. Jakarta: Bumi Aksara; 2012.
33. Ansori YZ. Menumbuhkan Karakter Hormat dan Tanggung Jawab Pada Siswa Di Sekolah Dasar. *Jurnal Educatio FKIP UNMA*. 2021 Jul 3;7(3):599–605.
34. *Kemdikbud. Konsep dan Pedoman Penguatan Pendidikan Karakter Tingkat Sekolah Dasar dan Sekolah Menengah pertama*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia; 2017.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

