

# LEARNING AND SINGING: THEMATIC CHILDREN SONGS IN KINDERGARTEN

**Fajry Sub'haan Syah Sinaga<sup>1</sup>, Esy Maestro<sup>2</sup>, Emah Winangsit<sup>3</sup>, and Yensharti<sup>4</sup>**

<sup>1</sup>Universitas Negeri Padang, Padang, Indonesia, ✉ [fajry.sinaga@fbs.unp.ac.id](mailto:fajry.sinaga@fbs.unp.ac.id)

<sup>2</sup>Universitas Negeri Padang, Padang, Indonesia, ✉ [esymaestro@gmail.com](mailto:esymaestro@gmail.com)

<sup>3</sup>Universitas Negeri Padang, Padang, Indonesia, ✉ [emah\\_winangsit@fbs.unp.ac.id](mailto:emah_winangsit@fbs.unp.ac.id)

<sup>4</sup>Universitas Negeri Padang, Padang, Indonesia, ✉ [estigayens@gmail.com](mailto:estigayens@gmail.com)

## Abstract

Based on Permendikbud No. 137 of 2014, the Early Childhood Education Curriculum was implemented as the basis of education which was divided into eleven themes: (1) Self, (2) My environment, (3) My Needs, (4) Animals, (5) Plants, (6) Recreation, (7) Jobs, (8) Water, Air, Fire, (9) Communication Equipment, (10) Homeland, (11) The Universe. In its implementation, the thematic curriculum cannot be separated from musical activities. This is in accordance with Dincel's (2017) research which explains that children's songs have a great contribution to personality development and make children feel happier so that it can encourage communication and contribute to the cognitive and linguistic development of children at an early age. This study aims to analyze and describe the use of children's songs in thematic learning based on musical activities in each of the themes contained in the 2013 PAUD Curriculum.

**Keywords:** children songs, thematic learning, musical activities

## Introduction

Early Childhood Education is the most basic level of education in the education scheme that applies in Indonesia. One of the educational institutions in early childhood education is kindergarten which is held for children aged 4-6 years. According to neurologists, about 50% of human intelligence capacity occurs when the age of 4 years, 80% occurs when the age of 8 years, and reaches the culmination point of 100% when the age of 8 to 18 years. The age of a child who is a student in early childhood education is a crucial period (golden age) to develop its potential holistically before the child enters the next level of education namely Primary School (Drupadi, Palupi, & Karsono, 2014). In addition to being associated with golden times to develop their potential holistically, the structure of learning in kindergarten based on the 2013 PAUD curriculum was developed into eleven themes as a way to introduce various concepts, topics, and ideas to children as a whole.

According to Permendikbud No. 137 of 2014 Article 7 Paragraph 3, the achievement of child development is an integration of several aspects. These aspects are religious, moral, physical-motoric, cognitive, language, social-emotional, and artistic values. Dincel's study of the value classification of children's songs is based on Schwartz's value, saying that:

*"Children's songs inspire the love of music in children and improve their musical skills and at the same time, teach national values and societal rules, contribute to their personality development, make children feel happier, foster interpersonal communication and particularly contribute to the cognitive and linguistic development of children at early ages. (Keray Dinçel, 2017)"*

Children's songs have a great contribution to personality development and make children feel happier, so that it can encourage communication and contribute to the cognitive and linguistic development of children at an early age. According to Sinaga, Thematic Learning that uses songs as learning media makes students easier to understand the topic (S. S. Sinaga, 2010). Through learning with children's songs, it is very suitable with the development of kindergarten children because the lyrics contain educational messages, so in early childhood education, music is very important to improve children's development. Kindergarten is the best place to play, sing, draw, dance and study with friends of his age, some of these things are included in activities called musical activities. In addition, kindergarten is a place for children to train and develop their creativity.

Music from the word *muse*, which is one of the gods in Ancient Greek mythology for branches of art and science; god of art and science. Meanwhile, according to Taylor (Yosep, 2014) music is an artistic expression

with sounds or melodies from rhythmic musical instruments, or harmonious tones. Music is believed to affect brain development early in life because of its easy to shape. Singing is one of the activities that show important skills in music learning activities and is the earliest step in music education. Children's songs can represent a contextual learning in accordance with the theme of learning (F. S. S. Sinaga, 2016).

The basic elements of music are, (1) rhythm that is the tone with regular and measurable sound emphases, (2) melody, which is the sound of a number of tones that are interconnected into a melody, (3) lyric, namely the words of language which is combined in a musical work, and (4) dynamic, namely a strong, soft sound volume, and gradual change from strong to soft and the opposite.

According to (S. S. Sinaga, 2010) Thematic learning emphasizes the application of the concept of learning while doing something (learning by doing). In this case the role of the teacher is needed to package the learning experience so that it becomes a more effective learning process. Thematic learning is one of the learning models used in kindergarten, thematic learning has characteristics such as: (1) student-centered; (2) provide direct experience; (3) learning takes place in an integrated manner; (4) presents the concept of various knowledge; (5) is flexible; and (6) learning outcomes in accordance with the interests and needs of students. Music has textual value that can help students learn a song (Syah, 2013).

One of the kindergartens in Padang that has implemented the 2013 PAUD curriculum as a learning reference is Pembangunan Labor UNP Kindergarten. This kindergarten is an affiliate of several formal elementary schools - junior high school and high school named Pembangunan Labor School. The purpose of this study was to analyze and describe children's songs used in learning in accordance with the themes in the 2013 PAUD curriculum. The Sendratasik Department has several educational courses. "School Music" requires students to directly teach music at school. Based on preliminary observations, it was found that song preferences were very lacking. Based on the 2013 Early Childhood Education curriculum, the use of songs is very important to convey the theme of learning. This study wants to ascertain how many song references are used in conveying messages contained in each theme. Researchers also want to write and describe songs that are used as teaching materials in each of these themes.

## **Method**

This research is located in the Pembangunan Labor UNP Kindergarten, located on Jalan Prof. Dr. Hamka UNP Padang, West Sumatra. Educational research is an activity that is directed towards the development of scientific knowledge about events that draw attention to education. The aim is to find general principles, namely the interpretation of behavior that can be used to explain, predict, and control events in the educational environment (Margono, 2005).

The research approach used is descriptive qualitative which means that the interpretation of the content is made and arranged systematically and comprehensively (Miles, Huberman, & Saldana, 2013). The data obtained in the form of words and pictures, behavior is not expressed in numbers or statistical numbers, but remains in qualitative form with a thick description. The method used to collect data is observation, documenting the song and the learning process in the classroom. The Musicology approach was used in this study to analyze the form of children's songs in the Labor UNP Kindergarten. The song has a predictable structure or framework. Discrete sounds are termed units. Several different sounds or units are arranged in a phrase (Darling, 2018).

## **Results and Discussion**

Essentially learning must last a lifetime. To create a quality generation, education must be done from an early age, in this case through kindergarten, namely education aimed at children aged 4-6 years. Because at this time is the golden age. Therefore, education should be built with four pillars: Learning to Know, Learning to Do, Learning to Be, and Learning to Live Together.

Thematic learning in Pembangunan Labor UNP Kindergarten based on the 2013 PAUD curriculum is divided into eleven themes: (1) Self, (2) My Environment, (3) My Needs, (4) Animals, (5) Plants, (6) Recreation, (7) Jobs, (8) Water, Air, Fire, (9) Communication Equipment, (10) Homeland, (11) The Universe. In practice, they always use children's songs to explain topics from each of these themes.

1. Self

The theme itself consists of three sub-chapters, namely self-identity which explains about yourself, members of the body that explain the members of the human body, and the five senses. After learning about this self-theme, students are expected to be able to give thanks, respect for themselves, and others. Students are also required to be able to live a healthy life, have a high curiosity, be creative, have confidence, have a patient, independent nature, recognize themselves, be able to adjust wherever they are and are able to reflect manners in their neighborhood.

Notation 1. Dua Mata Saya.  
*transcribed by: Fajry Sinaga, 2018*

In the song "Dua Mata Saya" the lyrics contain knowledge about the limbs that we have that we have two eyes, one nose, two legs, two ears and one mouth so that the teacher can introduce the members of the body through this song.

2. My Environment

This environmental theme is divided into four sub-chapters consisting of family, home, school, and neighboring environments. In this environmental theme, students are taught to be able to recognize everything that is in the surrounding environment such as their family, neighbors, place of residence, and the school where they study. Thus, students are able to distinguish how attitudes are in the family environment, in the school environment and in the neighborhood.

Notation 2. Rumahku.  
*transcribed by: Fajry Sinaga, 2018*

Before singing the song "Rumahku" the students were first explained about the form of houses and buildings such as schools, offices, places of worship and others. After students know the shape of the house, school and other buildings, the teacher teaches this model song to students. Through the song "Rumahku", students get an additional vocabulary that raises students' curiosity about words they have not understood, so the teacher will explain what students have not understood.

### 3. My Need

Basically, every human being has unlimited and diverse needs, so that every human being needs to know what he needs. Therefore, one of the themes in education in kindergarten is about need. The theme of my needs is divided into five sub-themes, namely food, drink, clothing, cleanliness and security. In this environmental theme, students are taught to know everything that humans need to sustain life and to obtain life's welfare. These needs include the need for food and drinks, clothing (clothing), the need for personal hygiene and the environment and the need for life welfare.

Notation 3. Ayo Makan Bersama.  
*transcribed by: Fajry Sinaga, 2018*

The song "Ayo Makan Bersama" aims to teach how to wash hands properly and students do not forget each before eating they must wash their hands. When you eat, you should not speak or laugh. This song teaches the importance of maintaining hygiene for health.

### 4. Animals

Animals are animate creatures that are able to move (move places) and are able to react to stimulation. But, animals do not have reason like humans. There are many animals found around our neighborhood. Therefore, to find out animal names and grouping these animals, one of the themes in teaching kindergarten children is the theme of animals. The animal theme consists of three sub-themes, namely the theme of land animals, aquatic animals, air animals. So hopefully after studying this theme, students are able to distinguish animals that live on land, in water and in the air.

Notation 4. Kupu-Kupu.  
*transcribed by: Fajry Sinaga, 2018*

The song "Kupu-Kupu" includes songs that are quite long, but easily understood by students. The language used is also increasingly varied so that it can add vocabulary to students. This song is often used during the final activity, where students have started to feel bored. By singing the song "Kupu-Kupu" the child will be excited again.

### 5. Plants

In kindergarten learning is taught the theme of plants. The goal is to distinguish between ornamental plants, shrubs, tree plants. There are three sub-themes in the theme of plant themes, namely ornamental plants, shrubs, tree plants. So that students are expected to be able to distinguish each type of plant.

**Lihat Kebunku**

Pak Kasur

Notation 5. Lihat Kebunku.  
*transcribed by: Fajry Sinaga, 2018*

The song "Lihat Kebunku" is very suitable for students because the melody is pleasant to listen to and imitated. In addition to teaching the names of plants, in the song lyrics contain educational messages, namely introducing colors and also introducing how to maintain plants to keep them beautiful by watering plants every day.

### 6. Recreation

Recreation is an activity carried out to refresh one's body and spirit. After being tired of learning in one week, there needs to be recreation so that the brain is not too tired because it keeps thinking. Therefore, in kindergarten there is thematic learning about recreation. After studying the theme of recreation, a child is expected to be able to name anything that is related to recreation. In this theme, there are five sub-themes, namely vehicles, mountains, coastal areas, equipment, recreation. Songs taught to children have an effect in the future. So the teacher must be creative and selective in choosing or developing teaching materials (Gul & Bozkaya, 2015).

**Kereta Api**

Ibu Sud

Notation 6. Kereta Api  
*transcribed by: Fajry Sinaga, 2018*

The song "Kereta Api" created by Ibu Sud can introduce children to transportation, train stops and how the train sounds. In the poem also contains elements of recreation and training the child's imagination. Based on information, when practice the song "Kereta Api" the teacher demonstrated the song by marching while walking like a train accompanied by the applause of the giver. Children are told to march in a row while walking and singing the song "Kereta Api".

### 7. Jobs

Work is the main human activity for his life. Work is also a relationship that involves two parties who need each other. Early childhood children must know what jobs are in their surroundings. Therefore, in kindergarten is taught the theme of work which consists of three sub-themes, namely the type of work, place of work, employment benefits. In the song "Tukang Kayu" gives students knowledge about the work of a carpenter and how to cut wood.

Notation 7. *Tukang Kayu*.  
transcribed by: *Fajry Sinaga, 2018*

The meaning of character education is everything that is done by the teacher to influence the character of students. Or in other words the efforts made by educators to help children understand, maintain and behave in accordance with the values of applicable rules (Ministry of National Education, 2010).

### 8. Water, Air, Fire

Water, air and fire are always related to human life. Without all three, human life would be disturbed. Therefore, in early childhood is very much needed understanding of water, air and fire such as the nature and usefulness in human life. so one of the themes in thematic learning in kindergarten is water, air and fire and their respective benefits.

Notation 8. *Balonku*.  
transcribed by: *Fajry Sinaga, 2018*

After singing "Balonku", students recognize colors through song lyrics supported by pictures. In addition, students can know the description of substances in the form of air, and know numbers. In the lyrics of the song, students are introduced to the new vocabulary.

9. Communication Equipment

Communication tools are all media used to disseminate or convey information, be it information to one person or to many people. Communication tools also not only convey information, but also to produce information. The media used in communication are two, namely electronic media, print media. In early childhood education, it needs to be taught what media is capable of conveying information and differentiating and classifying which electronic media and print media. In thematic lessons in kindergarten, there are two sub-themes studied, namely print and electronic media.

**Tukang Pos**

kring kring pos a ku tu kang pos ra jin se ka li

4 su rat ku an tar na ik se pe da se mu a ru mah

7 a ku da tang i ti dak ku pi lih

9 mis kin dan ka ya kring kring

Notation 9. *Tukang Pos.*  
transcribed by: *Fajry Sinaga, 2018*

10. Homeland

Homeland is a term used by the Indonesian people to refer to all Indonesian countries consisting of land and sea. This term is based on the concept of archipelago insight which is formed from the condition of Indonesia as the largest archipelagic country in the world. In this day and age, there are many students who do not understand how the homeland of Indonesia, so that the sense of participation and defense of the nation is very low. This is evidenced by the fewer students who know and memorize Indonesian national songs. therefore, it is necessary to instill a spirit of patriotism in children from an early age. Therefore, in kindergarten schools students are taught about Indonesian homeland. in the homeland theme, there are several sub-chapters that must be known, namely my country, life in the city, life in the village.

**Desaku Yang Kucinta**

L. Malik

de sa ku yang ku cin ta pu ja an ha ti ku tem pat a yah dan

7 bun da dan han dai to lan ku tak mu dah ku lu pa kan tak mu da ber ce

13 rai se la lu ku rin du kan de sa ku yang per mai

Notation 10. *Desaku Yang Kucinta.*  
transcribed by: *Fajry Sinaga, 2018*

## 11. The Universe

The universe is a term used to describe a large room in which there is a biotic and abiotic life and there are all natural events that can be expressed by humans or not. Some of the things in the universe are earth, sun, moon and stars, sky and natural phenomena and so on. An early age child should know and know what examples can be seen and felt that are part of the universe. Therefore, in learning in kindergarten, asiswa is also introduced to the theme of the universe which consists of several themes namely earth, sun, moon and stars, sky and natural phenomena

**Bintang Kecil**

Daljono

Bin - tang ke - cil di la - ngit yang ting - gi

A - mat ba - nyak meng - hi - as ang - ka sa

A - ku i - ngin ter - bang dan me - na - ri

Ja - uh ting - gi ke tem - pat kau ber - a -

Notation 11. Bintang Kecil.  
*transcribed by: Fajry Sinaga, 2018*

The song "Bintang Kecil" is a famous song in all circles, almost everyone knows and can sing the song, therefore the teacher also uses the song "Bintang Kecil" for learning. In giving the theme material of the universe, the teacher introduces the forms of the moon, stars, the sun usually by giving examples of images then students are told to draw these celestial objects.

## Conclusions

Based on the results of research and discussion about the use of children's songs in thematic learning in "Pembangunan Labor UNP" Kindergarten, it can be concluded that children's songs are used to convey educational messages in thematic learning. At the beginning of the lesson the teacher reads the text or song lyrics then the students mimic the song lyrics taught. After students can memorize the lyrics, the teacher sings songs accompanied by a clapping movement as a giver of beats and expressions in accordance with the contents of the theme to be taught, after which the teacher guides students to imitate what the teacher has taught and done repeatedly.

The use and development of children's songs performed by the teacher in the learning process can increase the number of children's songs according to the theme of learning, can also be used as learning media that support the message of the learning theme. The selection of children's songs used in the thematic learning process can be adapted to the theme being discussed and the model songs controlled by the teacher. The model song is a song that contains educational messages and is suitable for early childhood.

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