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## Investigating the Application of Singing Method in Learning State Primary School

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### Info Article

Received: 10 Jul 2021

Revised: 10 Aug 2021

Accepted: 11 Sep 2021

OnlineVersion: 20 Oct 2021

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### Abstract

This research investigates the application of the singing method in learning in class II of SD Negeri 35/I Tebing Tinggi with a focus on the teacher's efforts in creating a pleasant learning atmosphere and increasing student involvement. Qualitative research methods are carried out through observation, interviews and data analysis of learning using the singing method. The research results show that lesson planning is key in implementing this method, with teachers choosing songs that suit the characteristics of students and learning material, as well as changing song lyrics to suit the content of the material. In addition, the introduction of songs and the addition of simple movements become an integral part of the learning process. It was found that students showed a positive response to the singing method, became more active, enthusiastic, and did not feel pressured in learning. The novelty of this research lies in a creative approach to learning that attracts students' attention, increases their participation, and encourages better understanding of the material. The practical implication is that teachers need to pay attention to careful learning planning to implement the singing method effectively, thereby creating a positive learning environment and strengthening student learning outcomes.

Keywords: Application; Investigating; Singing Method

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## INTRODUCTION

Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards, especially Article 12, emphasizes the importance of an interactive, inspiring and enjoyable learning atmosphere. In this context, learning must be able to motivate students to actively participate, develop creativity, and explore their talents and interests (Aryani et al., 2019; Sunhaji, 2021). Teachers have the responsibility to create a learning environment that is appropriate to the development of students to ensure the effectiveness and success of learning (Ewit, 2021; Siang et al., 2017). Educational process standards for primary and secondary schools, as regulated in Minister of Education and Culture Regulation No. 22 of 2016, highlights the importance of learning methods in achieving learning goals. Using appropriate methods can make it easier for students to understand the material, while inappropriate methods can result in boredom and decreased motivation to learn. Therefore, learning design must pay attention to positive and enjoyable activities, as well as suitability of methods to the characteristics of students (Sutrimo, 2021; Wireko-Gyebi et al., 2020).

Learning is carried out based on a learning plan that has been prepared by the teacher which is adapted to the conditions and learning situation, this is done so that the teaching materials and assessments are in accordance with the development stage of the students. Low class students still have

a low level of focus in listening to the material provided by the teacher, therefore teachers must try to implement an interesting, fun and effective learning process. The learning characteristics of students in the lower classes are learning in the lower classes relies on concrete learning, which means that the learning carried out can be touched, seen, heard and can be moved (Rosita, 2021; Suardana et al., 2018; Witri & Fitriani, 2020). Lower class children cannot differentiate learning concepts so the children still see learning as a whole, not separated (Anggara, 2021; Nurmaliah, 2020). Lower class children are still in the learning stage from the simple and then gradually progressing to the more advanced (Daniel, 2016; Wahyuni, 2021).

Teachers who are creative, friendly and fun are more liked by students, compared to teachers who are stiff and like to get angry. A teacher's job is not only limited to giving lessons, but also teaching students to be able to learn according to their interests and abilities (Laurens et al., 2018; Nistiyana & Nafisyah, 2021). Teachers are responsible for guiding students through diverse learning experiences, creating a conducive learning atmosphere, and using appropriate learning methods and media (Anwar, 2019). Learning success is determined by the teacher's ability to facilitate the students' learning process, including choosing fun and effective methods (Harahap, 2020; Husnaini & Chen, 2019; Rezki, 2020).

Learning methods are the key to achieving learning goals by providing good interaction between teachers and students. Balanced communication between the two will make learning more fun and active (England et al., 2020; Qoryana, 2020). A successful method is one that is able to lead students to achieve learning goals and change their cognition, attitudes and skills (Pertiwi, 2019; Rusliani, 2020). One interesting learning method is the singing method. Singing creates a cheerful and enthusiastic learning atmosphere, triggers optimal stimulation of children's development, and adds an aspect of fun to learning (Demchenko et al., 2021; Juita, 2020). The use of the singing method by teachers at SD Negeri 35/I Tebing Tinggi has produced a positive effect, increasing students' enthusiasm for learning and making the class atmosphere more active.

Research on the application of the singing method in learning in class II of SD Negeri 35/I Tebing Tinggi is expected to provide further understanding of the effectiveness of this method. Thus, it is hoped that this research can provide theoretical and practical benefits for the development of the learning process, both for researchers, teachers and students. Research on the application of singing methods in learning in class II of SD Negeri 35/I Tebing Tinggi has important implications in the context of educational development. By understanding more deeply the effectiveness of the singing method, educators can integrate this approach into their learning practices to create a more dynamic and enjoyable learning environment for students. The aim of this research is to describe in detail the application of the singing method in the learning context in class II, so that the results can provide practical guidance for teachers in improving the quality of learning and providing benefits for students' academic progress and development.

## **RESEARCH METHODS**

### ***Research Design***

This research was designed to investigate the application of the singing method in learning in class II of SD Negeri 35/I Tebing Tinggi. In this design, a qualitative approach was chosen to enable an in-depth understanding of teachers' experiences in using singing methods. A phenomenological approach was used to explore the situation in the field through the conscious and deliberate experience of Mr. Suharto, the teacher of class II A at the school. The qualitative approach provides space for a broader and deeper understanding of how the singing method is applied in the classroom II learning context.

### ***Research Target/Subject***

This research aims to describe in detail the application of the singing method in learning in class II of SD Negeri 35/I Tebing Tinggi. The research subject was a class II A teacher, namely Mr Suharto,

who had experience in using singing methods in learning. Through his experience and views, it is hoped that a rich and in-depth understanding can be gained about the effectiveness of this method in creating a dynamic and enjoyable learning atmosphere.

### ***Research Procedure***

The research procedure consists of several stages which are arranged systematically to achieve the research objectives. The preparation stage includes preparing instruments based on the research objectives and type of data to be collected. Then, the implementation stage is carried out by collecting data through interviews, observation and documentation. The collected data is then compiled and analyzed at the completion stage to gain a comprehensive understanding of the application of the singing method in learning.

### ***Instruments, and Data Collection Techniques***

The research instrument consists of observation sheets, interview grids, and documentation. Observations were carried out to get an idea of the planning and implementation of learning using the singing method. Unstructured interviews were used to obtain teachers' views and experiences regarding the use of this method. Documentation in the form of photos, writing or video is used as complementary data to support analysis (Yulisot et al., 2017). This data collection technique was chosen to obtain in-depth and holistic information about the application of the singing method.

### ***Data analysis technique***

Data analysis was carried out using data reduction techniques, data presentation and drawing conclusions. At the data reduction stage, the collected data is sorted and focused on important aspects that are relevant to the research objectives (Wulandari, 2020). Furthermore, the data is presented in descriptive form which makes understanding and analysis easier. Conclusions are drawn based on the results of the analysis to answer research problems and achieve overall research objectives. This data analysis technique was chosen to ensure that the research results can be understood comprehensively and are useful in a learning context.

## **RESULTS AND DISCUSSION**

The research was conducted in class II A of SD Negeri 35/I Tebing Tinggi in the odd semester, using a qualitative approach. The research subjects were teachers who carried out face-to-face learning at school using the singing method. The focus of the research is the planning and implementation of singing methods by class II A teachers, with the aim of describing this implementation. The data collection techniques used were interviews, observation and documentation, with data obtained during the research period. In the preparation stage, the teacher prepares a Learning Implementation Plan and chooses songs that are appropriate to the learning material (Yulisot et al., 2017; Zesra, 2020). The process of using the singing method is adjusted to the learning material and objectives, as well as the characteristics of the students.

The application of the singing method begins with initial activities such as prayer and attendance, followed by singing songs that are relevant to the learning material. Teachers also use simple movements to increase student involvement. During the learning process, the teacher links the material with singing activities to clarify concepts. Closing activities involve reinforcing material and directions for the next lesson.

The results of observations and interviews show that teachers prepare singing methods by choosing appropriate songs and creating lyrics that are relevant to the material. During implementation, the teacher integrates songs with learning material and uses a variety of movements to maintain student involvement. The application of this singing method shows that there is a close relationship between singing activities and understanding of learning concepts.

The results of interviews at the implementation stage showed that the teacher carried out learning activities using the singing method appropriately and in a fun way. The teacher chooses songs that are appropriate to the learning material, changes the song lyrics if necessary, and pays attention to the child's positive response to this method. Teachers also pay attention to the characteristics of students in choosing songs and accommodate their needs with simple body movements. The application of the singing method is carried out by considering the learning objectives and characteristics of the child. Children show a positive response to this method, looking enthusiastic and happy in singing. The teacher also pays attention to children who are not moving enough by providing simple movements that are adapted to the song being sung.

Sometimes, teachers experience problems in implementing the singing method, especially in finding songs that suit the learning material. However, teachers still try to make learning interesting and relevant by creating their own songs or adapting existing songs. In discussing learning planning, teachers pay attention to several factors such as learning objectives and student characteristics (Fadila, 2021; Sukendar et al., 2019). The singing method was chosen because it was considered to create fun learning and suit the characteristics of class II children. Careful planning includes selecting songs, preparing body movements, and replacing song lyrics that are relevant to the learning material.

Research on the application of the singing method in class II of SD Negeri 35/I Tebing Tinggi highlights that this method has a positive impact on students, making them more enthusiastic about learning. Teachers use several stages of implementation, including initial, additional, and assessment activities, all of which are designed to maximize students' learning experiences. This method has proven effective in increasing student participation and involvement in learning. Using the singing method brings benefits to students, such as increasing enthusiasm for learning, reducing anxiety, and increasing self-confidence. Teachers are expected to prepare lessons well, including careful planning and application of appropriate methods, to create an effective and enjoyable learning environment for students.

This research can be useful for teachers to find out one method that is quite successful in lower grades which is used to achieve the objectives of the learning material and also generate enthusiasm for learning and enthusiasm in students so that class II A children become active. There is an adjustment to the characteristics of students by using the singing method carried out by class II A teachers so that learning can run effectively, efficiently and be fun.

One of the new findings from this research is the use of a singing method combined with changing song lyrics according to the learning material, which is able to increase student involvement, create a pleasant learning atmosphere, and facilitate better understanding of the material. This method has a positive impact on class II students, making them more active, enthusiastic, and able to remember the material better. The combination of interactive learning and the use of songs that are familiar to students shows great potential in increasing the effectiveness of learning at the elementary level.

## **CONCLUSION**

Based on the results of observations and interviews regarding the application of the singing method in learning in class II of SD Negeri 35/I Tebing Tinggi, it can be concluded that teachers need to carry out learning planning to achieve learning goals and create a pleasant learning atmosphere. The singing method is used by selecting songs that suit the characteristics of the students and changing the song lyrics according to the learning material. The learning process starts from introducing songs to adding simple movements. In the context of class II or lower class, this method makes students more enthusiastic and active in learning without feeling pressured or stressed. Through good planning, teachers can more easily carry out learning in accordance with previously set objectives, strengthening the concept of effective learning.

## ACKNOWLEDGMENTS

Thank you to all class II teachers at SD Negeri 35/I Tebing Tinggi who have provided collaboration and the opportunity to conduct this research. Without their support and participation, this research would not have become a reality.

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