



The Value of Thematic Song Lyrics Character Education in 2013 Curriculum Books as a Praxis-Implementative Reference to Art Creation (Music)

Yulianti Fitriani¹✉, Novi Listiyani², Dedy Satya Hadianda³, Gempur Sentosa⁴

¹ PGSD Serang Study Program, Indonesian University of Education, Bandung, Indonesia

² Primary School Teachers, SDN Serang 9, Serang City, Indonesia

³ Karawitan Art Study Program, Indonesian Cultural Arts Institute, Bandung, Indonesia

⁴ Karawitan Art Study Program, Indonesian Cultural Arts Institute, Bandung, Indonesia

✉ yuliantifitriani@upi.edu

Abstract. This research was conducted because of the urgency of the need for a practical and practical reference to music creation that can be used by art creation students in carrying out the process of character development through thematic song lyrics contained in the 2013 curriculum book. On that basis, a strong foundation is needed to find values the value of character education in the lyrics of the songs is based on 18 character education values formulated by the Ministry of National Education (2010) consisting of; religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the motherland, respect for achievement, friendship, love for peace, love to read, care for the environment, care social and responsibility. The focus of research is focused on determining the character values that are reflected in the lyrics of thematic songs and obtaining a list of thematic songs along with the content of character education values that can be used as a reference in making music. The research method used is content analysis with a descriptive analytic approach. The results obtained in the form of an explanation of data analysis about the values of character education that appears from each song lyrics. So that it can be recommended to students of art creation to be able to consider the use of the value of character education found in the process of creating as a practical and practical reference .

Keywords: Values, character education, thematic songs, 2013 curriculum, music creation.

INTRODUCTION ~ One of the functions of education according to Jamalus and Busroh is to introduce children to the environment. That is why we must provide music teaching to children. By studying the songs that appeared at a certain time in the past, we will be able to guess or even know how the level of civilization prevailing at that time. This is the second reason why children must receive music teaching, namely so that they can learn and know the culture of our nation in the past (in Mack, 1996, pp. 5-6).

Music is a praxis activity that requires music performers to make concrete movements involving the body physically, psychologically, and physiologically. Why

is this, we can remember when the body feels a sound or even a sound that is responded to spontaneously or consciously will move to follow the abstract pattern (the presence of tension waves and vibrations) of the sound/sound. Because as a praxis activity, finally a common understanding of music emerged that was seen as limited to *skills* that did not correlate with science.

In fact, according to Setiawan (2017, pp. 93-94) Music teacher skills in teaching, for example, should not first be based on his skills in playing music as an instrumentalist, but whether he does have a commitment to "music as a production of knowledge" itself, bearing in mind that a teacher's task



ICEE-2

is not merely a transfer of skills (the teacher is not instructor), but creatures who are insightful to guide students to recognize the basic elements of music as one of the doors to character education. Then the teacher has a double burden, either as a *tutor*, or guide.

Highlighting Setiawan's argument, what happened in the field (especially in the context of elementary school teachers) actually does not fully reflect these two abilities; skilled and broad-minded. The most basic elements of music, such as; melody, rhythmic, harmony, shape, sound color, dynamics and tempo are not yet fully accepted by the lesson for students. This is a good opportunity to be developed by teachers in creating concepts / creative ways of learning. Thus, the framework of music education programs in schools will also be built and can synergize with other subjects and enrich scientific insights in the world of education. This is explained by Choksy, Abramson, Gillespie and Woods (1986, p. 115) that:

*The basic elements of music (rhythm, melody, harmony, form, tone color, dynamics and tempo) are presented to students through various cycles of experiences involving **singing**, playing instruments, **listening**, movement, creative expression, and **music reading**. A continuous sequence of learning at all grade levels involving these basic experiences will be presented in the student's education so that **he can***

develop useable concepts about the structure of music.

From fragments of words in bold in the statement of Choksy et al. above, it can be concluded that learning music for students at least there are 3 abilities that can be developed, namely; singing, listening and reading music, so that the sustainability of music learning can continue through the conservation process in the form of musical notes / repertoire of music for generations (will not experience extinction). Thus, music manuscripts in the form of sheet music / notation become an important part to be maintained. Hardjana reinforced this opinion with his view that, "In this way, sheet music as a written musical document can be read by anyone who understands music and can read the notation" (2003, p.83). It is as if only the music teacher can translate Hardjana's statement, so this research wants to dismiss the ordinary paradigm of reading difficult musical notation. By optimizing the creativity already possessed by the teacher, of course, we will get changes for the sake of change towards improvement. This is in line with Fitriani, who states that, "the more often a teacher performs creative actions in the learning process, the richer the creative thinking of learning can be internalized in education (2015, p.6).

Moreover, he has not yet glanced at art, especially the art of music as a science that contributes to instilling the value of character education to shape one's character and character.



ICEE-2

Character education is an important part in the world of education. So, the values in character education should be introduced and instilled to children as early as possible. One way to shape children's character is by introducing children's songs that contain positive values and moral messages in them. The moral values inserted in the lyrics of children's songs are intended to educate the psychological development of a child.

This research is a continuation of previous research, which began with a deep anxiety about the condition of music art learning that was carried out in elementary schools, especially in public elementary schools where there was no focus on human resources in the arts.

Of all the SBdP lessons that were successfully detected as cases, learning music based on theme-based songs contained in the book was not yet fully conveyed. So sue yourself to be able to develop positive contributions to make alternative ways so that music can awaken for teachers and students. Referring to the current curriculum in Indonesia, namely the 2013 curriculum/national curriculum (K-13/ Kurnas) where the development contained in music art teaching materials is in one group of intradisciplinary art and culture (SBdP), so Music art teaching materials have not been fully conveyed. Plus teachers who are responsible for teaching are a classroom teacher who incidentally teaches more than two subjects.

Then, research is done because of the urgency of the need for a reference praxis-implementable creation of music that can be used by students of artistic creation in the process of character development through thematic song lyrics contained in the curriculum book of 2013. On that basis, it needs a strong foundation for find character education values in the lyrics of the songs based on 18 character education values formulated by the Ministry of National Education (2010) consisting of; religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the motherland, respect for achievement, friendship, love for peace, love to read, care for the environment, care for the social and responsibility.

Therefore, two main focus points in this research were formulated, including: What are the character values reflected in the lyrics of thematic songs? and What are the thematic songs list along with the contents of character education values that can be used as references in creating music?

Based on these formulations, the purpose of this study was (1) Determination of character values are reflected in the lyrics of the songs thematic; (2) Obtained a list of thematic songs along with the contents of the value of character education that can be used as a reference in creating music.



ICEE-2

METHOD

The research method used is content analysis with a descriptive analytic approach.

According to Krippendorff (1991) Content analysis is a research technique for making inferences that can be replicated (authentic) and validated by observing the context of the data. The type of research approach chosen is descriptive analysis, while the understanding of descriptive analytical methods according to (Sugiono: 2009; 29) is a method that serves to describe or give an overview of the object under study through data or samples that have been collected as they are. In other words, analytical descriptive research takes the problem or focuses on the problems as they were when the research was conducted, the results of the research are

then processed and analyzed to draw conclusions.

The author uses descriptive analysis method because it is suitable to know the phenomena that are currently taking place. So to find out and determine the character values that are reflected in the lyrics of thematic songs, as well as to obtain a list of thematic songs along with the contents of character education values that can be used as a reference in making music.

RESULTS

Obtained results in the form of an explanation of the determination of character values reflected in the lyrics of thematic songs emerge from every song, and obtaining a list of songs and their thematic content of the educational value of characters that can be referenced in the musical work.

Table 1. Development of Interpretation of Character Education Values

No	The value of character education	Description	Development of Interpretation
1	Religious	Obedient attitudes and behaviors in implementing religious teachings Tolerant to the implementation of other religious worship and living in harmony with followers of other religions	<ul style="list-style-type: none">• Admire the greatness of God through His creation• Grateful for what God has given• Do not disturb friends of different religions in worship• Thanking you by being friendly and behaving well towards his fellow creatures• Manifesting gratitude to God with words and deeds• Awareness that every soul will surely die
2	Honest	Behavior that is based on efforts to make himself as a person who can always be trusted in words, actions	<ul style="list-style-type: none">• Said correctly according to the facts• Not lying and betraying• Act according to what



ICEE-2

		and work	should be done
3	Tolerance	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others that are different from him.	<ul style="list-style-type: none"> • Don't mock a different friend from him • Appreciating differences of opinion by not considering himself the most correct
4	Discipline	Actions that exhibit orderly behavior and comply with various rules and regulations	<ul style="list-style-type: none"> • Discipline in terms of time, not late in doing something • Comply with the rules / advice / provisions contained in the family, school and community
5	Hard work	<i>Behavior that shows earnest effort in overcoming various learning barriers and assignments, and completing tasks as well as possible.</i>	<ul style="list-style-type: none"> • Perform earnestly and not lazy about a duty and responsibility both at home, at school and in the community • Not easily give up
6	Creative	Think and do something to produce a new way or result from something you already have.	<ul style="list-style-type: none"> • Produce an idea or product from the results of their own thinking • Use goods that are in the environment so that they have use value and or are economical
7	Mandiri	Attitudes and behaviors that are not easy depend on others in completing tasks.	<ul style="list-style-type: none"> • Doing tasks / things without the help of others.
8	Democratic	How to think, behave and act that assesses the same rights and obligations of himself and others.	<ul style="list-style-type: none"> • Respect the opinions of others • Listen to other people's opinions • Discuss to choose the chairman
9	Curiosity	Attitudes and actions that always try to find out more deeply and extensively from something that is learned, seen, and heard.	<ul style="list-style-type: none"> • No shame in asking to know something that he doesn't know • Ask about what has been seen, heard and read from various events, as well as print and non-print media
10	Spirit of nationality	A way of thinking, acting and having insight that places the interests of the nation and the state above self and group interests.	<ul style="list-style-type: none"> • Maintain the good name of yourself, parents, school, religion, nation and state. • Practicing the values in Pancasila • Reward the services of heroes by learning
11	Love the country	Ways to think, behave and act that show the highest loyalty, care and respect for the language, physical environment, social, cultural, economic, and political aspects of the	<ul style="list-style-type: none"> • Acknowledge that he is an Indonesian child • Admire the natural wealth, geographical location and culture of Indonesia • Use and consume goods and food from Indonesia



ICEE-2

	nation	<ul style="list-style-type: none"> • Appreciate the services of the heroes by studying hard • Studying regional culture • Respect the language by communicating in good Indonesian
12	Appreciate Achievement	<p>Attitudes and actions that encourage him to produce something that is useful for society, and acknowledge, and respect the success of others</p> <ul style="list-style-type: none"> • There is a desire to copy the achievements made by others • Appreciate the achievements that other people get by congratulating or complimenting them • Train hard to produce achievements in academic and non-academic fields that will provide benefits for themselves, their families, schools and society • Tells of the achievements he achieved • Acknowledge one's achievements by telling others • Respect the traditions and work of the surrounding community
13	Friendly and communicative	<p>Actions that show pleasure when talking, hanging out and working together with others</p> <ul style="list-style-type: none"> • Friendly • Happy to be friends with anyone • Not choosing friends to hang out with • Have lots of friends • Happy to tell about something good
14	Love peace	<p>The attitude of words and actions that cause others to feel happy and safe in his presence</p> <ul style="list-style-type: none"> • Behave and say that will make others happy for their actions and actions • Treat friends / people around him well • Creating an atmosphere free of conflict and disruption
15	Like to read	<p>The habit of providing time to read various readings that provide virtue for him.</p> <ul style="list-style-type: none"> • Provide a special time to read a book / other reading • Not lazy to read the writing or reading that has been assigned
16	Environmental care	<p>Attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has already occurred.</p> <ul style="list-style-type: none"> • Caring for and planting plants • Take care and maintain pets • Does not pollute the environment • Be aware and immediately take hygiene measures such as sweeping when they see the dirty environment
17	Social care	<p>Attitudes and actions that always want to provide assistance to other people</p> <ul style="list-style-type: none"> • Give help to others (both known and unknown) according to their abilities

	and communities in need.	<ul style="list-style-type: none"> Concerned about the safety of himself and others around him having and showing feelings of affection, loving and being full of tenderness
18	Responsible The attitude and behavior of a person to carry out their duties and obligations, which he should do, towards oneself, society, the environment (natural, social and cultural), country and God Almighty	<ul style="list-style-type: none"> Perform the tasks that become its obligation Responsible for the garbage used to eat food by throwing it into the trash

DISCUSSION

The result of the study presented in tabular form, where the first table, the contents contain 18 values of character education and each description of the value of character education, and also includes the development of interpretation constraints of the existing values of character education. In the discussion,

load some examples of the children's song contained in the book of thematic curriculum in 2013 for analyzed what the character values implied or explicitly contained in the lyrics of the song.

The following are some examples of children's songs in the 2013 curriculum thematic books analyzed in this study:

PELANGI

Ciptaan : A.T Mahmud

Do = C

NB : Lagu "Pelangi" terdapat juga di kelas 2 tema 3 tugasku sehari-hari

Figure 1. Rainbow (Pelangi) Song

The song Pelangi is included in the thematic books class 2 theme 3 My daily

tasks (in the Integrated Thematic Book, 2017). In the lyrics of "Pelangi-pelangi

ICEE-2

ciptaan Tuhan", contained the value of admired above all the beauty that God
character religious expression which is created on this earth.

BANGUN TIDUR

Ciptaan : Pak Kasur

Do = C

0 0 05 1̄3̄ 5̄ 6̄3̄ 5̄ 4̄ 2̄ . 05 7̄2̄ 4̄ 4̄6̄ 5̄ 4̄

Ba-ngun ti - dur ku te-rus man - di ti-dak lu - pa meng-go-sok gi -

5 3 . 05 1̄3̄ 5 6̄3̄ 5 4 2̄ . 05 7̄2̄ 4̄ 4̄6̄ 5̄ 7̄ i...

gi ha-bis man - di ku to-long i - bu mem-ber-sih-kan tem-pat ti-dur ku

Figure 2. Wake Up (Bangun Tidur) Song

Wake up song, also found in class 1 theme sleep. Especially in the phrase
3 My Activities (in the Integrated Thematic "Membersihkan tempat tidurku" contains
Book, 2017) . Each lyrics of the song Wake the value of independent character and
Up, describes the activities carried out by responsibility.
someone when waking from

TANAH AIRKU

Ciptaan : Ibu Sud

Do = Bes
Larghetto

0 0 05 34 5 . 1̄ 3̄2̄1̄ 76 5 . 05 1̄3̄ 2̄ . 1̄ 77 67

Ta-nah a - ir - ku ti-dak ku lu-pa-kan kan ter-ke nang se-la-ma hi-dup
Wa-lau-pun ba-nyak ne-geri-ku ja-la-ni yang su-bur per-mai di-ka-ta o-
i . 01̄ 1̄7 6 6 61̄ 76 5 . 05 43 7 6 . 2 34

5 ku bi-ar-pun sa - ya per-gi ja - uh ti-dak-kan hi-lang da-ri kal
rang te-ta-pi kam- pung dan ru-mah - ku di sa - na - lah ku ra-sa se-

9 3 . 0 5 i . 7 6 6 2̄ . 3̄ 4 6 5 . 1̄ 7 2̄ i . . 0

bu ta - nah - ku yang ku cin - ta - i eng - kau ku har - ga - i
nang ta - nah ku tak ku lu - pa-kan eng - kau ku bang - ga - kan

Figure 3. My Homeland (Tanah Airku) Song

The song Tanah Airku , is in class 3 theme the lyrics of the song Tanah Airku, there is
3 Nature Change (in the Integrated an implied message how a person always
Thematic Book, 2017) . Every word in remembers and loves his country and still

ICEE-2

upholds the dignity and dignity of the nation even though it has long gone far. In the song Tanah Airku, contains the

character values of the spirit of nationalism and patriotism.

MENANAM JAGUNG

Ciptaan: Ibu Sud

Do = C

A - yo ka - wan ki - ta ber - sa - ma me - na - nam ja - gung di ke - bun ki - ta
Be - ri pu - puk su - pa - ya su - bur ta - nam - kan be - nih de - ngan ter - a - tur

am - bil cang - kul - mu am - bil pang - kur - mu ki - ta be - ker - ja tak je - mu je - mu
ja - gung - nya be - sar le - bat bu - ah - nya ten tu ber - gu - na ba - gi se - mu - a

cang kul cang kul cang - kul yang da - lam ta - nah - nya long - gar ja - gung ku ta - nam
cang kul cang kul a - ku gem - bi - ra me - na - nam ja - gung di ke - bun ki - ta

NB : Lagu "Menanam Jagung" terdapat juga di kelas 4 tema 2 Berhemat Energi

Figure 4. Planting Corn (Menanam Jagung) Song

Planting Corn songs, there are also in grade 3 theme 5 Traditional Games (in Integrated Thematic Books, 2017) . Every lyric on the song of Planting

Corn has an implied message to invite us not to be lazy, and the lyrics to "Kita bekerja tak jemu-jemu" contain the value of the character of hard work.

CONCLUSION

Based on these results, diperoleh explanation data analysis results in the form of educational values emerging character of each song. So that it can be recommended to students of art creation to be able to consider the use of the value of character education found in the process of creating as a practical and practical reference .



ICEE-2

REFERENCES

- Choksy, Lois, Abramson, Robert M., Gillespie, Avon E., Woods, David. (1986). *Teaching Music in Twentieth Century*. A Division of Simon & Schuster, Inc.: Englewood Cliffs, New Jersey.
- Fitriani, Yulianti. (2015). "Creativity as a Learning Model (a Educational Quality Development Efforts) "in the Rhythm Journal Vol.1 No.1: Bandung.
- Hakam, Kama Abdul., Nurdin, Encep Syarif. *Method of Internalizing Values; To Modify Character Behavior*. CV. Maulana Media Graphic: Bandung.
- Hardjana, Likes. (2003). *Scribble Contemporary Music Scribble*. Ford Foundation and Indonesian Performing Arts Society : TIM Jakarta.
- Adelina N., Hendrifiana Y., Assagaf L. (2017). *Integrated Thematic Curriculum 2013 2017 Revised Edition for SD / MI Class I*. Jakarta: Ministry of Education and Culture.
- Adeline N., Hendrifiana Y., Assagaf L. (2017). *Integrated Thematic Curriculum 2013 2017 Revised Edition for Elementary School / MI Class II*. Jakarta: Ministry of Education and Culture.
- Adeline N., Hendrifiana Y., Assagaf L. (2017). *Integrated Thematic Curriculum 2013 2017 Revised Edition for SD / MI Class III*. Jakarta: Ministry of Education and Culture.
- NN. (2016). *UPI Strategic Plan*, <http://dit-renbang.upi.edu/renstra-upi-2016-2020/>. (accessed April 20, 2018)