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## Application of Singing Method to Instill Character in Students of Group B RA Muslimat Tanwirut Thullab Geger Magersari Plumpang Tuban

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**Abstract:** Character cultivation from an early age is an important aspect in shaping a child's personality. One of the methods that can be used in this process is the singing method. This study aims to analyze the application of the singing method in instilling the character of group B students at RA Muslimat Tanwirut Thullab, Geger Magersari, Plumpang, Tuban. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study show that the singing method plays an effective role in instilling character values, such as discipline, responsibility, cooperation, and religious attitudes. The songs used in learning have lyrics that are full of moral messages, making it easier for children to understand and internalize these values. In addition, this method creates a fun, interactive learning atmosphere and increases student engagement in the learning process. The advantage of the singing method is its ability to improve children's memory, so that the character values taught are easier to understand and apply in daily life. Thus, the singing method can be used as an effective strategy in early childhood character education, especially in the RA or kindergarten environment.

**Keywords:** Singing method, character cultivation, early childhood, character education

### INTRODUCTION

Character education is a fundamental aspect in shaping children's personalities from an early age. Early childhood is in a stage of rapid development, where they begin to absorb various moral and social values that will shape their mindset and behavior in the future. According to Santrock (2021), childhood is a critical period in the formation of moral and social values that will affect their lives later in life. Therefore, early childhood education (PAUD) must not only

emphasize cognitive aspects, but also must play a role in instilling character values such as discipline, responsibility, cooperation, and religious attitudes.

In the world of education, various methods have been developed to support the cultivation of character in children. One of the methods that is considered effective is the singing method. This method uses songs as a learning medium that can help children more easily understand and remember the moral messages conveyed. Research by Rahmawati & Yulianti (2022) shows that the singing method is able to increase children's understanding of moral values because the lyrics in the song can be absorbed more easily than conventional lecture or learning methods.

In addition to improving understanding, the singing method is also able to create a fun and interactive learning atmosphere. According to Putri & Kurniawan (2023), children are more enthusiastic in participating in learning that uses songs, because rhythm and melody can increase their attention and interest. With active involvement in learning activities, it becomes easier for children to internalize the character values contained in the lyrics of the song.

However, in reality, there are still many early childhood education institutions that have not optimized the singing method as part of character learning. Many teachers still use lecture or book-based learning methods without considering the interactive aspect that can help children understand the concept of character better. As a result, many children have difficulty internalizing moral and social values in their daily lives (Wahyuni, 2023).

In addition, monotonous learning tends to make children less interested and easily bored. According to research by Lestari et al. (2021), children have a relatively short attention span, so learning methods that are too rigid or do not involve elements of play and music can hinder their character development. Therefore, an innovative approach is needed that can increase children's motivation in learning while instilling character values effectively.

RA Muslimat Tanwirut Thullab, Geger Magersari, Plumpang, Tuban, is one of the early childhood education institutions that applies the singing method in learning students' character. However, there have not been many studies that discuss how this method is applied specifically and the extent of its effectiveness in shaping students' character. Therefore, this study was conducted to explore more deeply the role of the singing method in instilling character in early childhood in the school.

This research also aims to identify the challenges faced in the application of singing methods as part of character education. Some of the obstacles that may occur include the lack of understanding of teachers in choosing songs that are in accordance with the character values they want to inculcate, as well as limited resources in developing music-based learning media. The results of this study are expected to provide insight for educators in optimizing the singing method as a more effective learning strategy.

Thus, this research is expected to contribute to the world of education, especially in the development of more interactive and fun learning methods in shaping early childhood character. Through a song-based approach, it is hoped that children can more easily understand and apply moral values in their daily lives.

## **METHODS**

This study uses a qualitative approach with a descriptive method to analyze the application of the singing method in instilling the character of group B students at RA Muslimat Tanwirut Thullab, Geger Magersari, Plumpang, Tuban. In this study, the data sources used consist of primary data and secondary data. Primary data was obtained through various data collection techniques, namely direct observation of learning activities using the singing method, interviews with teachers and students, and documentation in the form of learning recordings. Observations were made to see how the singing method was applied in daily learning activities and how students responded to the method.

In addition, interviews were conducted with teachers and students to dig deeper into the effectiveness of singing methods in shaping children's characters. Teachers provide information about the strategies used in learning, the challenges faced, and the benefits felt.

Meanwhile, interviews with students aim to understand the extent to which they absorb and internalize character values through the songs they sing. Documentation in the form of photos and video recordings is used as supporting evidence in analyzing student involvement and how the singing method is applied in various learning activities.

Secondary data in this study were obtained from various relevant sources, including books, research journals, and curriculum documents related to character education and singing methods in early childhood learning. Academic books and journals are used to provide a theoretical basis and compare the results of this study with previous research. Meanwhile, the curriculum document helps in understanding how character education is integrated in learning activities at RA Muslimat Tanwirut Thullab. With a combination of primary and secondary data, this study is expected to provide a comprehensive overview of the application of singing methods in instilling character in early childhood.

### **Data Analysis**

The data collected in this study was analyzed using qualitative descriptive analysis techniques. The analysis process is carried out systematically through three main stages, namely data reduction, data presentation, and conclusion drawn. This stage aims to obtain a clear picture of the effectiveness of the singing method in instilling character in students and the obstacles faced in its application. This analysis technique allows researchers to organize the data obtained so that it is easier to understand and interpret.

The first stage, namely data reduction, is carried out by selecting, filtering, and classifying data that is relevant to the focus of the research. Data from observations, interviews, and documentation were selected based on suitability with the research objectives. Information that is irrelevant or lacks support for the primary analysis is ignored. In this process, the main findings regarding the application of singing methods in character learning are categorized based on certain aspects, such as student involvement, teacher strategies, and the impact on the character values to be instilled.

The second stage is the presentation of data, where the data that has been reduced is compiled in the form of a narrative description. The presentation of data was carried out by detailing how the singing method was applied in learning activities, including the frequency of its use, the type of song used, and the students' responses during the learning. In addition, in the presentation of this data, excerpts from interviews with teachers and students are also displayed to strengthen the analysis. The systematic presentation of data helps in understanding the pattern of the application of the singing method and its impact on the formation of early childhood character.

The last stage is drawing conclusions, where the researcher interprets the data that has been presented. Conclusions were made based on patterns of findings that emerged from the data, such as how the singing method affects the development of students' characters, the extent to which students can internalize moral values through songs, as well as the obstacles faced by teachers in the application of this method. The conclusion is drawn in stages by considering various aspects that have been analyzed previously.

To ensure the validity of the data, this study applies triangulation of sources and techniques. Source triangulation is carried out by comparing the results of various data collection techniques, such as observation, interviews, and documentation, to ensure consistency of information. Meanwhile, the triangulation technique was carried out by comparing the findings of this study with references from books, journals, and previous research on character education through the singing method. In this way, the accuracy and reliability of the research findings can be more guaranteed.

## RESULTS

Based on the results of observation, the application of the singing method in character learning at RA Muslimat Tanwirut Thullab shows that songs with moral and social themes are used in various learning activities. These songs are sung in the opening session of the class, during the transition between activities, and in the core learning sessions. Teachers use a variety of strategies, such as combining songs with body movements and props to increase student engagement. Observations showed that students were more enthusiastic about learning when using the singing method compared to the lecture or storytelling method.

The results of interviews with teachers revealed that the singing method helps students in remembering and understanding the character values taught. Teachers stated that children are faster to memorize moral messages in song lyrics than to hear verbal explanations. In addition, documentation in the form of photos and video recordings shows an increase in social interaction between students during singing activities. Students are more active in working together, following the teacher's instructions, and showing a disciplined attitude during the activity. This indicates that the singing method has great potential in instilling character from an early age.

However, there are several obstacles in the application of this method. Teachers face limitations in the variety of songs that are in accordance with the curriculum, so sometimes the songs used are not fully relevant to the character values they want to teach. In addition, not all teachers have training in developing music-based learning media, which results in a lack of creativity in teaching. Another obstacle is that some students are still passive and need more stimuli to actively participate in singing activities. Therefore, training for teachers and the development of more diverse music resources are needed so that this method can be applied optimally.

### Student Enthusiasm and Understanding

The results of interviews with teachers showed that the singing method was able to increase students' enthusiasm in the learning process. Compared to the lecture or storytelling method, students look more excited when learning is carried out with interesting and easy-to-follow songs. Teachers revealed that when songs are sung together, the classroom atmosphere becomes more lively, and students are more motivated to participate. This shows that the singing method can create a fun learning environment, so that students are more open to receiving the material taught.

In addition to increasing enthusiasm, the singing method also helps students in understanding and memorizing the character values contained in the lyrics of the song. Songs with themes of discipline, responsibility, and cooperation, for example, make it easier for students to remember the moral concepts taught. The repetitive lyrics and catchy rhythm make it easier for them to absorb moral messages naturally. Some teachers also mentioned that students often re-sing the songs outside of class hours, which suggests that this method has a long-term impact on character learning.

The documentation of learning activities shows that the singing method also contributes to improving students' social interaction. During the singing activity, students are more active in cooperating with their friends, both in singing songs together, doing movements demonstrated by the teacher, and in small discussion activities after singing. This interaction builds a sense of togetherness and mutual support between students, so that character values such as cooperation and caring can develop naturally in the classroom environment.

In addition, the singing method also helps students become more expressive in expressing opinions and imitating the movements demonstrated by the teacher. Many students who were initially shy became more confident after participating in singing activities together several times. Songs that are accompanied by hand gestures or small dances make them more

comfortable in expressing themselves. The teacher noted that students who were previously passive in class activities began to show initiative to participate in group activities and dare to speak in front of their peers.

Overall, the singing method has proven to be effective in increasing students' enthusiasm, understanding, and social interaction in character learning. Although there are still some challenges in its application, such as limited song variety and lack of training for teachers, the results of this study show that the singing method has great potential in building early childhood character in a fun and effective way. Therefore, the development of this method needs to be supported so that it can be applied more widely in early childhood education

### **Challenges in the Application of Singing Methods**

Although the singing method has a positive impact on character learning, there are several obstacles faced in its application. One of the main obstacles is the limited variety of songs that are in accordance with the character learning curriculum. Many of the songs available in the early childhood education environment do not fully reflect the moral values that are intended to be instilled. As a result, teachers must choose the songs that are available even if the lyrics are not entirely relevant to character learning. This can reduce the effectiveness of the singing method in shaping students' attitudes and behaviors.

In addition to the limited variety of songs, the lack of training for teachers in developing music-based learning media is also a big challenge. Not all teachers have the skills to create or modify songs that suit learning needs. Most teachers still rely on existing songs without making more contextual adaptations. As a result, the singing method is sometimes only used as an interlude in learning, not as the main strategy in instilling character. To overcome this challenge, training for teachers in creating educational songs that are in accordance with character values needs to be improved.

In addition to the teacher's skill factor, the limitations of facilities and infrastructure are also an obstacle in the application of singing methods. Not all educational institutions have supporting facilities such as simple musical instruments that can help enrich the student learning experience. Some schools also do not provide music-based teaching materials that can be used by teachers as a reference in learning. Therefore, support is needed from schools and the government in providing facilities and developing music-based learning resources so that the singing method can be applied optimally in early childhood character education.

### **Data Verification**

To ensure the accuracy of the research findings, a data triangulation process is carried out by comparing the results of observations, interviews, and documentation. Direct observation in the classroom shows that students are more active and engaged in learning when the singing method is applied. This is in line with the results of interviews conducted with teachers, which stated that children are more interested and easier to understand the material through songs compared to conventional learning methods such as lectures or storytelling. Thus, the combination of observation and interviews provides a clearer picture of the effectiveness of the singing method in instilling character in students.

In addition to observations and interviews, documentation is also used as supporting evidence in the data verification process. Documentation in the form of photos and learning videos shows students' enthusiastic expressions when singing together, imitating the movements demonstrated by the teacher, and actively interacting with their friends. In addition, the recorded interviews with teachers and students provide deeper insight into their experience in applying the singing method. With visual documentation, the findings of the study can be more trusted because they are supported by concrete evidence regarding the application of this method in the classroom.

The results of this study are also compared with previous studies to ensure conformity with existing findings. Research by Rahmawati & Yulianti (2022) shows that the singing

method can increase children's understanding of moral values because songs make it easier for children to remember the messages contained in them. These findings support the results of current research that suggests that the singing method not only improves students' comprehension, but also improves their social engagement and interaction. With the similarity of findings between this study and previous studies, the validity of the research results can be further strengthened.

### **Data from Observation and Interview Results**

The following are the results of observations and interviews related to the application of singing methods in character learning:

It	Aspects Observed	Observation Results	Results of Interviews with Teachers
1	Student enthusiasm	Students seemed enthusiastic and active in singing activities	The teacher stated that students were more interested in learning with songs than the lecture method
2	Character understanding	Students are easier to memorize song lyrics that contain moral values	The teacher revealed that songs help children understand the concept of characters better
3	Social interaction	Students communicate and cooperate more often in singing activities	Teachers notice an increase in interaction between students after applying this method
4	Learning obstacles	Some songs are not in line with the character curriculum	Teachers revealed difficulties in finding suitable songs and training limitations in creating new songs

From the table above, it can be concluded that the singing method has a positive impact on improving students' understanding and involvement in character learning. However, further development is still needed to overcome the challenges faced, such as the limitations of songs and training for teachers in creating music-based learning media.

### **Data Verification**

To ensure the accuracy of the research findings, a data triangulation process is carried out by comparing the results of observations, interviews, and documentation. Direct observation in the classroom shows that students are more active and engaged in learning when the singing method is applied. This was also confirmed through interviews with teachers, who stated that children were more enthusiastic and easier to understand the material through songs compared to the lecture or storytelling method. Thus, the combination of observation and interviews provides a clearer picture of the effectiveness of the singing method in instilling character in students.

In addition to observations and interviews, documentation is also used as supporting evidence in the data verification process. Documentation in the form of photos and learning videos shows students' enthusiastic expressions when singing together, following the movements demonstrated by the teacher, and actively interacting with their friends. Recorded interviews with teachers and students also provide more insight into their experience in applying singing methods. With this visual documentation, the validity of the research findings is even stronger because it is supported by real evidence related to the application of this method in character learning.

Furthermore, the results of the study are compared with previous studies to ensure conformity with existing findings. Research by Rahmawati & Yulianti (2022) shows that the singing method can increase children's understanding of moral values because songs help them remember the messages contained in them more easily. The similarity of these findings further strengthens the validity of the research results, which not only confirms the

effectiveness of the singing method in improving students' character understanding, but also shows its influence on their social engagement and interaction during the learning process.

## **DISCUSSION**

Data validation in this study was carried out through triangulation techniques, namely by comparing the results of observations, interviews, and documentation. The observation results showed that students were more enthusiastic and active in learning using the singing method. Students seem to have an easier time memorizing song lyrics that contain character values, such as discipline, responsibility, and cooperation. Interviews with teachers also supported these results, where they revealed that the singing method made it easier for children to understand moral concepts compared to the lecture or storytelling method. Documentation in the form of photos and videos during learning activities also shows happy expressions and students' involvement in singing activities.

In addition to triangulation techniques, validation is also carried out by comparing the results of this study with previous research. The study of Rahmawati & Yulianti (2022) found that the singing method increases children's understanding of moral values because songs help them remember messages more easily. This result is reinforced by the research of Putri & Kurniawan (2023), which states that the singing method can improve students' social interaction as well as create a more enjoyable learning atmosphere. The consistency of the results between this study and previous studies shows that the data obtained has a strong level of validity.

The validation results showed that the singing method had a positive impact on instilling the character of group B students at RA Muslimat Tanwirut Thullab. From observation, students were more active and showed increased involvement in learning, especially in social activities such as cooperation and role sharing when singing together. Interviews with teachers confirmed that children are more interested and easier to understand the value of characters through songs. This shows that the singing method is not only a means of entertainment, but also an effective means of learning early childhood character.

However, there are several obstacles found in the application of this method. One of the main challenges is the limitation of songs that are in accordance with the character learning curriculum. Teachers often face difficulties in finding songs that specifically teach certain moral values. In addition, there are still limitations in training for teachers to develop their own songs or modify existing songs to be more relevant to character learning. This factor can affect the effectiveness of singing methods in the long run if there is no innovation in the provision of song materials.

Based on the validation results, this study recommends further development in the singing method as a character learning strategy. Efforts are needed to provide songs that are more varied and in accordance with the curriculum, as well as training for teachers so that they are able to create and adapt songs more effectively. With improvements in this aspect, singing methods can continue to be optimized as a fun and meaningful approach in early childhood character education.

## **CONCLUSION**

Based on the results of the study, it was found that the singing method has a significant role in instilling character in group B students at RA Muslimat Tanwirut Thullab. This finding is reinforced by the results of observations, interviews, and documentation that show that students are more enthusiastic, easier to memorize song lyrics, and understand character

values such as discipline, responsibility, cooperation, and religiosity. In addition, this study is also in line with previous studies that state that singing methods can increase children's understanding of moral values and create a more fun and interactive learning atmosphere.

In terms of academic impact, this study confirms that a music-based learning approach can be an effective strategy in early childhood education. Learning through songs not only improves students' understanding of character values, but also contributes to their cognitive and social-emotional development. This method allows children to learn in a more fun way, thereby increasing their memory and involvement in the learning process. Therefore, the singing method can be one of the innovations in character-based learning at the PAUD level.

In addition, the social contribution of this study is also quite significant. The singing method not only provides benefits for students, but also helps teachers in creating a more dynamic and communicative classroom atmosphere. With the application of this method, the interaction between students and teachers becomes more harmonious, as well as creates a more inclusive learning environment and supports the development of children's character. This shows that the singing method can be an effective means of building a positive learning culture in the early childhood education environment.

However, to increase the effectiveness of this method, further development is needed, especially in providing songs that are more relevant to the character curriculum and training for teachers in adapting and creating learning songs. With greater support from schools and stakeholders, the singing method can continue to be developed as a sustainable strategy in early childhood character education.

Furthermore, this study also shows that the singing method is able to increase student involvement in learning activities. The songs used in learning activities help children understand moral concepts more deeply, as well as form good habits that can be applied in daily life. Therefore, the singing method can be an alternative solution for teachers in facing challenges in instilling character values in students.

In addition to its benefits for students and teachers, the singing method can also have a positive impact on parental involvement in early childhood education. Parents can apply this method at home by teaching character-themed songs to their children. Thus, the singing method is not only applied in the school environment, but can also be part of continuous character education at home.

Overall, this study provides new insights into the importance of singing methods in character education. By understanding the benefits and challenges, educators and policymakers in the field of early childhood education can further optimize this approach to create a generation that has strong character from an early age.

As a recommendation, further research can be conducted to explore the effectiveness of singing methods in a variety of broader learning contexts. In addition, the development of song-based learning materials involving education experts and music practitioners also needs to be carried out so that this method can continue to develop and provide more optimal benefits for early childhood character education.

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