

THE USE OF SONG MEDIA BASED ON ISLAMIC VALUES IN THEMATIC LEARNING AT MIS MUHAMMADIYAH TAMIANG

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ABSTRACT

The purpose of this study is to describe the use of song media based on Islamic values in thematic learning at MIS Muhammadiyah Tamiang. This type of research is descriptive qualitative with primary data sources namely educators and students of class I MIS Muhammadiyah Tamiang and secondary data source is the Principal of MIS Muhammadiyah Tamiang. Data collection techniques used are observation, interviews and documentation, after the data is collected then the data is processed and analyzed through the stages of data reduction, data presentation and conclusion drawing. The results of the research obtained are first, educators have prepared learning plans using song media based on Islamic values in thematic learning, but the steps for presenting song media have not been explained. Second, educators carry out learning using song media based on Islamic values starting from choosing songs that match the subject matter, educators playing songs while exemplifying how to sing songs, educators inviting students to sing songs together and repeated until students memorize them. with a song, then the educator explains the Islamic values contained in the song. Third, the Islamic values contained in the song media used by educators in thematic learning at MIS Muhammadiyah Tamiang consist of the value of helping, the value of cooperation, the value of respecting others, the value of responsibility, and the value of courtesy.

Keywords: *Song Media, Islamic Values, Thematic Learning*

INTRODUCTION

Learning media is one of the components of education that plays a crucial role in the learning process (Monica, 2021). To achieve maximum learning outcomes, educators must have knowledge of how to manage learning media, both as teaching aids and as support to make lesson content clearer and easier for students to grasp. The use of media in learning is intended to help overcome various barriers in the learning process, including psychological, physical, cultural, and environmental obstacles. In general, learning media serves the following purposes: 1) Clarifying message presentation, 2) Overcoming space limitations, 3) Addressing students' passivity.

The term "media" itself, according to the Association for Education and Communication Technology (AECT) as cited in Azhar Arsyad's book, defines media as all forms and channels used to convey messages or information (Arsyad, 2016). According to Ali, media encompasses various components within the learner's environment that can provide stimuli for learning (Arsyad, 2016). Sadiman et al. classify media into: 1) graphic media, examples include images/photos, sketches, charts, graphics, cartoons, posters, maps, and globes, flannel boards, and bulletin boards, 2) audio media, examples include

radios, magnetic tape recorders, and language laboratories, 3) static projection media, examples include frame films, sequential films, transformation media, opaque projectors, microfilms, films, slide films, television, and games or simulations.

According to Piaget's theory, elementary school students aged seven to eleven are in the concrete operational stage, meaning they can already use their reasoning abilities for logical thinking about concrete or real things. Everything they learn still requires real and close-to-life media (Bujuri, 2018). The use of learning media is highly beneficial in delivering lesson content. Additionally, using learning media makes children more interested in what they are learning, helping them to better grasp the subject matter.

One of the media considered effective and efficient in thematic learning is the use of songs. Songs fall under the category of audio media. According to Sudjana and Rivai, audio media in learning consists of materials containing auditory messages (audio tapes or sound discs) that can stimulate the minds, feelings, attention, and willingness of learners, thus facilitating the teaching and learning process (Sudjana, 2013).

Singing becomes one of the methods greatly enjoyed by young children, and from this method, children need to be exposed to songs that have spiritual values. Through singing, moral values can be instilled, which will shape children's character. Cyrus and Ester state that besides developing morals, singing can also develop religious values within children. Through singing, children can express joy and happiness. In addition to psychological and physical effects, singing also contributes to the growth and development of children's religious values.

Song media can be applied in learning by transforming lesson content into song lyrics that students can sing. Using songs as a medium is effective in making lessons feel light and enjoyable because learning is done through singing (learning while singing), making students not feel bored or drowsy but rather interested, enthusiastic about learning, and actively participating in the learning process.

Songs can be used as a medium to deliver messages and lesson content to students, making learning enjoyable and facilitating students' understanding of the material taught by the teacher. In relation to learning, songs can be used as a medium to convey messages/material to students. Starting from the assumption that using songs as media is considered to make it easier for students to understand the material taught because songs are a universal language, something very close to human life.

According to Rasyid, songs are a pleasant medium for delivering messages to children. Children play with songs and even learn from them. Based on this explanation, providing songs to children can introduce new concepts of knowledge about propositional behavior or attitudes that do not make children feel bored or weary (Nuswantari & Astuti).

Deporter mentions that to balance the tendency toward the left brain, music and aesthetics need to be included in the learning experience. Harmonious music or songs are the best stimulation for brain development. When listening to music or song lyrics, it will

stimulate the left brain, and its melody will stimulate the right brain. From this explanation, it can be understood that song media has benefits in the learning process because, in addition to attracting the attention of students, songs can also stimulate brain development (Yaqin, 2020).

Singing using songs known to students and involving music in other lessons will greatly help students understand several subjects related to one theme, so that thematic learning activities in elementary school can achieve their goals according to children's developmental abilities. Music is useful in stimulating the Intelligence Quotient of children, Emotional Quotient, and Spiritual Quotient (Utomo, 2018).

Based on the initial observations conducted on Tuesday, October 19, 2021, it was found that MIS Muhammadiyah Tamiang is one of the schools where the learning process cannot be separated from the use of songs as a medium delivered by the teacher. This significantly influences students' grasp of the material through song media. Given this, the author was interested in researching this issue with the title "The Use of Islamic-Value-Based Song Media in Thematic Learning at MIS Muhammadiyah Tamiang."

A. METHODS

1. Approach and Research Type

This research is qualitative in nature and employs a descriptive approach. Qualitative research generates analytical procedures that do not involve statistical analysis or other quantification methods. It aims to comprehend phenomena, such as the experiences of research subjects, such as behavior, perception, motivation, actions, and more, in a holistic manner, through description using words and language, within a specific natural context and by utilizing various natural methods (Meleong, 2016). The purpose of descriptive research is to accurately describe factors, characteristics, and relationships among the investigated phenomena. Therefore, qualitative research needs to observe, review, gather information, and then express and describe precisely what is being studied.

2. Data Collection Techniques and Instruments

To obtain accurate data, the appropriate initial method is observation. Observation can be categorized as non-participant observation and participant observation. Non-participant observation serves a single function, which is to observe, while participant observation serves two roles simultaneously: as an observer and as a participant in the observed activity (Meleong, 2016). This method greatly assists in acquiring accurate data regarding various aspects related to the use of Islamic values-based song media in thematic learning at MIS Muhammadiyah Tamiang. Using this data collection technique, the author directly observes how thematic learning processes with the use of Islamic values-based song media unfold among the first-grade students at MIS Muhammadiyah Tamiang, while actively participating as a member of the class.

An interview is a conversation between two parties: the interviewer who poses questions and the interviewee who provides answers to those questions (Meleong, 2016). Types of interviews, according to Guba and Lincoln, include (a) team or panel interviews, (b) closed and open-ended interviews, (c) oral history interviews, and (d) structured and unstructured interviews. In this research, open-ended interviews are used, where the interviewee is aware that they are being interviewed and understands the purpose and objectives of the interview. In this study, interviews are conducted directly with the first-grade class teacher, students, and the head of MIS Muhammadiyah Tamiang. The aim is to understand the process of thematic learning with the use of Islamic values-based song media among the first-grade students at MIS Muhammadiyah Tamiang. The instrument used is a questionnaire containing questions related to the implementation of Islamic values-based song media.

Documentation serves as supplementary or supporting data in research. Documentation can include images, texts, and other items that can be considered as supporting data. Meleong explains that documents have long been used in research as a data source because documents are utilized for testing, interpreting, and even forecasting various aspects (Meleong, 2016). The documentation technique is used to gather information about MIS Muhammadiyah Tamiang students, specifically the first-grade class, in the form of lesson plans (RPP) and other relevant materials deemed necessary for the research.

a. Data Validity

Data obtained from research must undergo validation to be accepted and accountable. In this research, the researcher uses triangulation, linking data obtained through interviews and documentation. When researchers collect data using triangulation, they are essentially collecting data that simultaneously tests the credibility of the data through various data collection techniques and sources (Sugiyono, 2013). In this study, triangulation is used to gather information and data about the use of Islamic values-based song media in thematic learning at MIS Muhammadiyah Tamiang.

b. Data Analysis

Miles and Huberman suggest that qualitative data analysis is conducted interactively and continuously until saturation is reached, meaning the data is no longer yielding new insights (Sugiyono, 2016).

c. Data Reduction

Data reduction involves summarizing, selecting essential elements, focusing on key aspects, identifying thematic patterns, and discarding unnecessary information. In this research, data reduction means summarizing the results of interviews, observations, and documentation related to the use of Islamic values-based song media in thematic learning at MIS Muhammadiyah Tamiang.

d. Data Presentation

In qualitative research, data presentation can take the form of brief descriptions, charts, relationships between categories, and the like. In this study, data presentation consists of brief descriptions of information obtained by the researcher during interviews, observations, and documentation with the school staff.

e. Conclusion Drawing

The final step in qualitative data analysis is drawing conclusions and verification. In qualitative research, conclusions are expected to be new findings that have not existed before. Findings can be descriptions or explanations of an object that was previously unclear but becomes clear after research. In this study, the author draws conclusions from various information obtained from documentation activities, interviews with first-grade teachers, and observations of thematic learning in the first-grade class at MIS Muhammadiyah Tamiang. These conclusions aim to answer the research questions set from the beginning.

B. Results and Discussion

1. The Use of Islamic Values-Based Song Media in Thematic Learning at MIS Muhammadiyah Tamiang

a. Meeting I

The research for Meeting I was conducted on June 12, 2022, with a Grade I educator named Mrs. Lanniyari S.Pd. I. The theme discussed during Meeting I was Theme 8, which revolved around natural events, specifically Subtheme 4 regarding natural disasters in Lesson 5.

1) Lesson Planning Using Islamic Values-Based Song Media in Thematic Learning at MIS Muhammadiyah Tamiang

Based on the research conducted at MIS Muhammadiyah Tamiang, it can be understood that lesson planning, also known as the Lesson Plan (RPP), is the most crucial aspect of education implementation in schools. Every educator in education is obligated to create a comprehensive and systematic Lesson Plan to ensure that learning is interactive, inspirational, enjoyable, challenging, efficient, motivates students to actively participate, and provides sufficient room for creativity and independence in line with the students' talents, interests, and physical as well as psychological development.

2) Implementation of Learning Using Islamic Values-Based Song Media in Thematic Learning at MIS Muhammadiyah Tamiang

Based on the research conducted at MIS Muhammadiyah Tamiang, it can be ascertained that in the process of learning, the presentation of Islamic values-based song

media in Theme 8, Subtheme 4, Lesson 5 begins with the selection of a song that corresponds to Lesson 5 material, which is a song about requests for help. When choosing a song, educators prioritize songs that contain Islamic values, which can usually be found or sourced from the internet. Subsequently, educators play the song using active speakers while demonstrating how to sing it. Then, students, together with the educator, sing the song collectively and repeat it until the students have memorized it. After listening to the song, the educator explains the meaning of the Islamic values contained within the song. In alignment with the viewpoint of Fadlillah, who explains that singing is a teaching method that uses lyrics that are sung. These lyrics are usually tailored to the materials that educators will teach. Singing creates a joyful and enthusiastic learning atmosphere, which can stimulate a child's development more optimally (Herlina, 2020).

As for the lyrics of the song "Requests for Help" used by the educator in Lesson 5, they are as follows:

"Aku Bisa Bilang Tolong"

Jika ingin sesuatu bilang tolong (tolong)
Jika ingin sesuatu bilang tolong (tolong)
Jika ingin sesuatu tanya dan bilang tolong
Jika ingin sesuatu bilang tolong (tolong)
Jika ada yang butuh bantulah (jadi baik)
Jika ada yang butuh bantulah (jadi baik)
Jika ada yang butuh jadi teman yang baik
Jadi bersikaplah yang baik (jadi baik)
Jika kau dibantu bilang terima kasih (terima kasih)
Jika kau dibantu bilang terima kasih (terima kasih)
Jika kamu dibantu maka bersyukurlah
Jika kau dibantu bilang terima kasih (terima kasih)

The relationship between the song about requests for help and the natural disaster material is that through this song, students can learn how to express requests for assistance to others, such as when experiencing calamities like natural disasters. When faced with a calamity such as a natural disaster, individuals will undoubtedly need help. Through the song, students can learn that when asking for help, they should pay attention to manners and etiquette by using the word "help" and, after receiving assistance, should express gratitude. The song also contains lyrics that explain that humans have a duty to assist others, as when others are affected by natural disasters, it is an obligation to lend a helping hand.

b. Meeting 2

The research for Meeting 2 was conducted on June 14, 2022, with a Grade I educator named Mrs. Lanniyari S.Pd. I. The theme discussed during this meeting was Theme 8, focusing on natural events, specifically Subtheme 4 regarding natural disasters in Lesson 6.

Based on the research conducted at MIS Muhammadiyah Tamiang, the first step taken by the educator before commencing thematic learning using song media is to prepare the lesson plan, known as the Lesson Implementation Plan (RPP). Lesson planning, or RPP, is a mandatory preparation for educators before teaching begins. Every educator is obliged to create a comprehensive and systematic RPP.

Based on the research conducted at MIS Muhammadiyah Tamiang, in the process of learning, the presentation of Islamic values-based song media in Theme 8, Subtheme 4, Lesson 6 begins with the selection of a song that corresponds to Lesson 6 material, which is a song themed on cooperation. When choosing a song, educators prioritize songs that contain Islamic values, which can usually be found or sourced from the internet. Subsequently, educators play the song using active speakers while demonstrating how to sing it. Then, students, together with the educator, sing the song collectively and repeat it until the students have memorized it. After listening to the song, the educator explains the meaning of the Islamic values contained within the song.

The use of singing as a teaching method not only helps students understand the subject matter but also fosters religious values within students. In line with the perspective of Fadlillah, who explains that singing is a teaching method that uses lyrics that are sung. These lyrics are usually tailored to the materials that educators will teach. Singing creates a joyful and enthusiastic learning atmosphere, which can stimulate a child's development more optimally.

The lyrics of the cooperation-themed song used by the educator in Lesson 6 are as follows:

Bersama Kita Bisa

Seperti sebuah lidi
Berdiri sendiri
Tak berguna tak kan kuat
Dan mudah patah
Namun akan berbeda
Bila ada banyak lidi
Terikat menjadi satu
Bersama kita bisa
Bersama kita kuat
Semua pekerjaan selesai lebih mudah

Bersama kita bisa
Bersama kita kuat
Semua pekerjaan selesai lebih cepat
Tali persaudaraan menjadi lebih erat

The relationship between the song with a theme of cooperation and the natural disaster material is that through the song, students can learn how to collaborate with others to assist victims affected by natural disasters. By working together to help disaster victims, tasks can be completed quickly and easily, and it will foster a strong sense of brotherhood.

2. Islamic Values Enclosed in Song Media

a. Song Media in the First Meeting

The song used by the educator in the first meeting is titled "Aku Bisa Bilang Tolong," and the Islamic values contained in the song are as follows:

1) The value of mutual assistance

Mutual assistance means helping each other or working together with the person in need. Humans are social beings who cannot live alone. Humans will undoubtedly need others to alleviate some of the burdens they experience. As in the song above, there are lyrics that say, "If you want something, say 'help,'" which means that when someone needs assistance, they can ask for help from others, and in the lyrics, "If someone needs help, give it," which means that if someone needs assistance, it should be provided.

2) value of courtesy

Courtesy means an act of respect and orderliness towards good customs, realized with politeness and goodness in both speech and behavior in how one treats those around them. As in the song above, where there are lyrics that say, "If you're helped, say thank you," which means that when someone has received help from others, the person being helped should express gratitude to the person who provided assistance.

3) The value of responsibility

Responsibility is an individual's attitude and behavior in carrying out tasks and duties that should be done towards oneself, society, the environment (natural, social, and cultural), the nation, and the Almighty God. In the song above, there are lyrics that say, "If someone needs help, give it," which means that when someone needs assistance, it should be provided. By helping others, a person fulfills their responsibility to assist others.

4) The value of respecting others

Respecting others is an attitude that values or honors other people, whether within a group or as individuals. In the song above, there are lyrics that say, "If you're helped, be grateful, and if you're helped, say thank you," which means that when someone has received assistance from others, that person should respect the person who provided help by expressing gratitude and saying thank you.

b. Song Media in the Second Meeting

The song used by the educator in the second meeting is titled "Bersama Kita Bisa," and the Islamic values contained in the song are as follows:

1) The value of mutual assistance or cooperation

Mutual assistance or cooperation is an important matter that should be carried out by all human beings alternately. It's because it's impossible for a person to live completely alone without the help of others. As in the song above, there are lyrics that say, "Like a single reed standing alone, useless and easily broken," which means that humans are creatures who cannot live alone and will definitely need help from others. Then, in the song, there are also lyrics that say, "But it will be different when there are many reeds, bound together as one, together we can, together we are strong, all tasks are completed more easily, all tasks are completed faster," which means that by working together with others to accomplish something, it will make the task be completed more quickly and easily.

2) The value of respecting others

Respecting others can come from respecting their opinions, their religion, and respecting the decisions of others in making their choices. As in the song above, which mentions that by working together, tasks will be completed more quickly and easily. However, in cooperation, there will certainly be differences, so those who work together must be able to accept the differences that exist in order to collaborate effectively.

3) The value of responsibility

Responsibility is an individual's attitude and behavior in carrying out tasks and duties that should be done towards oneself, society, the environment, the nation, and the Almighty God. As in the song above, which discusses cooperation, it means that those who cooperate must be able to be accountable for what they have done. Working together also strengthens the bond of brotherhood.

C. CONCLUSION

Based on the research findings and data analysis that the author has presented regarding the use of Islamic values-based song media in thematic learning at MIS Muhammadiyah Tamiang, the following conclusions can be drawn:

1. The use of Islamic values-based song media in thematic learning at MIS Muhammadiyah Tamiang shows that its presentation begins with the selection of songs that are relevant to the learning material, with a preference for songs containing Islamic values. Following that, the educator plays the song while demonstrating how to sing it. Subsequently, the students, together with the educator, sing the song collectively and repeat it until the students have memorized it. After listening to the song, the educator then explains the meaning of the Islamic values contained within the song.

2. Islamic values contained within song media in thematic learning at MIS Muhammadiyah Tamiang, as used by educators, consist of several values. These values include the value of mutual assistance, where students are taught that as humans, we should help and assist each other. Furthermore, there is the value of cooperation, where students learn that as humans, we will inevitably need assistance from others. Through cooperation, tasks can be completed more quickly and easily. Additionally, within the songs used, there is the value of respecting others, where students are taught that in collaboration, we must be capable of accepting differences. Students are also educated about the value of responsibility, where they learn that when working together, they must be able to be accountable for their actions.

D. Reference

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