

**LACK OF INTEREST IN CHILDREN SONGS ON ELEMENTARY
SCHOOL STUDENTS**

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Abstract: This article illustrates how students' interest in children's songs and adult songs and what factors influence students' lack of interest in children's songs. The method used in this study is descriptive method through a quantitative approach by conducting a survey directly into the field for students of 5th-B-grade Isola 195 Elementary School, amounting to 29 students and the technique of collecting data using a questionnaire instrument in the form of a check list. The results of data analysis were 74.5% of students preferred adult songs and 25.5% of students did not like adult songs and as many as 60% of students liked children's songs and 40% of students did not like children's songs. This shows that students' interest in children's songs is lower than students' interest in adult songs. This is influenced by several factors, namely family environment factors consisting of parents and other family members, school environment factors consisting of teachers and school friends as well as factors from themselves.

Keywords: interests, children's songs, factors

A. Introduction

Interest is an encouragement to every individual to interact with the outside world which is interesting to be followed up and known about, interest causes someone has a high enthusiasm to know something that has attracted his heart (Santoso, 2008). Like educational activities are the conscious and planned efforts in realizing the learning process (Sulfemi, B,W. Minanti, 2018). Educational activities for each individual is an encouragement of desires or interests. Interest is a combination of desire and willingness that can be developed if there is motivation. Interest is very influential, it is impossible for people who are not interested in something to get things done properly. (Baumeister & Vohs, 2003).

Interest is related to the feelings of joy or pleasure from someone towards an object. It was stated by Slameto (2003), said that interest as a feeling of preference and a sense of belonging to a thing or activity, without being asked. interest is one element of personality that plays an important role in making future decisions. Interest directs the individual towards an object based on

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ISSN 2540-9093
E-ISSN 2503-05

feelings of pleasure or displeasure. Feelings of pleasure or displeasure are the basis of interest. Someone's interest can be known from the statement of pleasure or displeasure towards a particular object. Interest can also be interpreted as a feeling of pleasure or displeasure in facing an object (Baumeister & Vohs, 2003).

From these experts' opinions above, it can be concluded that the definition of interest is a combination of one's desires, interests, and attachments to a thing, without any encouragement from others. There are a lot of children's interests, one of them is the children's interest in children's songs. Children's songs can also be a supporting media for character education by incorporating local elements in them (Rachmadyanti, 2017).

Songs are the parts of music, and in its definition, music has some elements as the main conditions, elements in music as said by Indonesian contemporary music composer, Sjukur (Supiarza, 2016) Songs are the parts of music, and in its definition, music has some elements as the main conditions, elements in music as said by Indonesian

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contemporary music composer, Slamet Abdul Sjukur, namely: long-short tone, loud-soft tone, high and low tone, and tone color. All songs have all required musical elements, as well as children's songs.

Children's songs have the character of excitement, affection, and contained educational values that following the level of psychological development of children. Said by Iswandi (2015: 156) "Knowledge of music psychology in the real-time application can be seen in music therapy activities, music education, musical performances and all the attributes that complement it". For language aspects, children's songs should use familiar vocabularies for children as one of the supporting media for children in learning vocabularies (Zubaidah, 2004). In this case, music can help to improve children's language knowledge at the elementary school level, so the language functions as a renewal and improvement of the education quality in the future can be achieved.

Said by Endraswara (2009: 66), "What is meant by children's songs are songs that are cheerful and reflect noble ethics". Children's songs are songs that

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ISSN 2540-9093
E-ISSN 2503-05

are commonly sung by children, while the children's song lyrics are contained simple things that are usually done by children, and schools must have adequate facilities to support music education activities (Sazak, 2014). Children's songs are part of popular culture, and in the activity of introducing children's songs must be accompanied by teachers who have adequate competence (Sazak, 2014). Children's songs also teach a character that gives a good influence on their growth (Zhou, 2015). In other words, the positive impact in children's songs besides making children smart also teaches about attitude, an act of courtesy that can affect their mind, soul, and body. Through music, can help create the character and character education is a very important aspect for children's education at the elementary school level in building the affective domain (Rachmadyanti, 2017).

The development of information technology nowadays opens opportunities for children to find out all kinds of music information easily, electronic games, social media such as Facebook, Twitter, and Instagram (Supiarza, H. Sobarna, 2019) and other

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forms of social media make it easier for children to access all Western information, culture and songs so that children prefer adult songs to children's songs (Wahyuningsih, 2017). Children have no other choice why they prefer adult songs, because the production of children's songs is almost non-existent and children's knowledge about children's songs is only obtained from the school, and even that is inadequate (teachers and school facilities), whereas the role of the school, family, and environment outside the school are required to participate in strengthening the children's interests (Putri Diana R, Riswandi, Surahman, M .Mustakim, 2018) in this context, interest in the songs that are appropriate for their age.

Talking about music education for elementary school level, is not an easy matter, because this age is the age that determines the generation of a nation in the future, and the period of education in elementary schools as the area for the formation of children's discipline (Putri Diana R, Riswandi, Surahman, M .Mustakim, 2018).

Therefore, music education at the elementary school level for developed countries is something serious, see one JPSD Vol. 5 No. 2, September 2019
ISSN 2540-9093
E-ISSN 2503-05

example of a music curriculum for the elementary level (France, Mc, Burnie. Coulson, H. Graham, A. Mc Kenny. Neill, M, S. Parsons, 2002).

Indonesia has experienced a glorious period of children's songs in the '70s, '80s to '90s (Permana, S, Catur. Sigit, 2017). Various children's songs appear and are fancied by children, such as "Du Di Dam" (Enno Larian), "Abang Tukang Bakso" (Melisa), "Obok-obok" (Joshua), "Jangan Marah" (Trio Kwek Kwek), etc. These songs are appropriate for their age. These songs are appropriate for their age. Most of the famous children's songwriters at that time, namely, Pak Kasur (Soerjono), Ibu Sud (Saridjah Niung), Pak Dal (Gerardus Daldjono), then followed by Papa T-Bob, and A.T. Mahmud in the 90s. The songs created in that era succeeded in delivering the growth and development of children that are suitable to their age because the form of music and song lyrics are related to the realities of children's lives at that time.

It is known that music skills have a major influence on the personality and social development of elementary school level children, and the impact of that development can be positive if they

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experience a pleasant and useful musical experience (Hallam, 2010). At this time, hegemony in the art of music is the opposite of the 80s to 90s era. Because children's songs become rare, and some child singers instead sing teen or adult songs (Ardipal, 2015).

The creators of children's songs that were once famous like Ibu Sud, Pak Kasur, AT. Mahmud are dedicated figures in the fields of culture, music and children's education (Alimudin, 2015). At present, their creations disappear and the construction of thinking of the global era children buries memories of children's songs from the past. The loss of the next generation of children's songwriters and child singers because the situation has changed. There may be some children's songwriters and child singers who sing children's songs today, but their names cannot be as popular as the creators and

child singers in ancient times, because of the interest or response and enthusiasm from the community especially children are very less and more enthusiastic about modern adult songs, one of the causes is a crisis of cultural nobility due to the current of globalization, a crisis of example from parents and teachers (Wahyuningsih, 2017). Therefore, at this time, children lack media art (music) which has a role as one of the supporting facilities in teaching and learning activities to understand the importance of moral values, like respect for parents, love the environment, love fellow friends, etc. As said by Alimudin (2015: 108) "Children's songs are one means of educating children because children's songs can deliver messages (God, the beauty of nature, self, family, social environment and, Nationalism) to children with a simple and fun".

B. Research Methodology

The method used in this research is a descriptive method through a quantitative approach by conducting direct surveys in the field. Descriptive method is a research method used to describe symptoms, situations, and

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ISSN 2540-9093
E-ISSN 2503-05

events that occur factually, systematically and accurately. According Ratna (Ratna, 2016), this method is done to determine an independent variable score, either one or more without making comparisons or

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connecting with other variables. This research describes quantitative data obtained from the condition of the subject.

Data collection techniques in this research using a questionnaire instrument in the form of a checklist that contains several items of the statement. There are three checklists, the first contains five children's songs and then the students give a checkmark on the choice of "I" (Interested) or "NI" (Not Interested). The second checklist contains five adult songs, the column

choices are the same as the first checklist. The third checklist contains the factors that influence students' interest in children's songs with the choice column of "Yes" or "No" which selected according to each student experience.

The data analysis technique used in this research was a descriptive statistical analysis technique in the form of a percentage of each questionnaire that was filled out previously by students (respondents).

C. Research Results and Discussion

This research was conducted in the 5th-B-grade at Isola 195 Elementary School with 29 students consisting of 15 girls and 14 boys. Through the research

instrument which was filling out the questionnaires in the form of a checklist, researchers get student data as follows:

Table 1 Students' Interest Data on Children's Songs

Song Title	I	NI	I%	NI%
Aku Anak Gembala (Tasya Kamila)	20	9	69%	31%
Naik Delman (Cipt. Pak Kasur)	23	6	79%	21%
Jangan Marah (Trio Kwek Kwek)	16	13	55%	45%
Keranjang Sampah (Cipt. Pak Kasur)	4	25	14%	86%
Kupu-Kupu Yang Lucu (Cipt. Ibu Sud)	24	5	83%	17%
Total	87	58	300%	200%
Average %			60%	40%

Table 2 Students' Interest Data on Adult Song Interests

Song Title	I	NI	I%	NI%
Despacito (Justin Bieber ft Luis Fonsi)	17	12	59%	41%
Akad (Payung Teduh)	22	7	76%	24%
Lagi Syantik (Siti Badriah)	27	2	93%	7%
Sayang (Via Vallen)	23	6	79%	21%
Separuh Aku (Noah)	19	10	66%	34%
Total	108	37	373%	127%
Average %			74,5%	25,5%

Table 3 The Factors That Affect Students' Interest in Children's Songs

No	Statement	Yes	No	Yes%	No%
1	My parents enjoy listening and teaching children's songs to me	26	3	90%	10%
2	My parents provide some DVD collection of children's songs at home	15	14	52%	48%
3	Family members don't remind me if I sing adult songs	22	7	76%	24%
4	I am mostly played and heard adult songs at home	18	11	62%	38%
5	My friends rarely sing children's songs at school	18	11	62%	38%
6	When there are school events, adult songs are more often sung	8	21	28%	72%
7	Teachers often teach Indonesian children's songs	28	1	97%	3%
8	The teacher allows me choosing a song that I like to sing in front of the class	16	13	55%	45%
9	I prefer listening to and singing current popular songs than children songs	18	11	62%	38%
10	Children's songs are interesting to learn	23	6	79%	21%
Total		192	98	663%	337%

Based on the table above, the interested in children's songs is 60%, researcher will describe the findings and the remaining 40% of respondents obtained. First, the first table shows that choose not interested in children's the average respondent who are songs. Then the second table shows the

respondents who are interested in adult songs on average as much as 74.5%, and the remaining 25,5% of respondents choose not interested in adult songs. From the results of the data in tables one and two above, show that the 5th-B-grade students at Isola 195 Elementary School are more interested in adult songs (74.5%) than children's songs (60%).

Then, the third table contains statements that are concerning the factors of students' interest in children's songs. There are several factors that affect students' interest in children's songs, namely, family environmental factors, which consist of parents and other family members (statements no. 1-4), school environmental factors consisting of teachers and friends at school (statements no. 5-8), and, self-factors (statements no. 9-10). The results of the data in this third table are interrelated with the results in the first and second tables, which proves that students are less interested in children's songs.

Family Environmental Factor

In the family environment, there are two main factors that influence the child's interest in children's songs. First, JPSSD Vol. 5 No. 2, September 2019
ISSN 2540-9093
E-ISSN 2503-05

the influence of parents, in the question instrument about how is the influence of parents in teaching children's songs at home? As many as 90% of students choose a statement that their parents enjoy listening to and teaching children's songs to their children, this can encourage more child's interest in children's songs compared to children who are not listened to or taught by their parents. Then the question about the collection of children's songs owned by their parents at home is only 52%. Researchers concluded that the parents who did not provide a children's song DVD caused the lack of child's interest in children's songs because they did not have the opportunity to listen by themselves or be guided by their parents.

Second, the influence of other family members, on the statement "family members do not remind me if I sing adult songs", there are 76% of students choose "Yes". This shows that the family members of students give freedom or allowance to children to choose and sing the songs they like, no matter what the consequences if the child sings adult songs, so it will cause a lack of interest in children's songs.

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Regarding the statement of family environmental factors on the songs that are often played, the answer is "I am mostly played and heard adult songs at home". In this case, the researchers argue that children will more easily understand or memorize if he often listens, especially by listening to songs, will always be heard in his mind. In this statement, more students choose "Yes" than those who choose "No". By frequently played songs of adults, students' interest in adult songs will increase and indirectly decrease their interest in children's songs.

School Environmental Factor

For school environmental factors, researchers divided into two categories, namely teachers and school friends (peer). First the teacher, the teacher often teaches Indonesian children's songs. As many as 97% of students said that the teachers at their schools often taught Indonesian children's songs, so it can increase more students' knowledge of existing children's songs and increase students' interest in children's songs. Then the teacher's attitude towards the song liked by the child, the answer is the teacher gives freedom or allowance to choose the songs they like to sing in

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ISSN 2540-9093
E-ISSN 2503-05

front of the class. In this statement, 55% of students choose "Yes", it shows that sometimes the teacher gives freedom or allowance to students in choosing songs that they like to sing in front of the class. This may be caused a decrease in students' interest in children's songs if the songs that students performed in the class were adult songs.

Second, the influence of school friends, the students answered: "my friends rarely sing children's songs at school". As many as 62% of students stated that their friends rarely sang children's songs, this can lead to a lack of student interest in children's songs. Moreover, when there are school events, adult songs are more often sung. Students who chose "No" in this statement were 28%. Researchers concluded that at school events his friends more often sing the songs that are appropriate for their age, not adult songs. So this aspect does not cause a lack of students' interest in children's songs.

Self-Factors

The self-factor that is meant is students choose songs based on personal taste. For this question, the answer is "I prefer to listen to and sing recent

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popular songs than children's songs". As many as 62% of students prefer to listen to and sing recent popular songs than children's songs. This causes a lack of students' interest in children's songs. In the statement about "children's songs are interesting to learn" as many as 79%

of students chose "Yes", according to them, children's songs are interesting to learn.

The researchers concluded that from the several previous factors are inseparable (integral) from the self-factors.

D. Conclusions

The results of this research indicate that the 5th-B-grade students of Isola 195 Elementary School are more interested in adult songs (74.5%) than children's songs (60%). Lack of student interest in children's songs is caused by several factors, namely: in the family environmental factors, parents who do not provide a children's songs DVD collection makes the child does not have the opportunity to listen to it independently or be guided directly by their parents. Besides that, at home, adult songs are often played and family members do not like reminded students, so it indirectly reduces their interest in children's songs. The next factor is the school environmental factor, which consisting of teachers and school friends. Sometimes the teacher gives freedom or allowance to students in choosing songs that students like to sing

in front of the class. This gives an opportunity for students who like adult songs to sing adult songs in front of the class and in daily life, his friends rarely sing children's songs so it is possible that students will be more interested in adult songs. The last factor is the self-factor, according to most students, the children's song is interesting to learn, but students prefer adult songs/recent popular songs. This is caused by previous factors, because all the factors that affect students' interests are interconnected.

It was concluded in this research, students thought that children's songs were interesting to learn, only the role of parents or teachers are needed to guide them so students' interest in children's songs will be increased. Based on these conclusions, the researchers provide

several recommendations for the results of this study, namely:

1) The role of parents is very important. Parents can provide several DVD collections of children's songs and teach them when you have free time. When busy, parents can just listen to it, for example at breakfast before the child goes to school and do it routinely so it will increase the child's knowledge of children's songs more and interest. And when they don't have the chance to listen or teach, children can independently listen to or sing it themselves because they are accustomed to being heard and taught previously by their parents so that they have a high interest in children's songs.

2) For other family members can participate in increasing students' interest in children's songs by participating in teaching children's songs. And when listening to adult songs, choose songs that are suitable for the age of children because not all adult songs use lyrics that reflects adults.

3) For teachers in choosing songs in the class, it would be better not to give freedom to students. Or it could give freedom to students but with certain conditions, for example, choose pop songs with the theme of friendship. The song theme that can build students' character.

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