

# The Character Values in the Children Song Lyrics by A.T Mahmud on the Third Grade Elementary School Book

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**Abstract:** *The aim of this research was to analyze the character values on the children's song lyric by A.T Mahmud on the third grade elementary school book. This was a qualitative research that was presented descriptively using discourse analysis approach. The data of this research is the sentence of the children's song lyric by A.T Mahmud on the third grade elementary school book which contains character value of character education reinforcement (PPK). The data collection method use in this research was documentation. The result of this research showed that not all the themes include the children's song lyric by A.T Mahmud as the teaching material of the character values on the third grade elementary school book. There were more than one character values in a song title. The dominant character value was independent character value (NM) and integrity character value (NI) appeared 5 times with the percentage of 31.25%. The nationalist character value (NN) was not found, because the use of children's songs as the teaching material should be suitable to the core competence (KI) and the basic competence (KD) of the 2013 curriculum on the third grade of elementary school.*

**Keywords:** Children Song Lyrics, Character Values

## 1. INTRODUCTION

Introducing children songs became one of important activities in the learning process at elementary school. It is because children songs considered as a tool that can affect children's personal development in motoric aspect, language, emotion, social, and intelligence (Sinaga, 2010:3). Everything that related to children songs such as language, pronunciation, notation, and lyric can make learning atmosphere become more meaningful. Song lyrics are often used as a tool to teach children about character values education. For example, moral value in the song lyrics which often sung will be easier to deliver to the children, so that character education will be optimum (Kusumawati, 2013:2).

Character education which applied to the elementary children can form children's character for a long time. Every people that involve in the learning process at elementary school should perform their job seriously (Hutama, 2015:83). In the age of 6-12, children's behavior aspect formed through verbal reinforcement, specimen, and identification (Muljono, 2012:101). Verbal reinforcement and identification can be done by giving character education material through children songs, while specimen reinforcement can be obtained from family, school, and social environment.

Most phenomenons that occur in the society is that children are easier in memorizing adult songs

where there were many vocabularies that they don't understand (Alimuddin, 2015:108). It cause by some factors such as parents, teachers, and social environment. Those factors become determination of children's interest toward children songs. Interest is a pleasure toward an object that comes from the heart, not the compulsion from others (Sefrina, 2013:28). Children's interest in this case formed by the process of seeing and listening the surround condition. In the family range, children imitate everything done by the family members. If they often listen to adult songs, the intensity of children listen to adult songs will be higher.

Another factor that affect children' character development is teacher. Teachers are often introduced children songs and the song creator that can be found in the student book. This behavior do not taught continuously, that is why children will be less interested and are easier to forget the positive things in the children songs (Yuliani, 2014:1-3). Besides, sophisticated technology and the lack of parents in observing their children become supporting factor that ease them to access adult songs with various genre that are famous in the society. It will make them tend to do something like adult and also affect their character development in the future.

Haryadi (2015:2) states that there are three aspects that should be mastered by children in education such as cognitive aspect (knowledge), affective aspect (attitude), and psychomotor aspect (skill). Those aspects should be balance, however, the fact in the learning process showed that cognitive

aspect become the dominant aspect. Then, psychomotor aspect is in the middle. Unfortunately, affective aspect tends to be ignored. Parents and teachers are not aware of it. Children need those three aspects to balance the function of left brain and right brain. It can be done by teaching them about character values through children songs in the learning process. Dealing with the elementary children's thinking step that are love to play, teachers can teach character values thought singing activity. For example, teaching while singing children songs by A.T. Mahmud during the learning process.

Children songs by A.T Mahmud was chosen because of some considerations such as: (1) there are numbers of children songs by A.T Mahmud on the third grade elementary school book, (2) children songs by A.T Mahmud have character values and also interesting, (3) children songs by

A.T Mahmud can be learned by all ages because the lyrics are simple, (4) there is no research investigating children songs by A.T Mahmud, (5) A.T Mahmud is a teacher and a musician that is hard worker, never give up and spreading character value through children songs, and (6) children songs by A.T Mahmud are avowed by Indonesia. It was proven with the "*Bintang Budaya Parama Dharma*" from Indonesian government as a reward for him. Besides, he also got "Lifetime Achievement Awards" from AMI as a reward of his achievement and contribution on music at 2003. Hence, the aim of this research was to analyze the character values on the children's song lyric by A.T Mahmud on the third grade elementary school book.

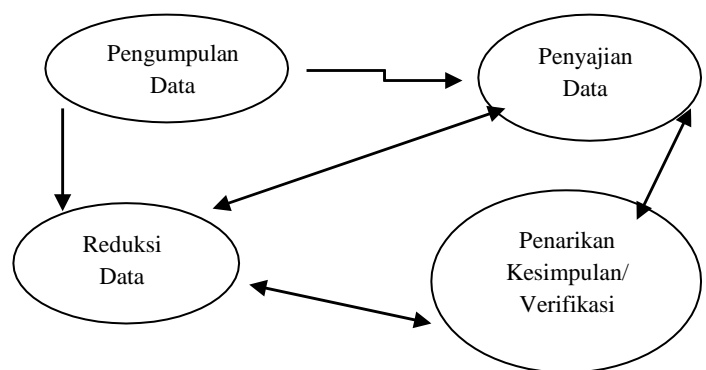
## 2. RESEARCH METHOD

This research was a qualitative research by using discourse analysis approach. Discourse analysis is an effort to understand the meaning on the aspect, context, and situation (Firth, dalam Sobur 2006:49). The essential element on discourse analysis is the researcher's interpretation and focusing on the implicit meaning on literature. Qualitative research is more focus on the aspect of deep understanding toward a problem rather than spotting problem to generalize the research (Masyhud. 2016:27).

This research was explained descriptively in systematic, factual and accurate ways (Sanjaya, 2013:59). The data of this research is the sentence of the children's song lyric by A.T Mahmud on the third grade elementary school book which contains character value. The data source of this research was children song lyrics by A.T Mahmud entitled *Cemara*, *Barisan Musik*, *Jika Ibuku Tua Nanti*, *Ambilkan Bulan Bu*, *Awan Putih*, *Rotiku*, *Tukang Sayur*, *Pantun Pramuka*. The data collection method use in this research was documentation. According to

Afrizal (2015:21), data collection method is a method of collecting data in form of writing such as news media, note of a meeting, journal, article and reports related to information required in research.

The prominent instrument in this case is the researcher itself, while the supporting instruments are data collection guiding list and data analysis. Qualitative data analysis is a continuous activity during research from collecting data until writing report (Afrizal, 2015: 176). This research used Miles dan Huberman (1992:17) data analysis which states that there are three stages in qualitative data analysis including data reduction, data presentation, and conclusion/verification.



Picture 3.2 The Design of Miles dan Huberman's Interactive Data Analysis Technique

## 3. RESULTS AND DISCUSSION

### a. Religious Character Value (NR)

Religious Character Value includes the relation of individual and God, individual and equal, and individual and universe. This character is shown by the behavior of loving and caring God's creatures. The percentage of the religious character value occurrence on the children song lyrics by A.T Mahmud on the third grade elementary school book was 18.75%. There are four religious character value found on the book. Those are 1 religious character value on "*Cemara*" song lyric and 3 religious character values on "*Jika Ibuku Tua Nanti*" song lyric. The explanations are as follows:

#### 1) Character Value on "*Cemara*" Song Lyrics

Environment should be cared and preserved. As a civilized person, people should have gratitude. It can be proven by admiring all of God's creatures. Song lyric on the first data entitled "*Cemara*" contains religious character value with the environment affection sub-value. That character value can be seen on the lyric "*Bergerak-gerak kian kemari, seperti tangan penari*" with NR-G interpretation code. "*Cemara*" song send knowledge to the listeners to be more understand their environment with a simple way, such as knowing the characteristic of living things around them. Spruce has slim stem structure and small leaves which make them moving like a dancer's hand

when they are blown by the wind.

## 2) Character Value on “*Jika Ibuku Tua Nanti*” Song Lyrics

“*Jika Ibuku Tua Nanti*” song has a religious character value with the peace affection sub-value. It can be stated as a mean to minimize fracas so that this character value should be taught as early as possible. Peace affection value and sincerity can be found at “*Akan kujaga ibuku, agar senang selalu*” sentence with *NR-B* interpretation code. Besides, it can also be found at “*Akan kujaga selalu, kemana ayah pergi*” sentence *NR-B* interpretation code. Both sentences taught us to be care, loyal, and love each other. Age is not a reason to reduce children’s love towards parents.

### b. Independent Character Value (NM)

Independent Character Value is an attitude and behavior of not depending on others and use power, thought, and time to realize their hope (Larasati, 2017: 382). This character value can be found at A.T Mahmud’s song lyrics on the third grade elementary school book. There are five values with the percentage of 31.25%. There were only one value on “*Ambilkan Bulan Bu*” song lyrics, one value on “*Awan Putih*” song lyrics, one value on “*Rotiku*” song lyrics and two values on “*Tukang Sayur*” song lyrics. The explanations are as follows:

#### 1) Character Value on “*Ambilkan Bulan Bu*” Song Lyrics

This song lyric contains independent character value with the courage sub-value. It can be found at the lyric “*Untuk menerangi tidurku yang lelap di malam gelap*” with *NM-A* interpretation code. That sentence shows that courage should be taught to the children. It aims to help students in order to be able to finish their tasks. Besides, it also helps students to be ready in facing problems in life.

#### 2) Character Value on “*Awan Putih*” Song Lyrics

The lyrics on this song contain independent character value with struggle sub-value. It can be found at “*Andai kudapat kesana terbang, akan kuraih kubawa pulang*” sentence with *NM-B* interpretation code. The word “*awan*” on the lyric is like someone’s ambition. That lyric taught us that people should have ambition, struggle and courage in achieving the goals.

#### 1) Character Value on “*Rotiku*” Song Lyrics

This song has independent character value with the ability of fulfilling self-necessity sub-value with *NM-E* interpretation code. It can be found at “*Kutup rapat-rapat, supaya jangan dimakan lalat*” sentence. This song lyric taught us to be independent in maintaining health by sealing food in order not to be infested by flies that cause diseases.

#### 2) Character Value on “*Tukang Sayur*” Song Lyrics

This song lyric has two independent characters such as work ethic sub-value with *NM-G* code and professional sub-value with *NM-C* code. It can be found at “*Dari rumah ke rumah tak kenal lelah*” sentence. This lyric shows that hard work and not easily discouraged are important to be taught to students. It intends to help students not to be easily discouraged when they found difficulty in finishing their tasks.

### C. Mutual Cooperation Character Value (NG)

Mutual cooperation character value reflects the act of appreciating the spirit of cooperation, establishing communication, friendship, giving help to others and being empathic to people surrounding (Utomo, 2018:96). The percentage of the mutual cooperation character value occurrence on the children song lyrics by A.T Mahmud on the third grade elementary school book was 18.75%. There were three mutual cooperation character values on the “*Barisan Musik*” song lyric as follows:

#### 1) Character Value on “*Barisan Musik*” Song Lyrics

The song entitled “*Barisan Musik*” contains three mutual cooperation character values. The lyric “*Sambil berbaris memainkan lagu*” with *NG-A* interpretation code showed that mutual cooperation value with solidarity sub-value need to be taught to the students. While, the lyrics “*Suasanapun riang, siapapun senang*” and “*Sorak sorai para penonton terkesan*” with *NG-E* interpretation code contains empathic sub-value. Empathic is a mental condition that makes people feel that they are in the same condition with others. If their friends are happy, they should give the same response and vice versa. On that lyric, the music players make the atmosphere cheerful and happy, so that the audiences become impressed.

#### d. Integrity Character Value (NI)

Integrity character value is a value that makes people always trusted in terms of words, acts, works, and have commitment of stance (Anshori, 2017:67). The percentage of the integrity character value occurrence on the children song by A.T Mahmud on the third grade elementary school book was 31.25%. There were five integrity character values found in this song such as two values at “*Jika Ibuku Tua Nanti*” song lyric, one value at “*Rotiku*” song lyric, and two values at “*Tukang Sayur*” song lyric. The following are the explanations:

#### 1) Character Value on “*Jika Ibuku Tua Nanti*” Song Lyrics

This song lyric has integrity character with responsible sub-value by *NI-F* code. It can be found at the sentence “*Akan kujaga ibuku, agar senang selalu*” and “*Akan kujaga selalu, kemana ayah pergi*”. Those words taught us to be responsible. Responsible in this case is carrying out obligation to take care of parents when they are old.

#### 2) Character Value on “*Rotiku*” Song Lyrics

A song entitled “*Rotiku*” contains integrity

character value with responsible sub-value by *NI-F* interpretation code. It can be found at the lyric “*Kututup rapat-rapat, supaya jangan dimakan lalat*”. This song lyric taught us to be responsible in maintaining health by sealing food in order not be infested by flies that bring virus and bacteria. This should be taught to the students in order to make them become responsible to all of their activities.

### 3) Character Value on “*Pantun Pramuka*” Song Lyrics

This song contains integrity character value with moral commitment sub-value by *NI-G* interpretation code. It can be found at the lyric “*Pramuka itu hemat cermat*”. Besides, *NI-G* interpretation code can also be found at the words “*Pramuka selalu disiplin*”. Both lyrics taught us to have a good self-moral commitment and be a good model for people surrounding. Moral commitment in this case is being discipline in maintaining time, money, job and good in setting priority.

## 4. CONCLUSION

The conclusion of this research shows that a song lyric has one or more character values. Children songs by A.T Mahmud entitled *Cemara, Barisan Musik, Jika Ibuku Tua Nanti, Ambilkan Bulan Bu, Awan Putih, Rotiku, Tukang Sayur, and Pantun Pramuka* contain character values of character education reinforcement (PPK): (1) religious character value that occur three times with the percentage of 18.75%, (2) independent character value that occur five times with percentage of 31.25%, (3) mutual cooperation character value that occur three times with the percentage of 18.75%, and (4) integrity character value that occur five times with the percentage of 31.25%. The dominant character value found in this research was integrity character value with *NI* interpretation code and independent character value with *NM* code (31.25%). Nationalist character value (*NN*) did not found on children songs by A.T Mahmud on the third grade elementary school book. It is because the use of children song as a learning material should be appropriate with core competence and basic competence of 2013 curriculum for the third grade elementary school. In this case, children songs by A.T Mahmud were used as alternative media to teach character education in elementary school.

The suggestions of this research are as follows:

- 1) For teacher, this research is expected to be a reference to teach character values in a simple way through children songs which appropriate with the learning material in elementary school.
- 2) For students, this research is expected to give students knowledge about some children songs by A.T Mahmud that is fun yet educating.
- 3) For parents, this research is expected to give them information about the advantages of children songs in education process so that

parents can choose appropriate songs for their children

- 4) For the songwriters, this research is expected to be a reference in making children songs that are interesting, containing educating character values, and in accordance with the learning material for elementary students.

For other researchers, this research expected to be a reference in conducting similar research and examining character values on other children songs by A.T Mahmud deeply.

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