



## Simple Arrangement of Children's Song with Trilingual Characters As Learning Media For PGSD and PGMI Students

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**Abstract**

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*The existing quality of learning media, particularly in teaching multilingual characters of Early Childhood Education, poses a challenge in education. Teachers should possess the skills to continuously innovate in creating instructional materials, including prospective teachers, namely PGSD and PGMI students. This program aims to enhance the skills of PGSD and PGMI students in developing multilingual character education media for children. The primary focus is on using children's songs as an engaging and effective educational tool. Another issue is the need for more skills among students in creating multilingual and character-based instructional media that can captivate children's interest. The ultimate goal is to improve students' skills in creating engaging and effective instructional media, providing benefits to children, and contributing positive knowledge to the general public. As a solution, this program creates a simple arrangement of children's songs with characters in three languages as instructional media for PGSD and PGMI students. In its implementation, students are equipped with the skills to create simple arrangements of children's songs with the hope that this will serve as valuable preparation for creating engaging instructional materials.*

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## INTRODUCTION

In the current era of education, teachers and prospective teachers, especially students of the Elementary School Teacher Education (PGSD) and Madrasah Ibtidaiyah Teacher Education (PGMI) Study Programs, are faced with demands to continue to develop skills in delivering material in the teaching and learning process. As future teachers, PGSD and PGMI students need to understand and master the creation and utilization of learning media to support character and multilingual learning in children. According to Baker and Wright (2017), multilingual education is crucial in helping students understand and appreciate linguistic and cultural diversity and improve their communication skills in an increasingly globally connected world (Baker & Wright, 2017).

However, the quality of learning media and students' skills in developing interesting and effective learning media still need to be improved, especially in the context of character and multilingual learning in children. This can harm children's interest in learning and understanding of learning materials. In Indonesia's education context, there is a great need for quality learning media to support the learning process, especially in areas with limited human resources and budgets (Ernawati & Riyadi, 2019).

This community service program, through the development of children's song arrangements with multilingual characters, is expected to increase children's interest in learning while providing practical benefits for students in developing learning media.

In addition, this community service program also aims to strengthen awareness of the importance of character and multilingual education for children in Indonesia. Given that Indonesia is a country rich in cultural and linguistic diversity, multilingual education is considered a means to promote awareness of cultural and linguistic diversity and increase understanding of the differences and similarities between different ethnic groups (Kuhlmann et al., 2019).

Previously, the researcher had conducted interviews with several PGSD and PGMI students. One of the problems related to using songs as learning media innovations is that not all students have good musical abilities. At the same time, prospective teachers who are skilled and have good musical abilities will make children interested and enthusiastic about the songs presented. More clearly, a description of the situation analysis of service partners is shown in the table below:

Tabel 1. SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Have a relevant educational background in education and teaching.</li> <li>• Have good theoretical knowledge and understanding of the learning materials</li> <li>• Have high motivation and enthusiasm in developing their abilities as prospective</li> </ul>	<ul style="list-style-type: none"> <li>• Limited practical experience in developing effective and engaging learning media for children.</li> <li>• Lack of skills in integrating character education and multilingualism into learning media.</li> <li>• Limited access to quality</li> </ul>

teachers and educators.	learning resources and materia
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Support and assistance from community service program developers to improve the practical skills of PGSD and PGMI students in developing learning media.</li> <li>• Support from educational institutions to improve the quality of learning at the primary level</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of support from the government and educational institutions for the development of effective and quality learning media</li> <li>• Changes in regulations and policies that can affect the quality of education and competition in the job market.</li> </ul>

The partners of this community service program, namely PGSD UNNES and PGMI UIN Saizu Purwokerto students, need help with several problems that affect the development of their abilities as prospective teachers and educators. First, they need more practical skills in developing learning media that have quality and appeal to children. Many PGSD and PGMI students have no experience or skills in creating effective and interesting learning media for children. This can hinder their ability to deliver learning materials in a fun and effective way.

Secondly, there are constraints in access to quality resources and learning materials. Although various resources and learning materials are available online, not all are accessible or of good quality. This limited access can be an obstacle for PGSD and PGMI students in creating effective and interesting learning media for

children, potentially negatively impacting the quality of learning provided by future teachers and educators. Solutions to partner problems in this community service program can be done in several ways, including training and skills provision, network development, and mentoring and monitoring. Service partners need training and skills provision to develop effective and quality learning media.

Specifically, the solution that can assist service partners in developing learning media is to provide training in making simple arrangements of children's songs with trilingual characters as learning media for PGSD and PGMI students. This training can be carried out by a service team of music and education experts and involve service partners as training participants. The training consists of several sessions and training materials, namely 1) Introduction to the characteristics of children's songs; 2) Basic techniques of music arrangement; 3) Making simple arrangements of children's songs with trilingual characters; 4) Practicum on making children's song arrangements. The session is followed by ongoing mentoring and consultation so that service partners can continue to develop and obtain input in developing effective learning media. With this training and mentoring, it is hoped that service partners can improve their skills in developing effective and quality learning media. This training can also be complemented by practicum to provide direct experience to trainees in making children's song arrangements.

The proposed community service program, "Making Simple Arrangements of Trilingual Children's

Songs as Learning Media for PGSD and PGMI Students," aims to improve students' skills in developing interesting and effective learning media, especially regarding character and multilingual learning in children. Gallego et al. (2017) state that music-based learning media, such as children's songs, can help increase interest in learning and accelerate the learning process in children. This program is expected to improve the quality of learning media with multilingual characters for children.

In addition, this program also aims to provide benefits for students in developing skills and practical experience in developing interesting and effective learning media. Ilma et al. (2020) state that training and skill development for students can improve the quality and skills in developing effective and innovative learning media. Through this community service program, students are expected to develop skills and practical, valuable experience for their future careers.

## METHOD

This activity uses a training method. The workflow of this service activity consists of several stages (Vincent II, 2009), including team formation, goal formulation, stakeholder identification, needs collection and analysis, problem prioritization, preparation, implementation, assistance, review, and evaluation (Vincent, 2009).

First, the team formation stage is carried out by selecting competent members in their fields and by the theme and objectives to be achieved (Widodo et al., 2019). The team consists of lecturers from UNNES and UIN Saizu Purwokerto who have

expertise in music and education. This team is responsible for the implementation of the service and ensuring the success of the planned program.

Second, the purpose of this service is to provide training in making simple arrangements of children's songs in three languages as learning media for PGSD UNNES and PGMI UIN Saizu Purwokerto students.

Third, stakeholder identification determines parties who can help and support service activities, followed by signing a cooperation MoU. Stakeholder identification includes PGSD UNNES and PGMI UIN Saizu Purwokerto students and the general public who need information about making simple arrangements of children's songs in three languages.

Fourth, needs collection and analysis were carried out by collecting data on the needs of students and the community in making simple arrangements of children's songs with trilingual characters. The team prioritized the problems solved in the training of making simple arrangements of children's songs with trilingual characters. The data was then analyzed to determine the main problems that needed to be solved. Next, preparations were made for implementing the training, including compiling materials, preparing training venues and facilities, and promoting activities.

The core stage was the implementation of the activities, which included training in making simple song arrangements and using verses in three languages. Training materials were delivered to participants in a gradual and

structured manner. Mentoring is carried out to determine the progress and improvement of post-program skills. The last stage is a review and evaluation of the success of the training and the application of training materials in making simple arrangements of children's songs with trilingual characters. The results of this evaluation are used to prepare reports and develop better training programs in the future.

## RESULT AND DISCUSSION

Children's songs are a medium that can be used as a learning medium to develop the character and potential of students. The results of this character education learning process can not be seen in a short period, but it has a strong durability and impact on the community. The delivery in three languages also has its purpose so that children learn the International Language, namely English, and the Regional Language, namely Javanese. The hope is that children will realize that they are part of a global society that is open-minded but still has an identity as an Indonesian nation and preserves local culture. This is part of national culture and character education which aims to: 1) developing students' affective potential as humans and citizens who have national cultural and character values; 2) developing students' habits and behaviors that are commendable and in line with universal values and the nation's religious cultural traditions; 3) instilling a spirit of leadership and responsibility in students as the nation's next generation; 4) developing students' abilities to become independent, creative, nationalistic-minded human beings; and 5) developing the school

life environment as a safe, honest, creative and friendly learning environment, as well as with a high sense of nationality and full of strength.

Cultivating student character through efforts to improve teacher skills is a priority issue that is the main focus of this service. The training materials presented include basic music theory studies making synopsis for song lyrics. Some training stages include determining themes and sub-themes, elaborating sub-themes into descriptions, making song lyrics in Indonesian, translating songs into English and Javanese, making simple recordings, notating the recording results, and making song scores. The target of the workshop Making Simple Arrangements of Three Language Children's Songs as Learning Media is PGMI students of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The workshop program was held on the campus of UIN Prof K.H. Saifuddin Zuhri Purwokerto. On June 22, 2023. Some of the materials presented are as follows:

1. Knowledge of the basic theory of music notation, both number and block notation, consisting of notation forms, rhythms, notation prices, and musical marks (rest marks, time signature, tempo marks, repetition marks, dynamic marks). The material at the first meeting consists of reading song notation. The rhythm of the song, also called rhythm, is a series of regular movements and is the essential element of the song. In simple terms, rhythm can be interpreted as a determinant of beats in music. The way to feel a rhythm is by listening to the song repeatedly. The rhythm will stick in the minds of music lovers if it

is always practiced. For example, when someone listens to a song and unconsciously

2. In the practice of solfeggio in activities (singing, listening to music, reading music notation), the participants could imitate the melody, sing tone intervals, play scales, and demonstrate singing songs accompanied by keyboard instruments. The melody created is the level of high and low and the short length (duration) of the tone in a series of musical sentence.

3. Knowledge of learning media. Participants follow and try to create ideas for song lyrics consisting of eight lines of the main characteristics of children's songs as learning media.

4. Compose song lyrics by choosing the language used in making song lyrics with the theme of diversity, can use Javanese, Indonesian, or English, then compiled as material to add elements, rhythm, scales, rhythm, and melody of children's songs.

The final result of the service is that the teachers can create simple arrangements of songs in three languages (trilingual), namely Indonesian, Javanese, and English. The song must also represent diversity and be adjusted to the needs of the Merdeka Belajar Curriculum launched by the Ministry of Education, Culture, Research, and Technology. From several meetings, training participants were tasked with making songs with the theme of diversity.

## CONCLUSIONS

From the training, making song arrangements is a skill that can support teachers in delivering material in teaching and learning activities in the classroom. In addition, the important thing is that teachers can instill essential characteristics in the younger generation, including the character of diversity values. The suggestions from this community service are: first, the results of the songs made by the Teacher can be applied to daily learning. They can be patented by being registered as Intellectual Property Rights. Second. Training activities with different materials and targets can be carried out again in the future.

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Harmoni dalam Keberagaman

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Allegretto



Figure 1. Notation and lyric of trilingual song

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