

Development of Moral and Religious Values for Children through Singing Themed Islamic Songs

Indra Yeni

Department of Early Childhood Education
Faculty of Education Universitas Negeri Padang
Padang, Indonesia
indrayeni.30031971@gmail.com

Abstract—The development of singing ability aims to make children able to create something based on their imagination. In addition, the development of singing ability can also sharpen the sensitivity and appreciate the creative work. Islamic songs are always close to the world of children and usually have started from the family environment because it is rich in moral messages. In digging the ability to sing a child can be used Demonstration Method. This is done by telling the song content and demonstrating it. The activity begins with teacher singing a song intact with the accompaniment of the teacher's music reciting the text of the song and the child repeating so that they understand the meaning of the song, then the teacher and children sing together so that the child is more motivated. This teaching activity has increased the active participation of children; children can apply the message contained in the song.

Keywords—children; islamic songs; morals and religious.

I. SITUATION ANALYSIS

Kindergarten is a part of education which aims to develop all students' personality such as: moral, social-emotional, autonomy, language, cognitive, physical / motor, and art . The aspect is developed through two main areas, namely: 1) development of habituation, and 2) development of basic capabilities. The development of habituation, including the development of moral and religious values, social emotional, and independence. The development of basic skills includes language development, cognitive, physical / psychomotor, and art. The development of the basic skills of art is a development activity related to aesthetic values, ethics, morals and self-control. Departing from the curriculum of kindergarten [1], stated that the basic competence of art learning is the child is able to express themselves by using various media / materials in art work through exploration activities embodied among them in the form of fine motor development (dancing) and music sing).

Music is the most emotional art, which is one of the oldest art forms for mankind. It accompanies development of human history with its unique artistic charm, thereby meeting demand of human spiritual needs[2].

The development of the basic skills of art, especially the art of music (singing) aims to make children able to create something based on the results of their imagination, develop sensitivity, and can appreciate the creative work. So singing is one of the competencies that must be owned by students and educators in kindergarten.

Singing activities, as well as activities for the development of children's music arts, can also be used to develop moral and religious values of the learners. This is done by teaching the Islamic themed song for learners. By teaching Islamic songs, teachers have essentially developed morals and religious values in children and the development of basic skills of music art. In the context of this activity, singing is used as a method of learning to develop moral and religious values in children.

Based on the observation found that the development of moral values and religious through the method of singing Islamic songs in kindergarten has not shown optimal results. One of the causes is there the use of singing methods applied to learners in the learning process has not been maximized. among others: 1) Students sing unanimously, some sing faster than other students, some sing more slowly; 2) When singing a child's voice sounds flat without any emphasis on a particular text of the song being sung. There are learners who sing with a loud voice, some singing with a weak voice is almost inaudible. 3). Learners do not memorize the song's text. Some of the songs are sung repeatedly, both in class and out of class, but there are children who do not memorize the text of the song, so it appears to just stand still, play, interfere with a friend nearby, or attempt to move the mouth but do not make a sound. 4). Educators do not correct children's mistakes in singing. Educators should evaluate the singing activities performed. However, there is no correction from the educator against the child's mistake in singing. Educators only improve the attitude of children in singing. And 5) Singing activities are not supported with adequate musical instruments. To carry out learning to sing in kindergarten, an adequate musical instrument is needed. The availability of musical instruments is very supportive of singing learning activities. To perform the activities of singing required adequate musical accompaniment. The presence of musical instruments accompanying the ability of students in response to the rhythms and tones are sung. The limitation of musical

instruments is a barrier factor for educators and learners to perform singing activities.

Another problem emerged after the initial observation, where it was found that most kindergarten teachers have a minimal repertoire of Islamic songs so that the use of Islamic songs is still very rare and impressed monotonous. Efforts to improve the Islamic song repertoire is difficult because teachers are not used to reading music scores so it is difficult to learn the children songs that have not been known.

Based on the problems found, the authors provide teaching through the activities of singing Islamic songs to young children as an effort to develop moral values and religious.

II. THEORETICAL AND DEFINITIONS

A. Understanding Value, religion, and Moral

Etymologically, the word “Value” comes from the English “Value” derived from the Latin word “Valere” which means *useful, capable, will, empower, apply*. While the Definition of “Religion” by FrannyDahler proposed two forms of religion definitions. First the general definition applies to all religion. The two specific definitions apply to religion itself. In Islam there are two religion. Samawi and not a samawi. The religion of Islam as the last heavenly religion that Allah preserves throughout the ages, the definition of religion is determined by its followers objectively according to the Islamic view.

As according to the language “*Addinal Islam*” can mean “*prosperity and safety, ladder upward steps, and surrender completely to God*”. Meanwhile, according to the term (terminology) “*DienulIslam*” means “*the religion revealed by Allah SWT to His Messenger for all mankind so that they will gain happiness in the world and the hereafter*”.

Soreligion is a belief in the presence of Lord the Almighty and the law revealed to His messenger for the happiness of human life in the world and the Hereafter.

Then “*Moral*” understanding comes from the Latin word mores the plural of “*mos*” which means “*custom*”. While in the Indonesian language, morals are defined as moral. Morals are matters that conform to generally accepted ideas about human actions, which ones are good and which ones are natural. Lickona the person who has good character means he/she has good moral knowledge, has goodmoral feeling, and always do the good action. All of them have impact each other [3].

B. The Purpose of Development of Moral and Religious Values in Early Childhood Education

Religious is the rule and revelation of God deliberately revealed so that people can live orderly, peaceful, prosperous, dignified, and happy both the world and the hereafter. Religious teachings also contain a set of norms that will lead people to a civilization. Thus the existence of religious is a primary need for all humanity. Therefore, religious needs to be installed early on to children in various educational institutions, both formal and non formal.

According to Kamtini and Tanjung[4], the essence of moral development and religious values include :a) education of faith and worship, meaning that from an early age the problem of faith should be firmly planted in the child, as well as worship practices have also begun to be accustomed by educators trained in the child, b) moral education, meaning that early on the child should be introduced and accustomed to speak the word, attitude, and behavior politely and introduced the virtues of praiseworthy nature.

C. Defenitions of Music

Kamien[5] suggests music is an art based on the organization of sounds by time. The thing that distinguishes music from other types of sounds is the presence of the main elements attached to sounds that are musical. Mahmud[6] calls music as the language of emotion. According to Hendrie and Bray [7], music is a means that can communicate something to the listener. Hoffman adds something that is communicated through music that is the expression of emotion [5]. Based on the above description can be concluded that music is the art associated with organizing sound and silence by time and musical.

Music experience is needed to develop the basic skills of children's music. Some of the basic skills that can be enhanced through music byKamtini and Tanjung[4] are the ability to hear, demonstrate and creativity. First, listening ability is a very essential skill. Music communicates the message. Messages will be well received, if messages can be heard, captured or felt properly. Hence listening activities should be as important as treating other musical elements. Activity hears the point of increasing discriminative listening skills. Children are guided for learning, focusing on and being willing to listen to music through appropriate environmental stimuli[8].

Therefore, children health development in mind and body

can be promoted through music activities. According to Mahmud [6] listening activities aims: a) appreciate the role of the bar, and the pattern of rhythm in building moods; b) increasing sensitivity to content and messages expressed by rhythm or melody, music or song in general; b) live the musical expressions through observations of dynamic agencies, tempos or stylistic changes; c) improving listening ability to work music well. Second, the ability to demonstrate is developed, among others, by singing with a pure and precise tone and playing various rhythms of accompaniment, in various bar charts. Third, the ability to creativity. Music is a creative activity, a creative child, among others, looks at the curiosity, the attitude of trying and imagination, the ability to creativity is the ability to respond to the contents and messages of music or songs with creative acts. Creativity activities aim to strengthen and develop the knowledge and skills of music that have been obtained, among others: a) try and can obtain percussion instruments; b) improving the ability to hear music; c) increasing sensitivity to content and messages.

The main form of music activity in kindergarten is singing. According to Kamtini and Tanjung[4], singing is a fundamental musical activity, because the child can hear

through his own senses, voicing the high-tone and rhythm of the music in his own voice. By inviting children to sing, is to give children a valuable and fun experience. Jamalus[9] suggests giving music experiences to children, especially through singing activities.

Music is art of emotion. It arouses the resonance of the inner mind through voice, and it is the door to open children's wisdom, which is closely related to formation of children's personality and intelligence development with important significance to children's world outlook, values, and children's growth[10], [11].

According to Mahmud [6], "Children in kindergarten learn to sing by imitating or habituation". Mahmud added the steps to teach the song in general there are two, namely: 1) build interest in children first through the question and answer that refers to the content and purpose of the song; 2) developing learning in accordance with children's capability.

Singing is an important part of children's development [4]. Educators in kindergarten must direct their students not as singers, but rather on how to make children enthusiastic in singing. By singing, children can express what is felt, thought, dreamed personally and through singing the child will come into contact with something beautiful. This is because singing also serves as a tool for children to express their feelings and feelings. Therefore, singing activities are important in kindergarten. According to Mahmud [6], the expected acquisition of singing is for the child: 1) listening and enjoying the song; 2) experiencing the pleasure of singing along; 3) expressing his thoughts, feelings and moods; 4) feel happy singing and learn how to control the sound; 5) increase the vocabulary of songs.

Singing is an essential activity that can not be separated from the learning process in kindergarten. In addition to functioning as an activity to develop the basic abilities of children's musicals, singing can also develop children's musical intelligence. But this important function evolves more broadly, not only to develop the art aspect, especially the art in children, but also has been found by experts that singing activities can be used as a medium to develop other aspects of developing other early childhood, such as: moral and religious, social, emotional and self-reliance, language, cognitive, and physical / motor skills.

The teaching activities of singing Islamic children's songs as a medium for developing moral and religious values are designed to provide an alternative solution to the model of developing moral and religious values in kindergarten. Moral and religious values are very abstract and philosophical, so teachers in kindergarten often have difficulty finding the right approach and easy to accept learners and not boring in developing moral values and religious. Thus, singing here is not the main focus of teaching, but is used only as a medium to help teachers to educate learners about moral and religious values. Islamic songs are used to provide knowledge about the moral and religious values contained in the text of the songs.

III. RESULT AND DISCUSSION

The success of the training activities of singing the Islamic songs for children as a medium to develop Moral and Religious Values in kindergarten is inseparable from several supporting factors so that this activity can be implemented in accordance with the plan that has been prepared. In general, the purpose that has been determined that is expected the teacher in kindergarten have the ability to teach children the Islamic songs for children in kindergarten, and can use it as an alternative media to develop moral values and religion can be said to have been reached with precisely. Because all activities are done in accordance with the stages of teaching activities songs. Liu [12] states that Music can improve a person's aesthetic appearance, cultivate minds, and build sentiments. It has a major role in promoting students' quality humanities, cultural qualities and comprehensive quality.

The training has completed several stages related to participants' understanding of the development of moral and religious values. Participants have been trained on ways to discover the moral and religious values contained in the Islamic songs for children. The training has also been reviewed; giving the participants a refresher on using music notation to get to know the children's song. This activity has added to the treasury of teachers on the collection of Islamic songs, as many as 7 (seven) titles, are: *Allah Tiada Tara, Aku Percaya, Berwudhu, Ibadah Haji, Mari Bersamaku, Muhammad, and Tegakkan Shalat*.

Music education plays an important role in quality education, which can improve students' moral cultivation, promote students' physical and mental health, improve students' aesthetic taste and comprehensive quality[13] therefore through this activity can be seen the increasing understanding and knowledge of children to the moral and religious values contained in Islamic nuances. This is reflected in the change of attitude and behavior of children, so the song can be used as media to develop moral and religious values in kindergarten.

References

- [1] DEPDIKNAS, *Standar Kompetensi Pendidikan Anak Usia Dini. Taman Kanak-kanak dan Raudhatul Athfal*. 2003.
- [2] P. Children, "On Influence of Music Education on Emotional Development of," no. Emcs, pp. 746–749, 2015.
- [3] R. Kirk, *Educating for*. New York: Bantam Book, 2016.
- [4] H. W. Kamtini dan Tanjung, *Bermain melalui Gerak dan Lagu di Taman Kanak-kanak*. DEPDIKNAS, 2005.
- [5] R. Kamien, *Music an Appreciations. Annotated Instructor's Edition*. McGraw-Hill Book Company, 1998.
- [6] A. . Mahmud, *Musik dan Anak*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- [7] T. Hendrie, Gerald dan Bray, *Introduction to music. An Arts Foundation Course Series*. London: Open University Press.
- [8] L. Lei, "Analysis on Cultivation of Children Inner Music Ability," no. Emcs, pp. 414–417, 2016.

- [9] Jamalus, *Pengajaran Musik melalui Pengalaman Musik*. Jakarta: P2LPTK. Departemen Pendidikan dan Kebudayaan.
- [10] Z. Y. Ge Qian, "Music Education Conducted in the Earlier Time of Children," *J. Hunan City Univ.*, vol. 2, p. 17–19., 2010.
- [11] L. Lizhi., *On control and regulation of anger mood of primary school music teachers*. Hunan Normal University, 2014.
- [12] X. Li, "Research on current situation and countermeasures of communication of vocational college students æ™ Network political information," no. Etmhs, pp. 1229–1232, 2015.
- [13] L. Xu, "Basic Music Education on the Background of Quality Education," vol. 123, no. Icesame,J pp. 1921–1925, 2017.