

Creating Audio Visual Media For Visualizing Educational Messages Contained In Children Songs

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1 CREATING AUDIO VISUAL MEDIA FOR VISUALIZING EDUCATIONAL MESSAGES CONTAINED IN CHILDREN SONGS

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1 Introduction

This study aims at creating audio visual media for visualizing educational messages contained in children songs. The study is a collaboration product between lecturers as the agent of change, in-service teachers as the practitioners, and pre-service teachers as university students practicing music creativity subject. The methods employed in this study was Research and Development. The subject of study was 32 Kindergarten Teachers of Gugus Teratai Gajahmungkur Semarang Indonesia. Steps in audio visual media creation are described as follows, first, learning the kindergarten curriculum; second, observing the teaching; third, discussing with teachers to gather information about the kindergarten needs; fourth, observing teachers in the classroom for the song implementation; fifth, examining the the song materials; sixth, collecting the song materials for creating the audio visual media; seventh, trying out the media to the teachers; eighth, finishing the product with the teachers; ninth, with the students of music creativity subject, packaging the songs into an audio visual product. Results of the study showed that from 32 Kindergarten teachers joining the study, all agree that using audio visual could attract students' attention while the educational messages were delivered in the teaching.

Keywords: Children song, audio visual media, educational messages

Introduction

Teaching and learning in Indonesian Kindergarten level aims at instilling knowledge and shaping students' behaviour as early as possible. For these purposes, teachers are also supposed to teach students life skills while also introducing aesthetical education for building an intact education for children's cognitive, motoric, and affective skills [1]. Similar researches in Kindergartens around Semarang had been conducted and the implementation of Children Songs for teaching Kindergarten level was studied [2]. It was found that using songs to teach children in Kindergarten level is effective and that the teaching in Kindergarten is based on themes. However, he had not yet explicitly mentioned what kind of educational messages delivered by teachers to the students and how the process was.

Earlier research indicated that the use of themes in Kindergarten teaching was mandatory [3]. A case study in one Kindergarten in Semarang was done and it was found that music is taught in Kindergarten level for delivering educational messages. In addition, it also used to teach students aesthetical values and art expressions. Even though some methods of teaching in Kindergarten were mentioned and discussed in the study, however, the rationale on how the educational messages were transformed to students had not been discussed.

Wadiyo, et al. since 2008 has actively involved in researches regarding to children in Kindergarten level and the use of songs to deliver educational messages. In 2008, Wadiyo et al. summarized that music as part of arts has a big role in Kindergarten teaching and learning. Teachers as the agent to shape the learners' behavior used songs to deliver the teaching. Among the songs, it includes themes, like: self introduction, environment, self needs, animals, plants, fruits, recreation, occupation, communication, water, air, fire, universe, etc [4]. In 2009, Wadiyo et al. did a research about creating childrens' songs as part of an attempt for teachers' empowerment. Researchers produce children songs to be used for Kindergarten Teaching and Learning. The aim is to create an original songs to be used as teaching media. However, the song creation in this study was still dominated by the researchers and team, while teachers were involved in writing the songs, not fully creating the songs. From this research, the products in the form of cassette and CD were distributed for Kindergarten teaching [5].

The researchers (Wadiyo et al., 2010; 2011; 2012; 2013; 2015; 2016) continuously study the phenomena in Kindergarten teachings and keep attempting to produce media for Kindergarten teaching. In 2010, researchers found that Kindergarten teachers had not yet empowered to be able to produce their own songs based on the teaching themes, there were in the level of remembering. In 2011, the researchers found that teachers adapted Indonesian popular songs in teaching. As a results, the songs had not yet suitable with the themes stated in the curriculum. In 2012, researchers collaborated with Kindergarten teachers produce 20 songs in one CD audio for Kindergarten teaching. In 2013, the songs created in previous years were tested and tried out in several regency in Central Java, Indonesia, meanwhile in 2015 and 2016, 16 other songs were created and tried out before it was packaged for educational purposes [6],[7],[8],[9],[10],[11].

From previous researches, it can be concluded that the songs had already produced in the form of CD and cassette without any visual produced yet. Therefore, this study focuses on the creation of teaching media in the form of audio visual to visualize the Children Songs taught by Kindergarten teachers to deliver educational messages for children.

McGonagle argued that audiovisual media transport the children to a space of fiction, with characters that live a story in which they participate and understand due to the sum of its languages, producing meaning [12]. Piaget named the activity as 'concrete opinion' since young learners understand something concrete [13]. Brown mentioned some some practical approaches to teaching young learners: Considering that children have short attention spans, it is quite useful to make lessons become interesting, lively, and fun. Therefore, activities should be designed to capture children's immediate interest, a lesson needs a variety of activities, a teacher needs to be animated, lively, and enthusiastic about the subject matter, a lesson needs a sense of humor, and it is badly needed to consider that children have a lot of natural curiosity [14]. Accordingly, the English teachers to young learners should make sure that they tap into that curiosity whenever possible, and he will thereby help to maintain attention and focus. Activities should also strive to go well beyond the visual and auditory modes that learners feel which are also sufficient for a classroom. It means that the lessons contain physical activities, projects and hands-on activities, sensory aids here and there, and non-verbal languages.

Methods

This study employs Research and Development as the method of research. The study located in District Gajah Mungkur Semarang. The focus of research is on how to establish an audio visual media to visualize educational messages in Children Songs which is used by teachers as teaching materials. The subject of study is 32 Kindergarten teachers from

Gugus Teratai Gajah Mungkur Semarang Indonesia. The data was collected through observation, interview, and documentation study. The research steps are, as follows: visualizing the songs as product of previous study, asking teachers as practitioners to use the audio visual media in the classroom. Finally, 32 teachers as partisipant of the study are giving critique, comments, and suggestion to the researchers.

Findings

The findings are composed in three main points.

First, the model of song which educational message is visualized, has been suitable for Kindergarten Teaching as it has been in line with the Government Curriculum.

Second, the study is a collaboration between lecturers, Kindergarten teachers, and students of Music Education (pre-service teachers) who learns music creativity course. Together, they visualize the educational theme in Children Songs. The visualiation of educational messages in the form of animation (cartoon) under consideration that it must be fun for children.

Third, the 32 teachers who become the research partisipants in this research are interested in the results of song visualization as the model of teaching. Songs visualized in this study are under the theme of “My Needs” and “Communication”. Both themes are not only knowledge for students but also a guideline for a good behaviour.

Discussion

1. Visualization of the Song

First, this research is a product of collaborative team consisting of lecturer as agent of change, teachers as practitioner, and student taking music creativity course. Together, the team had managed to produce an audio visual media to visualize educational messages inserted in Children Songs as mandated in curriculum. Lectueres in Indonesia are demanded to innovate for greater society, to find an innovation that can be applied by practitioners, in this case teachers. Innovation is to find a breakthrough, something new and positive to move forward for better life. Creating an audio visual media to visualize educational messages is an innovation in learning is a social and culture from the aspect of technology and value. Technology is an ‘engineering’ innovation to establish and manifest a new product which has a product value, while value is a norm that is acknowledged as something valuable from the innovated technology [15].

The involvement of teachers in manifesting arts by visualizing the educational messages, even if only acting as delivering willingness and/or the demand to ‘donate’ some ideas to the innovation is valuable. By doing that, teachers will contribute in giving symbols of expressions. Triguna mentioned that there are four symbols of expression, i.e. symbol of construction, symbol of evaluation, symbol of cognition, and the symbol of expression itself. Whereas, these symbols of expression are different to the four mentioned expressions [16].

Symbols of expression is an expressions of feelings, in which the feelings expressed cannot be separated from thoughts or human cognition for the existing reality. The symbol of expression and cognition is related closely to the symbol of evaluation. The symbol of evaluation contains value, norms, and rules used as the ground or benchmark to act and express feelings. In short, in expressing feelings, people will never be separated from values, norms, and common rules. In addition, the symbol of expressions cannot be separated from the symbol of construction originated from beliefs or religion, which was earned from the symbol theory which in Triguna is believed to be sourced from religion [17],[18].

Supports from teachers in the form of opinions in visualizing educational messages cannot be separated from 4 levels of symbol. Therefore, the manifestation of visualization wanted by teachers must be accepted for children, understandable, and not violating any values, norms, and rules, besides also following religion and beliefs hold by the society. In the curriculum was also mentioned that inputs for children teaching always provides a balanced aspects of emotional intelligence, skills, logic, and spiritual. Besides, in the curriculum also mentioned that teaching and learning in Indonesian Kindergarten is given to provide knowledge and life guidance to children along with skills and aesthetic education for the development of a whole education for cognitive, motoric, and affective skills.

The majority of Kindergarten teachers had no capabilities in reading music notation. This is a problem when it comes to teaching and learning in the classroom. Teachers whether she is willing or not, should deliver 11 themes of educational messages to children as mandated by the curriculum. Therefore, this study attempts to help the need of teachers in teaching Kindergarten students by creating Children songs based on the demand of curriculum that is interested for Kindergarten students. Kindergarten students based on earlier studies need to be given with art imagery for some concrete experience. There is when the educational messages will be received by students through art performance.

Teachers as practioners can select and/or give opinions towards what is like or dislike by students in doing arts. Among several objects enjoyed by students, cartoon or animations are one that most of children are enjoyed. Hauser mentioned that one's experience is grown and developed based on their environment. Sociocultural environment, in addition, give influence to the children on their growth to be accepted by the environment [19].

The visualization of educational messages of songs may give students guidance on how to react and behave. Educational messages contained in the songs will be received by students from what they see from the visual and will influence the children's behaviour [20] Educational messages through arts, visualized by tones, rhythm, harmony, and visual will influence the songs and bring the children understanding from their feelings. As Sutrisno and Verhaak mentioned, music material is given to students through voice [21].

Third, all participants in the research are 32 teachers who claim to be interested in the cisualization of children song for teaching. In the interview, one mentioned that:

'Before, students did not understand about the song we taught, now, they understand'

The comment mentioned by the teachers were based on her experience teaching the song containing educational themes. Song produced by researchers on previous study only contained the song itself, teachers mentioned that the song was good but they found difficulties in teaching it. Now, with the use of visualization in the product, students can understand the meaning of the songs being taught.

Other teachers mentioned that:

'Visualization on children songs can bring something abstract into concrete'

Teacher believed that some songs made by researchers were abstract and was full of conception, like the songs entitled *Berani Sekolah Sendiri* (be Brave to go to School alone- independency). Before, teachers found difficulties in showing the importance of being independent and what independent was. With the vizualisation, teacher could show to the students that being independent means that students can do eveything on their own and it was the symbol of grown ups.

Another example is song entitled '*Aku punya telepon*'. In English, it simply means '*I have a telephone*'. However, in the song, it shows also that being a grown up means that you are no longer drink your milk through a bottle, in the lyric it says '*Hey masih ngedot*'.

'*Cita-citaku*' or my dream was also considered tricky for the teachers. Talking about dream and future hope with children in Kindergarten level was not easy. By using visualization, teachers could show to children some examples of occupation, for example an astronaut; and how being astronaut is not easy, need an attempt, and unique. It was one example of dream that could only be achieved by few people. In the end teacher could give motivation of the importance of having dream.

2. Visualization of Songs from Art Perspectives

The interest of teachers on song visualization was based on the thought that there was lack of visualization of songs used to teach students in the Kindergarten level which based on educational themes. There were several children song which was sold in Indonesia. However, as a school, kindergarten had sets of curriculum that had to be obeyed and followed by the teachers. Djelantik mentioned that art product was the manifestation of an artist's ideas [22]. Therefore, having visualization on Children Song can bring the song users ideas on the meaning behind the songs.

In addition, the manifestation of songs are product of creativity and productivity. Creativity can be seen as new creation. Meanwhile, the productivity can be seen as producing new product. It means that the discovery had not been exist before. By mentioning 'new' does not mean that the product is literally new until the point that no people had never used the product before. By being new means that the way of teaching students songs, creating songs for them, and making visualization for the songs had not been done before by the teachers. Teacher could use the exist children song, however, having songs created based on curriculum, developed it, and added the visualization was new and never been done before by teachers at the Kindergarten level. Georg Simmel mentioned the theory of Individual Creativity and Established culture [23]. It was told by Simmel that an individual creativity which was totally new sometimes was not enjoyed by the users, established culture was one that brings comfort zone. Therefore, people tend to like it. Thus, producing something new still need to be inline with the established culture.

In this paper, what is considered new is the visualization in the Children Songs created by the researchers. Furthermore, what was considered the established culture was the animation used in the visualization that was considered fun for the children. In line with Simmel, Gie mentioned that one art product enjoyed by many people including parents and the children was the one that can show us the identity of the art itself [24]. The manifestation or identity could consist of the aspect of colours, tones, and clear movements. Therefore, visualization in Children Songs was considered enjoyable for both Kindergarten teachers and the students.

Conclusions

Based on the results, it is concluded that, first, the model of teaching media in the form of audio visual media to visualize the Children Songs can be created. The visualization is in the form of animation (cartoon) which is enjoyed by the students. Second, the visualization results are tried out by teachers and it was proven to be fun. Here, children can understand the song meaning and act positively based on the educational messages inserted in the songs. The visualization of the children songs by using animations to be given to children need to be more developed for Kindergarten teaching purposes.

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