

Children's Trilingual Songs (Indonesian, English, and Javanese) as Media for Strengthening the Diversity Character of Elementary School Students

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Abstract

Bhineka Tunggal Ika reflects national identity, which contains cultural diversity values in Indonesia. Issues of intolerance and globalization often found in Indonesia are the main reasons for instilling children's character values about diversity through children's trilingual songs. This study aims to create and develop children's songs in three languages (trilingual), namely Indonesian, English, and Javanese, as an effort to strengthen children's character about tolerance and diversity. This research is a type of research and development (R&D) using the ASSURE model by combining qualitative and quantitative methods (mixed method). Data collection was carried out using the method of observation, interviews, and written input on the assessment sheet. Meanwhile, quantitative data is collected through questionnaires and assessment sheets in percentage values from experts and users. The results of the study show that the song "Harmony in Diversity" can be used as an educational medium in educating children to have a global outlook but still love the national language and preserve regional languages. This is because they have studied, expressed, and appreciated songs with trilingual meanings and lyrics. The children's song "Harmoni dalam Keberagaman" is declared feasible and applicable for learning at the elementary school level. This is evidenced by the data validation results, which show that all indicators, namely song components, language, appearance, audiovisual media engineering, and implementation, get very feasible criteria, with an average score of 89.59%. The aspect that gets the highest score is the display aspect, with a score of 90.48%, and the aspect with the lowest percentage is the visual media design component and the song component, with a score of 87.5%..

Keywords: children's trilingual songs; audiovisual media; children character education; diversity; tolerance

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INTRODUCTION

"Bhineka Tunggal Ika" is the motto that the Indonesian people uphold. The motto reflects the nation's identity, which consists of various ethnicities, cultures, religions, languages, and customs. These differences, in fact, still cause many problems

that exist around us. Especially during this pandemic, all aspects have become increasingly vulnerable, and many problems and difficulties have arisen (Fajry Sub'haan Syah Sinaga, 2020, p. 981).

Setara Institute's research shows that the Covid-19 Pandemic is a fertile ground for discrimination and intolerance (Insti-

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tute, 2021, pp. 1–4). Several cases in the school environment ranged from the forced wearing of the headscarf by non-Muslim students in Padang, the prohibition of wearing the headscarf in a school in Bali and Maumere, to what happened in Semarang concerning students who adhered to a belief who were not graduated because their religion subjects were empty. Some of these cases show that the educational environment is still vulnerable to the sensitive issue of intolerance. This is contrary to what has been contained in Law number 20 of 2003, article 4, paragraph 1 concerning the National Education System, which states that education is carried out in a democratic, fair, and non-discriminatory manner by upholding human rights, security values, cultural values, and national pluralism. Not only aspects of religion but also other things such as ethnicity, culture, race, and economic class (Depdiknas & No, 2003).

Schools should exist as a child-friendly environment and close all spaces of intolerance. "Bhineka Tunggal Ika" is a motto and a manifestation of the spirit of unity and tolerance, which must be kept alive and actualized in everyday life. One form of internalizing the value of tolerance is through children's songs.

Children's songs are a medium that can be used to instill ethical and aesthetic values and a means of expressing oneself and developing children's creativity according to their level and needs (Respati, 2015). On the other hand, children's songs have the potential to strengthen empathy, tolerance, and mutual respect (Alimuddin, 2015; Bensimon, 2020; Morton & Trehub, 2007). Fairchild (2019, p. 1) strengthens says that songs can be used as a medium of expression about what is felt and what hopes are to be achieved. Based on this explanation, children's songs can also be interpreted as a cultural product that contains creativity, taste, and intention about what is felt and hopes to be achieved (Nuri, 2016).

This study offers the concept of children's songs as a medium for instilling

the value of diversity, which is contained in the song's meaning and the language conveyed (Ira, 2015). This is unique in itself because it elevates the diversity of languages, namely Indonesian, English, and Javanese. These three languages are languages that are being introduced to elementary school students and have the aim of preserving the local language as well as getting used to universal or international languages. Appreciation and expression of songs with various languages will ultimately increase students' awareness that they are part of a local community that loves their homeland and a dynamic, sustainable, and open-minded global society. One of which is multicultural education based on environmental and cultural conditions (Fajry Sub'haan Syah Sinaga & Sinaga, 2021).

Multicultural education can be done through children's songs (Nusir & Syahminal, 2019). Instilling an attitude of tolerance as an implementation of multicultural education can also be done through learning languages and songs (Manikam, 2021). The issue of intolerance, which has actually increased due to the pandemic, is a common challenge. Schools should be able to protect and create a child-friendly and inclusive environment without differentiating one another (Musliikh, 2022). The role of the teacher is something that cannot be separated from the creation of a school environment which is a place for expression and appreciation that provides a multicultural experience for children. Realizing this indeed will not be separated from the role of the teacher. This research digs deeper into the needs of teachers in efforts to instill children's character education. Approximately nine children's character values regarding God, independence, responsibility, honesty, confidence, goodness, fairness, humility, and creativity (Mislikhah, 2021; Nurwati & Salsabila, 2020). This research will focus on character values regarding diversity and tolerance by producing a product in the form of children's trilingual songs that offer solutions for tolerance in classroom learning (Hartiningsih, 2015; Latifah et al., 2022)

The study of art as an effort to character education, especially the value of diversity, is a topic raised recently. Harta's (2021) study reveals that ideological resilience in society during the Covid 19 pandemic is increasingly weakened due to social, political, and economic situations and conditions that were also weakening. This study concludes that ideological resilience in society is less resilient and needs to be strengthened by adapting and restoring Pancasila values in everyday life (Harta et al., 2021; Utomo et al., 2022). The same is also expressed in research, which shows that an ideological threat or crisis arose due to the Covid-19 pandemic (PPKN & Fitriyah, 2019). However, on the other hand, Crawford expressed that music and arts education in schools can improve children's cognitive, emotional, and social abilities (Crawford, 2019). Music is a medium for students to express and appreciate diversity. Furthermore, music also provides benefits with its ability to strengthen unity and tolerance in society. Music plays an essential role in creating an environment where children feel valued and belong to one another. This music could solve the intolerance issue that thrives in this pandemic era (Latipah, 2020).

The implementation of children's songs was chosen because it has a positive side in training gross motor skills, building self-confidence, and training cognitive and language (Fajry Subhaan Syah Sinaga et al., 2021; Winangsit & Sinaga, 2020). In this study, children's songs were composed in three languages, namely Indonesian, English, and Javanese, with the aim that students can understand and appreciate the diversity of languages. The diversity of languages also raises awareness that they are part of a multicultural and global society. The balance between national, local, and international languages allows children to foster a sense of love for the motherland and pride in local culture but remain open and contribute to becoming a dynamic global society. This applied research is expected to offer innovation in art learning in elementary schools in the form

of children's trilingual songs that contain character education and are delivered in a creative and fun way.

METHOD

This research and development (R&D) uses the ASSURE model proposed by Heninich (Afandi & Badarudin, 2011; Heinich et al., 1999). The ASSURE model is an acronym for the following stages: a) analyze learners; (b) state objectives; (c) select media and materials; (d) utilize materials; (e) require learner performance; and (f) evaluate/revise.

These steps were carried out at the research location, namely SD Sekaran 01 Semarang. The reason for choosing this location was that the song prototype had previously been applied to real conditions at SD Sekaran 01 Semarang. Song products developed into three languages are then observed and analyzed to see how far the product can be used to achieve broader goals. The assessment process was carried out by experts in their fields, namely Dr. Eko Sugiarto, S.Pd, M.Pd, Drs. Sawukir, M.Pd, and Drs. Kristanto.

The ASSURE model steps that have been carried out are: (1) Analyze Learners; the research begins by analyzing the needs of new learning media that are relevant to the objectives, learning environment, technology, and situation; (2) State Objectives; four assessments can be formulated as ABCD (audience, behavior, condition, and degree) formulations as a basis for developing goals; (3) Selecting Media and Materials; choosing suitable media and material methods that are adjusted by considering the needs of students; (4) Utilizing Media and Materials; song material is realized into a product that is ready to be implemented. This trilingual song will later be easily accessible through each student's device; (5) Requires Student Participation; students can be involved in learning activities such as problem-solving, simulations, and presentations. Active participation of students is the best way of learning for students. In presenting trilingual

song material, children do not only passively accept or listen to it. The manifestation of the value of diversity arises from appreciation until finally, the child wants to express himself; (6) Evaluation and Revision; after the product is implemented, the researcher evaluates it to provide feedback on the application of the next model. The purpose of the evaluation stage is to correct the deficiencies in the product as a learning medium to be further repaired to improve the feasibility and quality of song media, especially in internalizing the value of diversity.

The entire steps above will then be analyzed qualitatively through data collection, which is carried out using the method of observation, interviews, and written input on the validation sheet. Meanwhile, quantitative data was collected through questionnaires and validation sheets in percentage values from experts and users (McCusker & Gunaydin, 2015; Morgan, 2013).

RESULTS AND DISCUSSION

Trilingual Song Creation and ASSURE Method

This research produces a product in the form of a children's trilingual song entitled "*Harmoni dalam Keberagaman*". The purpose of learning the song "*Harmoni dalam Keberagaman*" using three languages is to introduce students to each individual's diversity and communicate harmoniously to create peace. In addition, in the new paradigm of education, the purpose of learning is not only to change student behavior but to shape the character and mental attitude of professionals who are oriented towards a global mindset (Nusir & Syahminal, 2019; Turistiati et al., 2021). Learning outcomes can be divided into several perspectives, one of which is 'learning how to learn' and not just learning the subject's substance. While the approaches, strategies, and learning methods refer to the concept of constructivism which encourages and respects student learning efforts with inquiry and discovery learning

processes (Handayani et al., 2019).

In its implementation, the researcher finds several things in the process of composing a children's trilingual song, which was made through several stages based on the ASSURE model, namely (a) analyze learner; (b) state objectives; (c) select media and materials; (d) utilize materials; (e) require learner performance, and (f) evaluate/revise.

First, analyze the learners. At this stage, it is found that it is necessary to have variations of songs with children's nuances during forging adult songs (Hadiyanto & Ri'aeni, 2020). This aligns with the statements by Pamungkas et al. (2019) and Widjanarko (2019), which examine the challenges of children during intolerance issues and the potential of a children's song to instill character about the value of diversity.

Second, state the purpose. The children's trilingual song is attractive, has high stimuli, and is easy to implement. The song "*Harmoni dalam Keberagaman*" has an attractive appearance and contains an invitation to respect differences and strengthen unity.

Third, select media and materials. YouTube is the channel that is used because of the ease of access and can be shared easily. This follows the statement by Purnama et al. (2020) that social media has a higher effectiveness than dissemination through physical forms.

Fourth, utilize media and materials. The researcher and the media production team create audiovisual material following the concepts, thinking framework, storylines, and important notes related to the character education theme.

Fifth, require learners. The main target of making audiovisual media is elementary school students. Their active participation is prioritized in the production of this audiovisual material. Audiovisual media is accompanied by lyrics that make it easier for children to participate in singing songs. SD Sekaran 1 students were also chosen to sing the song and the video clip.

Sixth, audiovisual media has received input and feedback from audiovisual media experts and elementary school teachers. The researcher has also made improvements based on input from experts and teachers. The creation process has had an extraordinary impact, one of which is the creation of a trilingual song entitled "Harmoni dalam Keberagaman" consisting of three languages: English, Indonesian and Javanese.

"Harmoni dalam Keberagaman" as a Trilingual Song for Shaping the Tolerance Character

Harmoni dalam Keberagaman is a trilingual song created on issues of tolerance at the elementary school level (Seriadi, 2019). However, there are many ways to shape the character of students, one of which is using songs (Turistiati et al., 2021).

Children's songs are a series of tones and lyrics that contain values that can develop the character that children need according to their level and development (Nugroho & Muhammad, 2022). Referring to the statement by Wahyuningsih (2017, p. 151), one factor influencing character decline is the value of religiosity related to tolerance.

Efforts to overcome the problem of tolerance using songs must pay attention to several of its constituent elements as a whole and complexly, namely tone notation, melody, rhythm, measure, scale, harmony, and tempo (Wulandari et al., 2021).

The form of tones in song elements cannot be seen or shown but can be heard. The tone is a sound whose vibration is regular (Alfiani & Rukhiyah, 2019). To write down the tone, the notation (symbol) (do), (re), (mi), (fa), (sol), (la), (si) is used, which basically, the notation can only describe the two characteristics of the tone, namely high and low and short length. The tone color can be described by notation. With song notation, we can recognize, read, write, and sing songs. There are two types of notations, namely number notation and block notation. Number notation is a songwriting system that uses number

symbols (Putra et al., 2019). The following is an example of writing "Harmoni dalam Keberagaman" using block notation,

Harmoni dalam Keberagaman

Syahrial Syah Sinaga
Hawari Indra K.

Voice

Allegretto

Ber sa tu ber sa ma me lang kah sa i ra ma da
Ma nang gal bu re ngan tu nang kah mer wi ra ma be
We are u ni ty We... stop rhyt mi cal ty in

5 lum ke be ra ga man ki tu Bhi ne
da be da ning se dya ki tu Bhi ne
the di ver si ty of us Bhi ne

9 ka Tu nggal I ka sem bo yan In do ne sia ber
ka Tu nggal I ka sem bo yan In do ne sia la
ka Tu nggal I ka the mo sto In do ne sia We've

13 be da te tap sa tu lu
mun to be da ning ma nang gal
diffie rent but We're still the... o ne

17 Geng gam lah ta ngan du lum per sa ha ba tan
Ang gam dong kuan sa jro ning ka kuan cas
Hold hand to ge ther as friend and fa mi ly

21 da ri Sa bang sam pai Me rau ke
sa ka Sa bang ngan sya Me rau ke
From... Sa bang to Me rau ke

25 A yo per e rat ta li per sau da ra an
A yo nge ra ket ta li per se da lu ran
Let's streng then the bonds of our... ma tion

29 ber sa tu te gab un tuk se la ma sya
re gab ma nang gal sa lu la mi ya
we stand u ni ted and fo re... ver

Figure 1. The block notation of the song "Harmoni dalam Keberagaman"

The choice of tones used in the song "Harmoni dalam Keberagaman" consists of the tones (do),(re),(mi),(fa),(sol), (la),(si) and (do) octave or commonly referred to as an ambitus or one-octave tone area.

The choice of melody consists of a tone (do) rising to a tone (mi) and rising to a tone (sol) rising to a tone (do) octave and dropping to a tone (la). Furthermore, from the tone (do) octave to the note (si), it means that the selected melody consists of the lowest note (do) and the highest note (do)" which rises one octave above it, as shown in Figure 2.

Bhi ne ka Tu nggal I ka sem bo yan In do ne sia
Bhi ne ka Tu nggal I ka sem bo yan In do ne sia
Bhi ne ka Tu nggal I ka the mo sto In do ne sia

Figure 2. Notation of the song "Harmoni dalam Keberagaman"

Apart from notation, poetry is an

effortless element in conveying messages (Agustini, 2020). Therefore, the song "Harmoni dalam Keberagaman" lyrics uses three languages: Indonesian, Javanese, and English. Poetry using Indonesian is the basis of the message of the song lyrics, which describe the values of diversity that exist in students. The values of unity, togetherness, or cooperation are associated with the motto of the country of Indonesia, which has the characteristics of diversity, then added verses using Javanese and English. The lyrics of the song "Harmoni dalam Keberagaman" which consists of three languages, are as follows.

Bahasa Indonesia

Bersatu bersama melangkah seirama
Dalam keberagaman kita

Bhineka Tunggal Ika semboyan Indonesia
Berbeda tetap satu jua

Genggamlah tangan dalam persahabatan
Dari Sabang sampai Merauke

Ayo pererat tali persaudaraan
Bersatu teguh untuk selamanya

English

We are unity, we step rhythmically
in the diversity of us.

Bhineka Tunggal Ika the motto of Indonesia
We're different, but we're still one.

Hold hands together as friends and family
From Sabang to Merauke.

Let's strengthen the bonds of our nation
we stand united forever

Javanese

Manunggal barengan jumangkah nut wirama
Beda bedaning sedya kita

Bhineka tunggal ika semboyan Indonesia
Lamunta beda ning manunggal

Anggandheng kunca sajroning kekancan
Saka sabang ngantya merauke

Ayo ngreraket tali paseduluran
Teguh manunggal salami-lamiya

From the results of composing the lyrics to the song "Harmoni dalam Keberagaman," there are several syllable differences between Indonesian, Javanese, and English. The lyrics "keberagaman" consist of five syllables, including the Javanese lyrics, but in the English lyrics, it says "diversity" or four syllables. Therefore, there is a pronunciation in legato. This is also found in the unified lyrics, which are equivalent to the word "we are," three syllables become two syllables, step compared to "we step," and so on.



Figure 3. The difference in syllables between the lyrics and the melody of the main song

The lyrics in the song are full of diverse values, which are expected to be internalized by students (Agustini, 2020; Hidayatullah, 2020; Tyasrinestu, 2014). Some examples of the lyrics are about unity in the lyrics "Bersatu teguh untuk selamanya", "Teguh manunggal salami lamiya", and "We stand united forever." In addition, there is the value of mutual assistance in friendship, namely in the lyrics "Genggamlah tangan dalam persahabatan" or "Hold hand together as friends and family" and "Anggandeng kunco sajroning kakancan".

Implementation of the "Harmoni dalam Keberagaman" in the form of Audiovisual Media

Input and criticism about trilingual songs can be seen directly by uploading them on YouTube, Instagram, and other social media (Soekmono & Ningtyas, 2020). Input from several music observers, users,

and observers of children's songs, and for documentation becomes an evaluation for the lyrics and melody writer or song maker as a whole so that this input can improve the subsequent song work. The author recorded the songs and sang them directly by students and teachers; therefore, the song works were recorded audio and became learning media through audiovisual media with the intention of publication in the mass media.

Publication of songs is one of the efforts made to disseminate useful information and at the same time as advertising or promotion so that the public or students and elementary school teachers become interested in seeing song works, appreciate them, or it is possible they can be used in teaching and learning activities (Hanika et al., 2020).

The procedure for recording sound or vocals was by making accompaniment music, and then the first vocal was filled by Nabila singing the song lyrics in complete using Indonesian. In the second stage, namely by filling in vocals using Javanese and sung by Aji, a grade 6 student at SD Sekaran 01, and the third vocal is sung with English verses sung by Arya, a grade 5 student at SD Sekaran 01 Semarang (Figure 4).



Figure 4. Aji, a student of SD Sekaran 01, sings a song with Javanese lyrics

The song "Harmoni dalam Keberagaman" is sung in its entirety in three languages. The chorus is chosen with an English vowel. The sound sequence begins with vocal sounds in Indonesian, Javanese, and English. This is conceptualized so that in

the song "Harmoni Dalam Keberagaman", there are elements of lyrics consisting of three languages: Indonesian, Javanese, and English. The following is an example of the development of the song "Harmoni dalam Keberagaman" in audiovisual form.



Figure 5. The video clip of the song is set in front of UNNES with a Pancasila background

Instilling the values of diversity in elementary schools is necessary and can increase tolerance regarding differences in ethnicity, race, culture, language, religion, and students' customs (Mahardika, 2020). The Indonesian state with the Pancasila ideology, with the motto *Bhinneka Tunggal Ika* as a pillar in the nation's life and state in the form of planting Pancasila values (Pancasila students), needs to be upheld and passed down from generation to generation through formal education. However, the diversity that exists in Indonesia is wealth and, at the same time, a challenge that all citizens must preserve from Sabang to Merauke, namely with many cultural variations and can be appreciated and realized to be a nation unifier (Nugraha, 2020).

As a multicultural nation, it should bring pride and mutual respect for diversity and become a unifier, as stated in the third precept of Pancasila, namely "Persatuan Indonesia." The diversity that exists in Indonesia is a gift from God Almighty in that differences can bring harmony in diversity. This is consistent with learning the value of diversity through the song model "Harmoni dalam Keberagaman" which can be in the form of learning materials about values that develop at the elementary school level.

The values contained in the song lyrics will function as agents of socialization

in pluralism. Students as agents of change in disseminating diversity values are imperative so that elementary schools can create conditions and students grow in various aspects, especially in attitudes or behavior based on diversity values.

The creation of a certain condition in the school will encourage students to implement the values of song lyrics in everyday life when in the school environment. There are four ways to implement character values in SD Sekaran, namely (1) learning, (2) exemplary, (3) strengthening, and (4) habituation. It uses a model in familiarizing behavior.

Models for behavior based on the value of diversity with examples from the adult community at schools, such as the habits between fellow teachers, and teachers and students, need to reprimand each other with affection and ask what they can do together today. They are also, in their own way, according to their conditions, given the opportunity to present the things they feel and are given a warm and encouraging response. These things must be done by teachers and the school community, who are seen as more mature than the students at the school.



Figure 6. Display of the YouTube cover "Harmoni dalam Keberagaman"

The climate and academic atmosphere that develops in elementary schools are conditioned on teachers and all students; under any circumstances, they have the right to develop their potential among students helping each other, and mutual respect that each student must have strengths. The climate built on elementary school students generally grows and develops on

the values of honesty, supportiveness, and responsibility. Song learning models that condition collaboration among students are important for achieving goals together. Lagu "Harmoni dalam Keberagaman" dinyanyikan langsung oleh guru dan ditiru oleh seluruh siswa. Learning songs will provide opportunities for students to implement the beauty of diversity, which is carried out continuously as acculturation that shapes student behavior in everyday life at school and in society.

Validity Test Results of "Harmoni dalam Keberagaman" as a Trilingual Song

The product has been validated by media and language experts to determine the feasibility of children's trilingual songs. This is also done to obtain suggestions and recommendations from competent parties so that children's trilingual song media has eligibility that meets the standards.

In this study, a feasibility test was carried out in the form of a validity test with the consideration of experts or validators who would fill out the validation sheet through scores (Sugiyono, 2018, p. 177). The score is given based on the validation rubric, which ranges from 1 to 4. Then, the instrument validation sheet by experts is analyzed using the formula:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = analysis of responses

f = score achieved

N = Maximum total score (Sudijono, 2010, p. 43)

The percentage results of the validation test by the validator are then converted into the expert assessment criteria based on the following.

Table 1. Assessment Criteria

Validity Criteria Score	Validity Degree
81,25% - 100%	Very feasible
62,50% - 81,24%	Feasible
43,75% - 62,49%	Fairly feasible
25,00% - 43,74%	Not feasible

(Sugiyono, 2013)

Table 2. Assessment by experts

Aspect	Percentage of scores			Score	Criteria
	1	2	3		
Song	93.75%	87.50%	81.25%	87.50%	Very feasible
Language	90.00%	90.00%	85.00%	88.33%	Very feasible
Display	85,71%	89.28%	96.42%	90.48%	Very feasible
Audiovisual Media Design	87.50%	87.50%	87.50%	87.50%	Very feasible
Implementation	95.00%	90%	85%	90.00%	Very feasible
				88,76%	

Several aspects of the assessment used to validate the song "*Harmoni dalam Keberagaman*" are the song component. The component consists of four indicators; the language component consists of five indicators; the display component consists of seven indicators; audiovisual media engineering consists of two indicators, and implementation consists of five indicators. Overall, there are 23 indicators. There are three validators: Dr. Eko Sugiarto, S.Pd, M.Pd, Dr. Sawukir, M.Pd, and Drs. Kristanto.

The validation data shows that the indicators get very decent criteria, with an average score of 89.59%. The aspect that gets the highest score is the display component, with a score percentage of 90.48%. Conversely, the element with the lowest percentage scores is audiovisual media design and song components, with 87.5%.

The assessment of the song "*Harmoni dalam Keberagaman*" varies greatly depending on the ability to understand, appreciate, and respond to the results of making audiovisual media songs. In general, using video song shows uploaded on YouTube can be seen from the musical accompaniment, lyrics, message content, and student characteristics to determine the learning media.

As an evaluation of the results of the audiovisual video for the song "*Harmoni dalam Keberagaman*," the researcher assesses the song through Google Forms and obtains input and responses, especially on melodies that are easy to sing and memorize. The song lyrics created are also easy to sing because they contain messages re-

lated to diversity delivered in various languages. The purpose of the contents of the song lyrics is so that the message of the song can be conveyed to users, especially elementary school students. Regarding the message of feasible and appropriate children's song lyrics, song lyrics must contain moral messages, student character, and education, and use simple and easy-to-understand word choices according to the child's age. Even though it is delivered in Indonesian, English, and Javanese, the choice of words uses words that are easy for children to understand.

After the community and several music teachers provided input and feedback, there was an opinion that the song *Harmoni in Diversity* could stimulate the expression and imagination of children who also watched YouTube and did music activities. These activities are listening to the accompanying music, seeing who is singing, and listening to the whole song. Some can cause spontaneous reactions in children when listening to songs by singing along and moving to the rhythm of the music. Children and teachers who can feel the musical experience shown through the expressions of the body and facial expressions of singers and model songs can also stimulate children's creativity and imagination.

The researcher has asked for an assessment of 70 respondents consisting of elementary school teachers in Gunungpati District. The children's song "*Harmoni dalam Keberagaman*" has obtained very feasible assessment criteria from these results.

CONCLUSION

Based on the results and discussion, a children's trilingual song, "Harmoni dalam Keberagaman" can be an alternative to overcoming the issue of tolerance in the elementary school environment. The creation of children's songs is carried out using the ASSURE model, namely (a) analyze the learner; (b) state objectives; (c) select media and materials; (d) utilize materials; (e) require learner performance, and (f) evaluate/revise. Based on this model, a children's song with diversity characters can be created in three languages: English, Indonesian and Javanese. Notation, rhythm, and lyrics, which form the elements of music, are adapted to the children's characters.

The validation test results show that the song "Harmoni dalam Keberagaman" is proved effective with the acquisition of a feasibility score of 88.76% (very feasible). The accuracy of the test results is measured using 23 indicators, and three experts from the academic community are carried out validation. This research will likely continue to be developed and applied in a broader scope to strengthen children's characters related to diversity in a fun way.

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