

Increasing Students' Interest in Learning Through Singing Method in Class 3 UPTD SDN 017125 Binjai Serbangan

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ABSTRACT

Objective: This study aims to increase the learning interest of grade 3 elementary school students through the application of the singing method on Pancasila material in Civic Education (PPKn) subjects. The singing method was chosen because it can create a pleasant learning atmosphere, make it easier for students to remember the material, and increase learning motivation. **Method:** This learning improvement uses PTK steps for 2 cycles. Cycle 1 was carried out on Wednesday, April 30, 2025 with the steps of the singing method. Cycle I learning is good but still needs improvement, so learning improvement is needed for cycle II. Cycle II was held on Wednesday, May 7, 2025. The research subjects were 3rd grade students of SDN 017125 Binjai Serbangan Asahan Regency totaling 20 students. **Results:** The results showed that the application of the singing method can increase students' interest and motivation to learn. This is evidenced in the pre-cycle as many as 6 people became (30%), increased in cycle I to 12 students (70%) and in cycle II experienced an increase again to 20 students (100%). Thus, the singing method is effectively used to increase students' interest in learning Pancasila material in Civics subjects in grade 3 SDN 017125 Binjai Serbangan Asahan Regency. **Novelty:** This PKP report is entitled Efforts to Increase Student Learning Interest Through the Singing Method on Pancasila Material for Civic Education Subjects in Class 3 UPTD SDN 017125 Binjai Serbangan. This research was made in the framework of the Professional Capacity Building (PKP) course assignment. This PKP report is a requirement for obtaining a Bachelor of Education degree from the Open University.

INTRODUCTION

The subject of Pancasila and Civics Education (PPKn) plays an important role in instilling the nation's character and building the moral identity of students since elementary school level. Civics learning not only aims to introduce normative concepts, but also serves as a medium to instill the noble values of Pancasila as the basis of the nation's ideology and as a guide to citizen behavior. However, the application of Civics learning in class III UPTD SDN 017125 Binjai Serbangan shows the low enthusiasm of students in participating in the learning process. This is thought to be due to the dominance of conventional approaches, such as lectures and memorization, which tend to be monotonous and less able to actively involve students, resulting in boredom during the learning process.

This phenomenon is supported by the results of initial observations that show low student learning motivation. Out of 20 students, only 6 students showed interest and enthusiasm for learning, while the rest were passive and unfocused during the process. This lack of interest risks reducing their understanding of the meaning of national values contained in the Pancasila material. Therefore, innovation is needed in learning methods

that not only deliver material, but are also able to arouse students' interest in learning actively and creatively.

One alternative solution that can be implemented is through singing activities in the learning process. This activity is both fun and educational because students can absorb material more easily through musical repetition. Pancasila-themed songs composed with relevant lyrics can be an effective medium to help students remember and understand the material more deeply. Based on Hafsah Agustriana's research at SDN 017125 Binjai Serbangan, the use of the singing method showed a significant increase in students' information retention and understanding of Pancasila values.

More than just a memorization tool, songs that contain national values can foster a sense of love for the country and a spirit of nationalism. When students sing songs with national values, there is a natural process of internalization of these values. This is in line with [1] findings that a fun learning approach has a positive impact on student learning motivation, especially in Civics subjects.

The singing method contributes to increasing students' active participation. Their involvement in sing-along activities creates social interaction in the classroom, so students become more enthusiastic and dare to express themselves. This activity also supports concept understanding by reinforcing direct experience. According to [2], a learning model that places active involvement of students is proven to significantly improve their learning outcomes.

In addition, the singing method helps simplify complex material to be more easily understood. Teachers can design songs with lyrics that describe the essence of the material briefly and clearly, so that students more easily grasp the subject matter. [3] emphasize that the selection of appropriate learning media greatly affects the effectiveness and efficiency of the teaching and learning process.

However, the application of the singing method should not be done carelessly. Teachers must make careful plans, including choosing songs that are in accordance with the characteristics of the students and the competencies to be achieved. Teacher readiness and creativity in designing learning strategies determine the success of this method. [4] stated that the effectiveness of a method is highly dependent on the teacher's ability to plan and implement learning strategies optimally.

In the context of Civics learning in elementary schools, the singing method can be positioned as a strategic approach to build students' interest and motivation towards the subject matter. This fun and interactive approach can make it easier for students to understand and internalize the values taught. As stated by [5], methods that touch the emotional aspects of students can shape character in accordance with the expected national values.

Furthermore, using songs as learning media can create a positive and supportive learning atmosphere. When students feel happy and comfortable, they will be more motivated to learn, so the learning process can run more effectively. [6] asserts that a conducive learning environment has a positive relationship to improving student learning outcomes.

Departing from this background, this study aims to examine in depth the effectiveness of the application of the singing method in increasing students' interest in learning Pancasila material in Civics subjects in grade III elementary schools. The results of this study are expected to make a real contribution in the development of learning strategies that are more innovative, relevant, and interesting for elementary school students. Thus, Civics learning can be a more meaningful and contextual experience in shaping the character of the younger generation [2].

RESEARCH METHOD

This study uses a Classroom Action Research (PTK) approach which aims to increase the learning interest of third grade elementary school students through the application of the singing method on Pancasila material in the subject of Pancasila and Civics Education (PPKn). The selection of PTK is based on its advantages in allowing researchers to take reflective and corrective actions directly during the learning process, so that learning problems can be overcome contextually and sustainably.

The research subjects were 3rd grade students of SDN 017125 Binjai Serbangan, Asahan Regency, totaling 20 people. The selection of this class was based on initial observations that indicated low student interest and motivation to learn Civics material.

This research was conducted in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. In cycle I, the teacher introduced the singing method by composing songs that contained Civics material, such as the values of Pancasila. Students were invited to sing the song together and continued with group discussions to deepen understanding. In cycle II, based on the reflection from cycle I, improvements were made with a variety of songs and a more interactive discussion method. In addition, students were given the opportunity to create their own song lyrics related to Civics material.

Data was collected through three techniques, namely: 1) Observation, to observe students' activities and involvement during the learning process; 2) Written tests, to measure students' understanding of Civics material before and after the application of the singing method; and 3) Interviews, conducted with students and teachers to obtain their perceptions and experiences related to the use of this method.

The data obtained was analyzed using a mixed approach, namely qualitative and quantitative. Qualitative data from observations and interviews were analyzed descriptively to describe the processes and phenomena that occurred in the classroom. While quantitative data from the test results were analyzed by calculating the average score and the percentage of students who reached or exceeded the Minimum Completion Criteria (KKM) limit, as an objective measurement of the improvement in learning outcomes.

The selection of data sources in this study is not based on emotional closeness, spouses, and others that can affect the objectivity of data acquisition, but the data obtained is purely because it is in accordance with the interests of the problem and

research objectives. In sampling data sources, researchers do it purposively, that is, researchers select data sources (informants) based on certain predetermined criteria [7].

The success of the action in this study is measured based on two main indicators: first, an increase in interest and motivation to learn, which is characterized by increased active participation of students and their enthusiasm in participating in learning activities; second, an increase in learning outcomes, which is shown through an increase in the average score and an increase in the percentage of students who meet or exceed the KKM in Civics material. With the application of the singing method, it is expected that students' learning experience will be more enjoyable, making it easier for them to understand and remember Civics material and significantly increasing their interest and motivation to learn.

RESULTS AND DISCUSSION

The application of the singing approach in the learning process of Pancasila and Citizenship Education (PPKn) in grade III elementary school students has proven to be able to make a positive contribution in increasing students' enthusiasm and motivation to learn. Through this strategy, students not only find it easy to remember teaching materials, but also show active participation during learning activities. This is supported by the results of a study at SD Negeri 017125 Binjai Serbangan which showed that students responded positively to the singing method, stating that they felt happier and understood the Civics material more easily after the approach was implemented.

At the pre-cycle stage, the initial evaluation results showed that only 6 out of 20 students (30%) managed to get a score equal to or above the Minimum Completion Criteria (KKM) threshold set at 70. Meanwhile, as many as 14 other students (70%) have not been able to reach this standard. This finding indicates that most students still have difficulty in understanding Pancasila material and show low learning motivation. Therefore, a more interesting and innovative learning strategy is needed to improve student engagement and learning outcomes.

After the application of the singing method in cycle I, there was a significant increase in student learning outcomes. A total of 12 students (60%) managed to achieve scores according to or above the KKM, while the rest, namely 8 students (40%), were still below the specified standard. This increase shows that the use of the singing method has begun to have a positive impact on increasing students' understanding and interest in Civics material. However, these results also indicate that the learning strategy needs to be further refined so that all students can achieve optimal results.

Presentation of the Number of Pre-cycle Students of UPTD SDN 017125 Binjai Serbangan in the 2024/2025 School Year who obtained the value of completeness and incomplete in Cycle I. In the implementation of cycle II, learning outcomes experienced a very significant increase, where all students (100%) managed to get a minimum score in accordance with the KKM. This success reflects the effectiveness of the singing method in improving the quality of material understanding as well as triggering students' enthusiasm for learning. All learners showed active involvement, high enthusiasm, and

the ability to remember the material better through the song lyrics used in the learning process. This achievement is a strong indicator of the successful implementation of a well-designed strategy. Presentation of the Number of Pre-cycle Students of UPTD SDN 017125 Binjai Serbangan in the 2024/2025 Academic Year who obtained the value of completeness and incompleteness in Cycle II.

The development of students' overall learning outcomes is reflected in the learning completeness graph which presents an increasing trend from the pre-cycle stage to cycle II. The graph shows that learning completeness increased gradually, from 30% in the pre-cycle, increased to 60% in cycle I, and reached 100% in cycle II. This trend shows the significant positive impact of the application of the singing method in the learning process, and illustrates the effectiveness of corrective actions carried out gradually and continuously.

Based on the results of research conducted in class 3 of SDN 017125 Binjai Serbangan, the application of the singing method proved effective in increasing students' interest and motivation to learn. Students showed a high level of engagement in learning activities, as well as a positive classroom atmosphere. Through singing activities, students are not only able to recall information better, but also show a deeper understanding of the values of Pancasila. In addition, it can also be seen from the pre-cycle learning results of PPkn subjects which with an average score of 60.00 to 80.00 in cycle II with the percentage of learning completeness reaching 100%.

The results of this study indicate that the application of the singing method can significantly increase the learning interest of grade 3 students at UPTD SDN 017125 Binjai Serbangan. Based on various previous studies, the use of singing methods in the learning process is able to motivate students so that they are more active and enthusiastic in participating in lessons. According to [8] the singing method can increase student attention and creativity because the learning process becomes more fun and interactive. In addition, research by [9] confirms that learning through songs helps students remember material more easily, thus indirectly increasing their interest in learning.

Furthermore, [10] states that the use of music and songs in the learning process helps reduce students' boredom and saturation. This is in line with the results of a study by [11], which states that the singing method is able to create a pleasant learning atmosphere and increase students' self-confidence. Research by [12] also revealed that this method is effective in increasing student activeness during the learning process.

In addition, research by [13] shows that the use of songs relevant to the subject matter can build emotional connections and improve students' understanding of the material. Meanwhile, according to [14], the singing method helps students to strengthen memory and facilitate the language process, which indirectly increases their interest in language and other lessons.

The results of these studies show that the singing method is not only a fun teaching technique, but also has a positive impact on students' interest in learning. The application of this method in the classroom is expected to help teachers increase students' active participation and create a more interactive and fun learning atmosphere.

Effective and engaging learning is very important in increasing students' interest in learning, especially at the primary school level. One approach that is gaining increasing attention in the international literature is the use of singing as a teaching strategy. Studies show that this technique not only increases students' attention and motivation, but also supports their cognitive and emotional aspects.

According to [15], the use of music and singing activities in learning can increase students' motivation through fun and interactive learning experiences. It creates a positive experience that can sustain their interest in the lesson. Research by [16] confirms that music acts as an effective medium in helping students remember material because it involves emotional processes and long-term memory.

Stewart points out that educational songs can facilitate the strengthening of students' emotional connection to a particular lesson, which in turn increases their curiosity and engagement in learning. Relevant and fun songs can create a positive mood, improving students' ability to focus and concentrate [17]. In the context of primary education, this is particularly important as early childhood is highly influenced by emotional stimulation.

Research by O'Connor emphasizes that collective singing activities can strengthen students' social and communication skills, which play a role in creating an inclusive and supportive learning environment. In addition, a study by [18] highlighted that this method promotes better language acquisition, vocabulary and pronunciation in early learners, thus indirectly increasing their interest in language learning and other subjects.

On the activeness aspect, Lee stated that the use of educational songs combined with movement or physical activity can increase students' active participation during the learning process. This is in line with research by [19] who found that singing activities can reduce boredom and boredom, and foster students' confidence in interacting with materials and peers.

Furthermore, a study by [20] shows that the use of technology, such as interactive music and video applications, in the singing process makes learning activities more interesting and varied. The integration of these technologies can broaden students' learning experience and motivate them to learn independently or in groups.

So, all these studies show that the singing method has great potential in increasing students' interest in learning at an early age. The application of this strategy in class 3 of UPTD SDN 017125 Binjai Serbangan is expected to improve students' motivation, activeness and emotional aspects, which will have a positive impact on their learning outcomes.

CONCLUSION

Fundamental Finding : The implementation of the singing method in teaching Pancasila and Citizenship Education (PPKn) to grade 3 elementary school students has proven effective in enhancing their interest and motivation to learn. This method not only facilitates easier retention of the subject matter but also encourages more active student participation during lessons. In a case observed at SD Negeri 017125 Binjai Serbangan,

students expressed greater enjoyment and found it easier to recall Civics content when the singing method was incorporated into classroom instruction. **Implication** : The results suggest that integrating music into Civics education can serve as an engaging pedagogical strategy, especially at the elementary level. Teachers are encouraged to consistently apply the singing method to sustain students' learning interest. Furthermore, the development of creative and contextually relevant songs is recommended to optimize instructional outcomes. Teacher training initiatives focused on this method could also play a significant role in improving classroom practices and ensuring more widespread adoption. **Limitation** : Despite the observed benefits, the findings are based on a single case study in one elementary school, which may limit the generalizability of the results. The study does not explore variations in student responses across different schools, socio-cultural backgrounds, or levels of prior knowledge, which could affect the method's effectiveness in other contexts. Moreover, there is a lack of comparative data with alternative teaching strategies, which could have offered a more comprehensive view of its relative impact. **Future Research** : Future investigations should aim to replicate the study across multiple schools and diverse student populations to assess the broader applicability of the singing method in Civics education. Longitudinal studies could also be conducted to examine the sustained effects of this method on student learning outcomes and character development. Additionally, experimental designs comparing the singing method with other active learning strategies could help determine its relative effectiveness and inform evidence-based pedagogical practices.

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