
The Use of Songs as A Learning Medium in Christian Religious Education at Elementary Schools in Kalimantan Tengah

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Abstract: Learning media play a vital role in creating engaging and effective learning experiences. Among the various media used in education, songs serve as an appealing audio medium that helps students learn through enjoyment and emotion. This study aims to describe the use of songs as a learning medium in Christian Religious Education (CRE) at Hurung 1 Public Elementary School, Pulang Pisau Regency, Kalimantan Tengah. Using a qualitative descriptive method, data were collected through observation, interviews, and document analysis. The findings show that songs are used at three stages of the learning process: at the beginning to build interest and connect with the topic, in the middle as a learning resource to deepen understanding, and at the end as a reflection tool to strengthen moral and spiritual values. The use of songs enhances students' enthusiasm, focus, and comprehension, while also assisting teachers in delivering Christian values effectively. In conclusion, songs serve as an effective pedagogical medium that integrates emotional, cognitive, and spiritual dimensions in Christian Religious Education.

Keywords: Christian religious education, learning media, songs.

INTRODUCTION

Materials are one element for developing engaging learning. Materials modified with learning media can guide students to learn through play (Sheng et al., 2023). There are basically various types of media used in learning, one of which is songs (Bate'e, 2022; Pengky et al., 2023; Sihombing, Salmanezzer, et al., 2024). Songs are one of the audio media loved by children. As part of music activities, songs are one of the media that can be used by Christian Religious Education teachers (Foster, 1994; Munte, 2022, 2024; Saputra et al., 2024). Songs are texts that are sung. People who listen to songs can feel sadness, joy, and other emotions because of the touching effect of the songs.

The statement shows that songs influence a person's emotional side. Singing can bring satisfaction, joy, and happiness to children, encouraging them to study harder (Hanslick & Cohen, 1892; Selawaisa, 2023; Wirawan, 2023).

Christian Religious Education activities carried out in schools are deliberate efforts by Christian Religious Education teachers to instill Christian values through teaching the fundamentals of the Christian faith and knowledge of the contents of the Bible, which is

a spiritual treasure (Gobbo, 2023; Groome, 1980; McGrath, 2006; Suluh et al., 2024; White, 1894). Robert W. Pazmino states that Christian education is a deliberate and systematic effort, supported by spiritual and human actions aimed at developing knowledge, skills, attitudes, values, and individual and group change, brought about by the power of the Holy Spirit so that students can live according to God's will as stated in the Bible (Pazmino, 2002; Pazmiño, 2008b, 2008a).

In Christian religious education, songs have become an integral part. Unfortunately, in reality, the use of songs in Christian religious education has not been maximized. This is in line with what Picanussa said (Picanussa, 2019, 2020). Observations of Christian religious education teachers revealed several disturbing things, including: teachers asking children to sing while they themselves did not sing, teachers merely singing songs without putting their hearts into them (Fransisko et al., 2023; Manik et al., 2023; Putri et al., 2023; Susanto et al., 2024; Tirayoh et al., 2023). Further investigation with several teachers revealed equally interesting information, such as: teachers still consider singing to be merely a way to fill time, while other teachers rarely use songs due to the

perception that singing is not essential in learning.

Facts prove that children memorize songs more quickly even though they cannot yet understand the lyrics (Huebner, 2008; Kang & Yu, 2022; Öksüz et al., 2024). Of course, this can be a threat because not all lyrics are educational. There is a concern that children cannot comprehend the meaning of the words and thus have a poor understanding. However, on the other hand, this can be a good opportunity for Christian religious education teachers to maximize the use of songs as a learning medium. This study aims to determine how songs are utilized as a learning medium in Christian religious education. The results of this study are expected to be applied in Christian religious education.

METHODS

This study employed a qualitative descriptive approach aimed at providing an in-depth understanding of the use of songs as a learning medium in Christian Religious Education (CRE). The research was conducted from June to August 2024 at Hurung 1 Public Elementary School, located in Pulang Pisau Regency, Kalimantan Tengah, Indonesia. This site was selected because it actively implements creative learning methods in Christian Religious Education using songs. The population of this study consisted of all students and Christian Religious Education teachers at the school, while the sample was determined through purposive sampling, which included one CRE teacher and several students from grades IV to VI who were directly involved in learning activities using songs (Sugiyono, 2009).

The research procedure was carried out in three main stages. The first stage was preparation, which involved preliminary observations and obtaining research permission from the school. The second stage was data collection, conducted through in-depth interviews, classroom observations, and document analysis of teaching materials and song lyrics used in lessons (Creswell & Poth, 2016). The third stage was data verification, where data credibility was ensured through triangulation of sources and methods (Miles, Huberman, & Saldana, 2014).

The data were analyzed using the interactive model of Miles and Huberman, which

consists of three steps: data reduction (selecting and focusing on relevant information), data display (organizing information into descriptive narratives), and conclusion drawing and verification (interpreting the meaning of the data in relation to the research objectives). Through these systematic steps, the study was able to describe comprehensively how songs were used as an effective pedagogical tool to enhance students' understanding, motivation, and spiritual values in Christian Religious Education.

FINDINGS AND DISCUSSION

The learning process is inseparable from learning media. Learning media is a means used to convey messages from teachers to students. At Hurung 1 Public Elementary School in Pulang Pisau Regency, teachers use songs as learning media in the Christian Religious Education learning process. Based on interviews with Christian Religious Education teachers at Hurung 1 Public Elementary School, it is known that the use of songs as learning media has long been practiced by Christian Religious Education teachers. This was stated by Heri Kiswanto, a Christian Religious Education teacher. He said, "I have been teaching Christian Religious Education at Hurung 1 Elementary School for a long time. Indeed, every time I teach religious subjects, I always start and end the class by inviting the students to sing songs. The songs we sing in class are usually songs related to the learning theme being discussed, and usually, the songs are also in the textbooks." The implementation of songs as a learning medium for Christian Religious Education at SDN Hurung 1 begins with the teacher reading the lyrics/text of the song, then the teacher demonstrates how to sing the song, and then invites the students to sing along. (Interview, July 10, 2024)

The use of songs as a medium in Christian religious education is beneficial, especially in improving students' focus and enthusiasm during lessons. The use of songs as a medium for Christian religious education at Hurung 1 Public Elementary School in Pulang Pisau Regency. The use of songs as a medium in teaching and learning activities is very helpful for teachers as educators and students as learners. In addition to making it easier for teachers to deliver material, the use of songs as a learning medium can also attract students' attention and interest in participating in

learning activities so that the objectives that one would like to achieve in learning are achieved (Interview, July 10, 2024).

Furthermore, the results of an interview with Heri Kiswanto, a Christian Religious Education teacher, regarding the Use of songs as a learning medium for Christian Religious Education at Hurung 1 Public Elementary School in Pulang Pisau Regency, show that the use of songs in Christian Religious Education learning can make it easier for teachers to convey Christian Religious Education material related to stories written in the Bible, as well as instilling Christian values and character building (Interview, July 11, 2024).

Amelia, a fourth-grade student, expressed her opinion regarding the use of songs as a medium for Christian religious education at Hurung 1 Public Elementary School in Pulang Pisau Regency, saying, "Learning while singing makes us enthusiastic about learning, helps us remember what we have learned, and keeps us from getting bored while studying." Febro, a fifth-grade student, echoed this sentiment, saying that learning Christian religious education through songs makes us happy and excited while studying (Interview, July 11, 2024)

From the exposure of the interview results above, the conclusion can be drawn that the use of songs as a learning medium for Christian religious education at SDN Hurung 1 has been done for a long time. The use of songs as a learning medium greatly helps teachers in delivering material (Andriany et al., 2023; Rumore, 2016; Sihombing, Istandar, et al., 2024; Sinta et al., 2022). In addition, the use of songs as a medium in the learning process makes students happy and enthusiastic in participating in learning (Nugrahhu, 2020, 2021; Nugrahhu et al., 2023; Nugrahhu & Wulandari, 2023).

Based on the results of interviews conducted by the author during observations of Christian religious education lessons using songs as a medium, the learning activities were divided into three parts. As stated by Eci, a sixth-grade student, she said that Christian religious education lessons usually begin with the teacher inviting the students to sing, sometimes in the middle of the lesson, and usually at the end of the lesson as well (Interview, July 29, 2024).

During the preparation stage of Christian education, the author found that students were prepared for learning by greeting each other, checking attendance, and singing and praying

together. In the core part of delivering the previously prepared material, this activity can include question and answer sessions, discussions, and assignments. At the end, the teacher reflects on the material that has been delivered and closes with singing together, of course, songs related to the learning theme (Interview, July 11, 2024)

From the presentation of the interview results mentioned earlier, the conclusion could be drawn that the use of songs as a learning medium for Christian Religious Education at Hurung 1 Elementary School was divided into three parts: the initial or opening part, the core learning part, and the final or closing part.

The findings confirm ing that songs help learning, and can provide a different feel from before, so that students can understand the material more quickly (Pahan, 2021; Prasetyawati, 2022; Sarmauli et al., 2020; Sulistyowati et al., 2022). Music is expected to make students interested in what is being taught (Daniel & Sihombing, 2024; Munte, 2023b, 2023a; Yardi et al., 2024). Songs are considered an effective medium for attracting students' attention (D'Arms et al., 2023; Kivy & Budd, 1986; Mitchell, 2023).

The use of songs in Christian religious education is divided into three parts: preparation, core activities, and closing. In the preparation phase, the teacher prepares students for the lesson by greeting them, checking attendance, and encouraging them to sing and pray. In the core phase, the teacher delivers the prepared material, which may include question and answer sessions, discussions, and assignments. In the closing phase, the teacher reflects on the material that has been delivered and ends the lesson with singing and prayer (Bumen et al., 2024; Sinta et al., 2022; Tobing, 2015).

In accordance with Picanussa's opinion, in the Christian religious education learning process, songs can be used at the beginning of learning as a bridge to enter a particular topic, can also be used in the middle as a learning resource, and can also be used at the end of learning as reinforcement for the topics that have been learned by students. Singing songs together and accompanying them with music will make learning activities more enjoyable (Elliott, 2014; May et al., 2020; Munte et al., 2023; Toni et al., 2023). In addition, songs can also influence children's psychological condition (Adams, 2019; Hamm et al., 2021; Kurniati et al., 2023;

Reggina & Indriani, 2023; Selawaisa & Apandie, 2023).

Furthermore, Pasaribu revealed that singing dispels boredom and strengthens children's understanding of the material being explained. In addition to increasing interest in learning, singing also has the following roles: a. Increasing vocabulary, creativity, and imagination. b. Developing social skills through singing together. c. Expressing feelings. d. Training psychomotor skills. The role of singing in teaching includes training gross motor skills, building children's self-confidence, discovering children's talents, and training children's cognitive and language development. In line with the above opinion, Picanussa argues that songs used in PAK learning are not only educational and instill Christian values, but also have the power to stimulate enthusiasm for learning (Picanussa, 2019, 2020). Songs related to the material can not only serve as a bridge to the material, but also as a means of recreation that has educational value.

CONCLUSION

Christian religious education holds an integral role in teaching Christian values. Hymns are an effective way to support this process. Hymns are one of the media that can be utilized in Christian religious education. Hymns play an important role in teaching and helping people understand religious values. Hymns can be used in various ways in Christian religious education, for example: as a medium for discussing specific topics, as a learning resource, or as a medium for reflecting on topics that have been studied.

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