

## **INTEREST LEVEL OF ELEMENTARY SCHOOL STUDENTS IN LEARNING MUSIC CONTAINING CHILDREN'S SONGS**

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### **ABSTRACT**

*This study aims to analyze elementary school students' interest in learning music through children's songs. Interest is examined through three main aspects, namely student involvement, enjoyment, and interest. This study employs a descriptive quantitative approach using simple random sampling techniques. The sample consists of 361 elementary school students from Phase A, Phase B, and Phase C in Sariwangi Subdistrict. The data collection instrument is a closed-ended questionnaire with 15 statements on a four-point Likert scale. The data were analyzed descriptively using statistical software. The results showed that student engagement was in the moderate category with a percentage of 59.8%, while student enjoyment was also in the moderate category with a percentage of 67.03%. Conversely, interest showed a very high result of 98.09%. These findings indicate that, overall, students' interest in music education is quite high, but their engagement and feelings of enjoyment are not yet optimal. This suggests that while the song-based learning approach is effective in capturing attention, learning strategies need to be further developed to enhance active participation and emotional satisfaction during the learning process. Therefore, teachers are encouraged to design more interactive and enjoyable methods to support comprehensive engagement in music education.*

*Keywords: music education, children's songs, interests, elementary school students*

### **ABSTRAK**

Penelitian ini bertujuan untuk mengkaji minat siswa sekolah dasar terhadap pembelajaran musik melalui lagu anak-anak. Minat tersebut ditelaah melalui tiga aspek utama, yaitu keterlibatan siswa, perasaan senang, dan ketertarikan. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif deskriptif dengan teknik pengambilan sampel acak sederhana. Sampel penelitian terdiri dari 361 siswa sekolah dasar yang berasal dari Fase A, Fase B, dan Fase C di Kecamatan Sariwangi. Instrumen pengumpulan data berupa angket tertutup yang terdiri dari 15 pernyataan dengan skala Likert empat poin. Analisis data dilakukan secara deskriptif dengan bantuan perangkat lunak statistik. Hasil penelitian menunjukkan bahwa keterlibatan siswa berada pada kategori sedang dengan persentase 59,8%, begitu pula dengan perasaan senang yang juga berada dalam kategori sedang dengan persentase 67,03%. Sebaliknya, aspek ketertarikan

menunjukkan hasil yang sangat tinggi, yaitu sebesar 98,09%. Temuan ini menunjukkan bahwa secara keseluruhan minat siswa terhadap pembelajaran musik cukup tinggi, namun keterlibatan aktif dan rasa senang mereka masih belum maksimal. Hal ini mengindikasikan bahwa pendekatan pembelajaran berbasis lagu anak cukup efektif dalam menarik perhatian siswa, namun strategi pembelajaran perlu dikembangkan lebih lanjut untuk meningkatkan partisipasi aktif dan kepuasan emosional selama proses pembelajaran. Oleh karena itu, guru diharapkan dapat merancang metode yang lebih interaktif dan menyenangkan guna mendorong keterlibatan siswa secara menyeluruh dalam pembelajaran musik.

Kata Kunci: pembelajaran musik, lagu anak-anak, minat, siswa sekolah dasar

### **A. Pendahuluan**

Music education in elementary schools plays a crucial role in the holistic development of children, encompassing cognitive, affective, and psychomotor domains (Mayar, 2023). Through activities such as singing, playing musical instruments, and group performances, students not only learn musical elements such as rhythm and melody but also develop social and emotional skills like collaboration, empathy, and self-confidence (Huang, 2023; Campbell et al., 2007, as cited in Luh et al., 2024). The currently implemented *Kurikulum Merdeka* supports enjoyable and contextual music learning, encouraging the integration of values from the *Profil Pelajar Pancasila* through arts-based activities (Alfan Fazz & Sukmayadi, 2025). Thus, music education in elementary schools significantly contributes to children's holistic development and has become increasingly relevant with the adoption of *Kurikulum Merdeka*, which promotes meaningful, contextual, and values-integrated music learning.

In the context of music learning, children's songs serve as relevant teaching materials aligned with the psychological development of students. These songs typically feature simple lyrics, memorable melodies, and positive moral messages, making them suitable for fostering artistic appreciation and reinforcing students' character (Ilmi et al., 2021; Gutama, 2020). Such songs help create an interactive and enjoyable learning environment, positively impacting students' learning interest (Shinta Bella & Respati, 2021). Unfortunately, current trends show a shift in music learning from children's songs to popular music, which often lacks educational value (Mack Dieter, 2007; Shilfia Iraqi et al., 2023). This condition requires teachers to be more selective in choosing musical materials, prioritizing children's songs that are not only age-appropriate but also support character formation and foster positive learning interest.

Several studies have shown that children's songs can be effective teaching tools in various subjects such

as science and mathematics to increase learning interest and character values in students (Azkiya Ainurruhama et al., 2024; Hafiz et al., 2021). However, there is still a lack of research specifically examining students' interest in music learning that incorporates children's songs as part of the *SBdP* (Arts and Culture) curriculum in elementary schools. Yet, interest is a critical component in the learning process, as it is closely linked to student engagement, motivation, and achievement (Fatihah et al., 2022). Based on Hurlock's theory, interest comprises cognitive and affective aspects, both of which are relevant in music education (Amrizal & Perlaya, 2020). Therefore, it is essential to conduct research that deeply explores students' interest in music learning that incorporates children's songs, in order to provide a more comprehensive picture of the effectiveness of this approach in supporting meaningful learning in elementary schools.

This study aims to measure the level of interest among elementary students in music learning that features children's songs, using a quantitative approach through questionnaires developed based on the indicators of engagement, interest, perceived usefulness, and enjoyment. The study was conducted with more than 300 students from various socio-economic backgrounds, allowing for a broader overview of how students respond to music learning that includes children's songs. The novelty of this research lies in its quantitative

approach and its explicit focus on children's songs within the context of music education, which remains underexplored in the elementary education literature.

By providing empirical data on students' interest in children's songs in music education, the results of this study are expected to contribute to curriculum development, instructional strategies, and the selection of more contextual teaching materials that align with the developmental characteristics of children. Moreover, this research can serve as a foundation for policymakers, teachers, and educational communities to preserve children's songs as part of cultural and character education in Indonesia.

## **B. Metode Penelitian**

This study employed a quantitative approach using a survey method. This approach was chosen because it aligns with the objective of measuring elementary school students' level of interest in music learning that incorporates children's songs in an objective and systematic manner. According to Sugiyono (2013), the quantitative approach is appropriate when the research is structured, numerical, and aims to test hypotheses using statistical data. The survey was conducted using a Likert-scale questionnaire developed based on the indicators of student interest derived from the Expectancy-Value Theory by Eccles & Wigfield (2001).

The study utilized simple random sampling to select participants. The research subjects were elementary school students from Phases A, B, and C, with a total population of 2,582 students, as recorded in the official Education Data (*Data Pokok Pendidikan*) of Sariwangi District. The sample size was determined using the Slovin formula with a margin of error of 5% (Soesana Abigail, 2023), resulting in a minimum sample size of 346 students. The instrument used was a closed-ended questionnaire in the form of written statements regarding elementary school students' interest in music learning that incorporates children's songs. The questionnaire consisted of 15 statements constructed using a four-point Likert scale, with the response options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Prior to data collection in the field, the researcher conducted validity and reliability tests on the research instrument using SPSS Statistics software. This step was taken to ensure that each statement in the questionnaire was consistent and capable of producing accurate data.

The validity test was conducted using the Pearson Product-Moment correlation technique on the 15 items in the questionnaire. Based on the calculation results, all calculated *r*-values (*r*-count) were greater than the critical *r*-value (*r*-table) of 0.3610 at a 5% significance level with *N* = 30 (*df* = 28). The *r*-count values ranged from

0.365 to 0.653. Thus, all items were declared valid and suitable to be used as measurement tools in this study. The reliability test, conducted using the Cronbach's Alpha method, yielded a value of 0.801 for the 15 items. This result exceeds the minimum threshold of 0.60, indicating that the instrument is reliable.

### C. Hasil Penelitian dan Pembahasan

This study aims to determine the level of interest among elementary school students in music learning that incorporates children's songs. Student interest was analyzed through three main aspects: engagement, enjoyment, and interest. The results for each aspect are summarized in the following recap table:

**Table 1. Students' Interest in Music Learning Incorporating Children's Songs**

Aspect	Category	Frequency	Percentage
Engagement	Low	4	1,1%
	Medium	216	59,8%
	High	141	39,1%
Enjoyment	Low	18	5,0%
	Medium	243	67,03%
	High	100	27,07%
Interest	Low	0	0%
	Medium	4	1,01%
	High	357	98,09%

Table 1 presents an overview of students' interest levels based on the three aspects examined. In terms of engagement, most students fell into the medium category (59.8%), followed by those in the high category (39.1%), and only a small portion were in the low category (1.1%). For the

enjoyment aspect, the majority of students were also in the medium category (67.03%), while 27.07% were in the high category and 5.0% in the low category. Unlike the previous two aspects, the interest aspect showed a highly dominant result in the high category, with 98.09% of students, while only 1.01% were in the medium category, and no students were in the low category.

Based on the summarized results, it can be concluded that students' interest in music learning incorporating children's songs is at a very high level, while the aspects of engagement and enjoyment remain at a moderate level. This indicates that cognitively and motivationally, students are already showing strong interest; however, their affective and participatory aspects have not yet developed optimally.

The very high level of student interest (98.09%) suggests that music learning activities based on children's songs align well with students' characteristics and experiences. This level of interest reflects intrinsic value, that is, the extent to which students perceive music learning as enjoyable and meaningful (Eccles & Wigfield, 2001). In the context of arts education, the success of a children's song-based approach supports the perspective of McCormick & McPherson (2007), who argue that music learning linked to students' personal experiences is more likely to stimulate high learning interest.

However, the finding that student engagement remains in the moderate category (59.8%) suggests that not all students who are interested are actively engaged in the learning process. Engagement in learning involves physical, mental, and emotional participation in classroom activities (Slameto, 2013). A key factor influencing engagement is the expectation of success. When students believe they are capable of succeeding in learning activities, they are more likely to participate actively (Eccles & Wigfield, 2001). These results indicate the need to strengthen instructional strategies that not only present interesting content but also empower students to be actively involved in learning tasks.

The enjoyment aspect also remains in the moderate category (67.03%). Although the use of children's songs is already relevant, it has not yet fully created an emotionally positive experience for all students. Enjoyment is closely related to students' affective responses to learning activities and acts as a trigger for sustained motivation (Furqon, 2024). Therefore, more varied approaches, such as integrating movement, visuals, and games into music instruction, could be effective alternatives for enhancing this emotional dimension.

Overall, the findings of this study affirm that music learning using children's songs has significant potential to foster interest among elementary school students. However,

the high level of interest must be supported by strategies that also enhance student engagement and emotional enjoyment in the learning process. In doing so, learning interest can develop holistically not only cognitively, but also affectively and behaviorally.

### **E. Kesimpulan**

Elementary school students' interest in music learning that incorporates children's songs falls into the high category, particularly in the aspect of interest, which reaches 98.09%. This indicates that a learning approach based on children's songs is highly effective in generating students' enjoyment and curiosity toward music content. However, the aspects of engagement and enjoyment remain in the moderate category, at 59.8% and 67.03%, respectively. This suggests that although students are interested, they are not yet fully active participants nor are they entirely enjoying the learning process.

Therefore, it is necessary to enhance the development of more interactive, creative, and enjoyable teaching methods to increase students' active participation and emotional experience during music lessons. In addition, adequate resources and relevant training for teachers are essential to effectively implement a children's song-based approach, so that students' interest can develop holistically cognitively, affectively, and behaviorally.

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