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Audio Media of National and Regional Compulsory Songs to Strengthen Nationalism Character Elementary School Students

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Abstract: This study aims to determine the effectiveness of educational audio media featuring national and regional compulsory songs in shaping the nationalism character of elementary school students. The research employs the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The trial in this study involved students from SDN 1 Sumbersuko as the sample. The results show that educational audio media significantly improves students' knowledge and understanding of national and regional compulsory songs, as evidenced by the increase in post-test scores compared to pre-test scores. This study produced an audio sound product accompanied by a user guide and a songbook containing national and regional song lyrics.

Keyword: Educational Media, Nationalism Characters, Audio Sound, National and Regional Compulsory Songs.

INTRODUCTION

Character education is education that teaches character values to students (Rillah et al., 2022). The purpose of character education is to form individuals who have good personalities, are responsible, and contribute positively to society. Therefore, the government launched the Strengthening Character Education Programme, commonly called PPK, in schools. Strengthening Character Education is a Nawacita launched by President Joko Widodo, which contains eighteen characters, namely religious characters, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, friendly communicative, peace-loving, fond of reading, environmental care, social care, and responsibility (Supranoto, 2015). Through the Strengthening Character Education Movement (PPK), schools are expected to implement character education more massively and sustainably.

The Ministry of Education and Culture establishes three foundations of character education, one of which is character education, which fosters a sense of love and pride in being Indonesian or nationalism nationalism (Hasibuan et al., 2018). Nationalism is an understanding to foster an attitude of love for the homeland based on historical similarities and loyalty to the country (Santoso et al., 2023). The character of nationalism is essential to be instilled as the basic foundation of student character building to show the spirit of

Indonesian nationality, so it is necessary to instill the character of nationalism from an early age so that it is carried over until they grow up. However, recently, there have been many young people's behaviors that do not reflect the value of nationalism; for example, students who do not memorize the Pancasila text, do not participate in flag ceremonies, do not know national heroes, and do not know national and regional compulsory songs (Dila & Dewi, 2021).The fading of the attitude of nationalism can cause damage to the next generation of the nation in the future. So, it is necessary to emphasize character education, especially the cultivation of the character of nationalism in schools, the learning process, learning methods, and learning media.

At the elementary school level, the cultivation of the character of nationalism can be carried out in several activities, including introducing national and regional compulsory songs (Febri Artanto Program Studi et al., 2023). Knowing national and regional compulsory songs is one form of effort to increase the sense of nationalism in the young generation, because the lyrics of national and regional compulsory songs contain the meaning of the struggle of the Indonesian nation and the sense of nationalism that we must have. Therefore, by learning national compulsory songs, students will also get to know the Indonesian nation and all its cultural wealth and foster an attitude of love for the country. However, in practice, teaching these songs is often done conventionally with less interaction, so students cannot understand and appreciate the meaning contained therein.

METHOD

The method used in this research is Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The R&D process aims to develop a product and evaluate its usefulness (Sugiyono, 2019). The ADDIE model was chosen because it is easy to understand in the development of educational media.



Figure 1. ADDIE Development

Analysis

The analysis involves adapting the learning media to the school's needs, identifying relevant national and regional compulsory songs, analyzing student characteristics, and determining the objectives to be achieved through audio media.

Design

Design in the first stage is carried out by preparing tools for making educational audio media, by selected quality speakers with adequate features. It was second, collected national and regional compulsory songs in MP3 form into a memory card. In the third stage, I coded the songs and sorted them according to the playlist. The fourth stage is to make a product

design to beautify the learning media that has been made. The fifth, make a guidebook for using educational audio media. The sixth stage is making a digital book of national and regional mandatory songs, and the last is making a printed book of national and regional mandatory song lyrics. The learning media design developed by the researcher is shown below.

Development

The development process started with testing the learning media on a small group of students to get feedback on the quality of the media, ease of use, and attractiveness. After the trial process, the researcher made revisions to the audio media to improve its effectiveness and suitability to students' needs.

Implementation

Implementation, researchers chose a research sample at SDN 1 Sumbersuko. Data was collected using observation, interviews, pre-test questions, post-test questions, and documentation.

Evaluation

Evaluation in this study is that researchers analyze the data obtained in the field and evaluate the effectiveness of educational audio media in improving students' nationalism character.

RESULTS AND DISCUSSION

Results

The R&D research resulted in the production of audio songs of national and regional compulsory songs as educational media to improve the character of nationalism. The results and discussion are presented using the five stages used in this research, namely Analysis, Design, Development, Implementation, and Evaluation.

Discussion

Analysis, This research was conducted to improve the national character of elementary school students. SDN 1 Sumbersuko is one of the schools in Malang Regency that needs special attention regarding the issue of nationalism character. The students' knowledge about the kinds of national and regional compulsory songs needs to be given to students according to their developmental stage. This makes students not participate in singing the national compulsory songs during the flag ceremony. The information obtained through observations and interviews made it easier for researchers to plan the development of audio sound media for national and regional compulsory songs so that they could be implemented effectively, including during the flag ceremony.

Design, audio sound media as educational media is an effort to increase elementary school students' understanding of various national and regional compulsory songs. Audio sound media is designed using three pieces of equipment; the first is a sound equipped with special buttons to regulate learning media without a remote;



Figure 2. Button Attached to the Sound

Second, a memory card has been inserted with national and regional compulsory songs in the order of the songs; Third, a remote control to adjust the sound from afar. In the design process, researchers pay attention to the principles of image and text design using the theory developed by (Afrom et al., 2023). Using excited learning media can arouse new desires and interests in students, arouse motivation and stimulation of learning activities, and bring positive psychological effects.

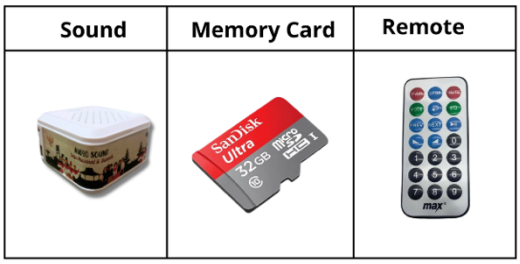


Figure 3. Learning Media Making Equipment

Development, in the audio sound education media, contained eleven national compulsory songs and seventeen folk songs. This learning media is equipped with a book of song lyrics and a guidebook for using learning media to make it easier for students to know and operate the press efficiently.



Figure 4. Lyric Book of National and Local Songs

The cover of this national and regional song lyrics book is specially designed colorful and combined with visual elements that reflect Indonesia's cultural diversity. The aim is to create a strong appeal for students, making them feel drawn to open and explore the book's content. The cover design is not only aesthetically, but also conveys important messages about diversity and the spirit of unity through distinctive symbols from various regions in Indonesia. With rich and attractive visuals, this book is expected to increase students' interest in national and regional songs and strengthen their love for the nation's culture.



Figure 5. Digital Song Lyric Book

In addition to the print version designed to provide a fun physical experience, this lyric book is also available in a digital version. This digital version makes it easy for students to access anytime and anywhere through electronic devices. With an attractive visual design and easy digital access, this lyric book is a practical and fun learning resource for students.



Figure 6. Lyric Book of National and Local Songs

The content of the lyric book is designed in a colorful way that attracts attention. Using bright colors and dynamic visual elements can make this book more lively and fun. In addition, the addition of QR codes in lyric books is an innovation that combines technology with print media. Students can scan the QR code to access YouTube. The book not only enriches in terms of aesthetics but also in terms of functionality, providing a more immersive interactive experience.



Figure 7. Guidebook for the Use of Learning Media

This guidebook details how to use the audio-based learning media of national and regional compulsory songs. It includes step-by-step tutorials that help users understand how to properly operate the audio media, from basic settings to utilizing special features to enrich the learning experience. In addition, the book includes a complete list of song codes, making it easier for students to quickly and precisely search and select the songs they want. This guide is designed to maximize the use of audio media for interactive and fun learning processes.

The implementation of this media has gone through a limited trial phase involving students in grades IV and V at SDN 1 Sumbersuko, with assistance from the teacher. This trial was designed in stages to evaluate the effectiveness of educational media in supporting students' learning process.

In the first stage, students are given a pre-test, which measure their initial level of understanding of the material to be taught. This pre-test is used as a benchmark to determine how well students understand basic concepts before interacting with the new learning media. The second, is where students are given a thorough understanding of how to use audio sound-based learning media, including an explanation of the features and how to utilize this educational media optimally. In the third stage, students practice hands-on to operate the audio sound media in learning. Through this activity, students can better understand and utilize the learning media. In the last stage, a post-test was conducted to compare the results of students' understanding after using the educational media with the results of the pre-test that had been carried out previously. The data from this post-test is essential in evaluating how far this educational media can improve students' understanding of national and regional compulsory songs.

Table 1. Result Pre-test and Post-test

Material	Pre-Test	Post-Test
Students know the various national anthems	43%	93%
Students know the various regional songs	37%	91%
Students understand national and regional songs	37%	85%
Students know the composers of national anthems	25%	71%
Students know the origin of regional songs	22%	68%

From the table, it can be concluded that the understanding of grade IV and V primary school students regarding national and regional compulsory songs has increased significantly.

The increase was due to students actively participating in using the learning media. They seemed interested in trying and following the instructions for using the audio sound, thus helping to strengthen their understanding of national and regional compulsory songs.

CONCLUSION

The educational media of national and regional compulsory songs is effective to strengthening the nationalism character of elementary school students, because of the improvement of their post-test results. This media makes it easier for students to recognize and know the national and regional compulsory songs. Through research and development of the ADDIE model, this learning media can increase students' sense of nationalism through national and regional compulsory songs.

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