

Emotional Stimulation through Animated Student Songs for the Pandemic Covid-19 in Basic Education

Indra Yeni¹, Desyandri², Vivi Anggraini³

¹ Universitas Negeri Padang; Indonesia; indrayeni.30031971@gmail.com

² Universitas Negeri Padang; Indonesia; indrayeni.30031971@gmail.com

³ Universitas Negeri Padang; Indonesia; indrayeni.30031971@gmail.com

ARTICLE INFO

Keywords:

Student Emotions;
Song Animation;
Basic Education;

Article history:

Received 2022-01-02

Revised 2022-04-26

Accepted 2022-06-21

ABSTRACT

Covid 19 is a virus that attacks the respiratory tract and causes people to limit activities such as schools. It certainly has an impact on children's emotional abilities, they only interact with family, mother, father, etc. Based on field observations that occurred in primary education, there are low emotional abilities of students, it can be seen: 1) that they are often easily offended and cannot control their emotions. 2) they have not been able to express emotions according to the situation, 3) the child has not shown empathy and sympathy. 4) children have not been able to control themselves when they are angry. The research design was carried out for two consecutive years. This research is in the form of research and development using the ADDIE model with the stages of Analysis, Design, Development, Implementation, and Evaluation. Based on research data from the use of animation media. The results showed the emotional development of children. Emotional abilities can be developed through animation media in students' songs. The use of animation media in songs can attract children's interest to use their imagination so that they can express their ideas. Animated song media is a fun activity for students.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Indra Yeni

Universitas Negeri Padang; Indonesia; indrayeni.30031971@gmail.com

1. INTRODUCTION

Covid-19 is an outbreak that can cause infectious diseases in the form of infection in the human respiratory tract caused by a virus. The Covid-19 outbreak has hit the world and Indonesia became one of the countries affected by the Covid-19 outbreak on March 2, 2020. The Covid-19 pandemic that hit the world, one of which is that Indonesia has had a visible impact in various fields, including economic, social, tourism, and education. The implementation of education in Indonesia during the Covid-19 pandemic experienced several visible changes. Education is a universal activity in human life. The essence of education is a human effort to humanize man himself, namely to civilized humans. In general,

education is a conscious effort to shape a child's personality into an independent adult, because education aims to teach children to become adults, independent and there are changes in knowledge, behavior, and attitudes. In addition to education applies to anyone, education also takes place. For life (lifelong education), a phrase that is often known since ancient times until now, which means "lifelong education". All of this explains that education has become a basic human need. The concept of lifelong education allows a person to develop their potential according to their needs. The concept of lifelong education becomes a guide in elevating human dignity. The students of this nation must not be left behind with other nations in the world. Therefore, basic education must be instilled in them. With the Covid-19 virus pandemic, the government has made several policies to stop the spread of this virus, such as conducting lockdowns in areas that are included in the red zone for the spread of the Covid-19 virus, or physical distancing to avoid the virus by physical contact. The Government of the Republic of Indonesia has also established various health protocols. This protocol is implemented throughout Indonesia by the government, guided centrally by the Indonesian Ministry of Health (2020).

Based on the description above, it is necessary to have a programmed and planned effort to improve the emotional abilities of students. Increasing this emotional ability can be done by using learning strategies to use music (vocals/instruments) in basic education because using music will affect the brain by stimulating the intellectual and emotional stimulation of children (Indra Yeni, 2016). Because music is also one of the sciences and arts regarding rhythmic combinations of tones, both vocal and instrumental, which includes melody and harmony as an expression of everything that wants to be expressed, especially the emotional aspects.

Music can also balance the functions of the right brain and left brain so that it balances the intellectual and emotional aspects. Not only balancing the left and right brains, but music can also nourish the soul as a learning approach (especially counting) and teaches manners so that they can positively channel their emotions to prevent violence. Thus, it is not an exaggeration to say that music is a humanist educator. That is why children who are accustomed to getting music education will grow into human beings who think logically, are intelligent, creative, able to make decisions, and have empathy.

Emotion refers to a typical feeling and thought a biological and psychological state, and a series of tendencies to act. Emotion is basically the urge to act. Usually, emotions are reactions to stimuli from outside and within the individual. For example, happy emotions encourage changes in a person's mood, so that physiologically, laughing is seen, sad emotions encourage someone to cry. Emotions are associated with physiological changes and thoughts. So, emotions are one of the important aspects of human life, because emotions can be a motivator of behavior in the sense of increasing, but also can interfere with human intentional behavior. (Prawitasari, 1995)

Several figures suggested various kinds of emotions, including Descartes. According to Descartes, emotions are divided into Desire (desire), hate (hate), Sorrow (sad / sorrow), Wonder (wonder), Love (love), and Joy (joy). Meanwhile, JB Watson stated three kinds of emotions, namely: fear, Rage (anger), Love (love).

Feelings of anger, fear, joy, sadness, hate, love, enthusiasm, boredom, and so on are one form of emotional expression. Everyone has experienced emotions, but the way to deal with emotions in each person must be different. Talking about emotions is closely related to emotional intelligence (EQ).

Emotional intelligence (EQ) is a person's ability to recognize, manage, and control their emotions. For people who have high emotional intelligence (EQ), the emotions they feel can be used as motivation to achieve success in life. Many experts believe that high emotional intelligence (EQ) will provide great benefits for a person's life, such as improving the quality of life so that they can feel success and well-being in life. Besides emotional intelligence (EQ) also has many other benefits in life. Emotional intelligence is stimulated through songs. Songs are a medium that can be used as a learning medium to develop children's potential. Various messages can be conveyed through songs by singing them properly and correctly according to the song notation. It is difficult to make a precise and complete definition of the meaning of music because music can be viewed from various points of view.

Animation media is a series of visual images that provide the illusion of motion on a computer screen. Some functions of animation media to direct students' attention to important aspects of the material learned, can be used to teach procedural knowledge, supporting student learning in cognitive processes. Arsyad (2007), explains that animation is a series of images that form a movement. Animation is currently widely used for cartoon filmmaking. Through the concept of science, this cartoon movie situation gives life and realism. It can be concluded that animation or multimedia can improve a student's abilities. Animation can be used to convey ideas, information, or messages used in various fields of life. Animation can be used to convey messages to the student as listeners or viewers in education, in animation education can be used to convey material in an activity so that children are easy to understand. To support the program can be done with art activities. One type of art is the art of music. The experience of music art is the primary means to communicate an understanding of themselves and their world (Desyandri, 2017).

In the teaching and learning process, two elements must be considered, namely learning methods and media. This aspect of mutually related. The choice of one particular teaching method will affect the type of learning media that is suitable, although there are still various other aspects that must be considered in selecting learning media, including learning objectives. The song is an artistic composition of tone or sound in sequences, combinations, and temporal relationships (usually accompanied by musical instruments) to produce musical compositions that have resonance and continuity (containing rhythm). And a variety of tones or a rhythmic sound is also called a song. Songs can be sung solo, in pairs (duet), in threes (trio), or in full (choir). Phillip (1993) states about the notion of music, namely: is a sound work of art in the form of a song or musical composition, which expresses thoughts and feelings of its creation through musical elements, namely musical elements, namely: rhythm, melody, harmony, songform/song structure, and expression. Based on this opinion, music is a branch of art, a work of sound art in the form of songs or musical compositions that are composed of high-low notes at one time. Music expresses the thoughts and feelings of its creator in the form of high and low tones created through musical elements, namely: rhythm, melody, harmony, song form/song structure, and expression. According to Yeni (2009), music activities can lay the foundation for the development of student's musical interests and talents in the future. The development itself is inseparable from the extent to which children get direct experience of music. The song is one of the manifestations of a statement or message that has the power to move hearts, insight into the taste of beauty, and communicated aesthetic taste. Therefore, songs have a social function.

The song that was created only becomes a notation equipped with lyrics and does not sound if it is not sung or played through a musical instrument. Therefore, singing and song are not usually separated. May-Ying Liao, et al (2013), a study entitled an analysis of song-leading by Kindergarten teachers in Taiwan and the USA revealed that singing plays an important role in children's musical development. Students and education during their kindergarten experience at the age of 5-6 years. Although basic education teachers have limited abilities in teaching music, singing is one of the most dominant musical activities used in schools. Song and singing are highly recommended as materials and learning processes in schools. Singing is an activity that can improve developmental skills. Teachers are not only music specialists but also classroom teachers who are responsible for the development of students singing skills. Singing and singing is the process of focusing on a student's attention. The words in the song are usually in the form of rhythmic poetry, but some are religious or independent. Songs can be categorized into many types, depending on the size used. Singing can develop students' sensitivity to their environment, and students can appreciate and enjoy songs not only according to their intelligence but also through their artistic tastes (Desyandri et al., 2019).

In line with the opinion of Patrick D. Walton (2014) with his research title Using Singing and Movement to Teach Pre-reading Skills and Word Reading to Kindergarten Children: An Exploratory Study states that a song starts from a rhythm. Learning to sing a song is very easy for children if the words end in rhyme, if there is a strong rhythm or beat, and if there are some words that are easy to remember.

Yeni (2011: 104) states that music activities can lay the foundation for the development of children's musical interests and talents. The development itself is inseparable from the extent to which children get direct experience of music. The song is one of the manifestations of a statement or message that has the power to move hearts, insight into the taste of beauty, and communicated aesthetic taste. Therefore, songs have a social function. We can see the power of songs in this function in the field of education. Through songs, we help children develop aspects such as intelligence, social, emotional, and psychomotor. Through appropriate songs, children can: (1) increase vocabulary, be creative, imagine (in terms of intelligence); (2) playing together, obeying the rules of the game, not being selfish (social aspect); (3) channeling emotions, causing pleasure (in terms of emotions); and (4) training the body muscles, coordinating body movements (psychomotor aspects).

Based on field observations that occurred in primary education, there are low emotional abilities of students, it can be seen: 1) that they are often easily offended and cannot control their emotions. 2) they have not been able to express emotions according to the situation, 3) the child has not shown empathy and sympathy. 4) children have not been able to control themselves when they are angry. The conditions that occur in the field show very different things when compared theoretically. Learning-related to music and songs is no longer used to direct students' emotions. Learning carried out in basic education is only limited to entertainment. So that students no longer function music and songs as their personality development, such as attitudes and behavior following the advice contained in the music or the song. Learning is dominated by a mere entertainment function, providing material in the form of memorizing of music/songs, exploring the content of educational values in general without being followed by the implementation and culture of these values in the daily life of students (Desyandri, 2016). This problem can lead to the emergence of behavioral tendencies and characteristics of students who are uncivilized/uncivilized, such as lack of respect and respect for others, lack of manners, more selfishness, and less concern for their customs or regional culture. So that it makes students uprooted from their identity. (Desyandri, 2018).

The problems above are very urgent to be researched and revitalized. The rapid development of science, technology, and art, as well as the Covid-19 pandemic, requires a paradigm shift in learning the art of music using animated songs that refer to the 4.0 industrial revolution.

2. METHODS

This research uses research and development. Research and development is the study that is used to produce certain products, and to test the effectiveness of these products. The development model used is the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation. ADDIE appeared in the 1990s which was developed by Reiser and Molenda. The ADDIE development model was chosen because it follows the problems that underlie this research. Research, products with media animation song to stimulate the emotional ability of elementary school students grade 1. The sample technique is random sampling. This research was conducted in elementary education in Padang, West Sumatra, Indonesia, with the design of learning steps as follows.

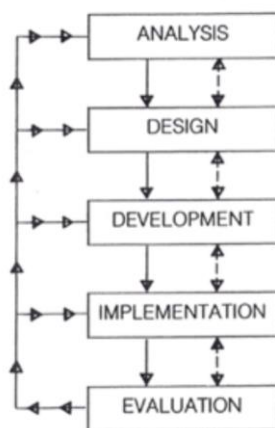


Figure. 1. An ISD Model Futuring the ADDIE Processes

3. FINDINGS AND DISCUSSION

Needs Analysis Results The initial step of this research is to analyze needs, in this case, to make observations about the emotional abilities of students. Observations were made on the aspects of balance, coordination, flexibility, and agility of students' movements in motor activities/learning during exercise and dancing. The results showed that more than 75% of the total number of students still lacked emotional abilities. This can be seen in the following aspects: 1) emotional control, 2) appropriate emotional expression, anger, sadness, and others. 3) empathy. 4) Sympathy.

3.1. First Draft

The design of the text children's song animation media using the songs in the initial draft can be seen in Figure 2.

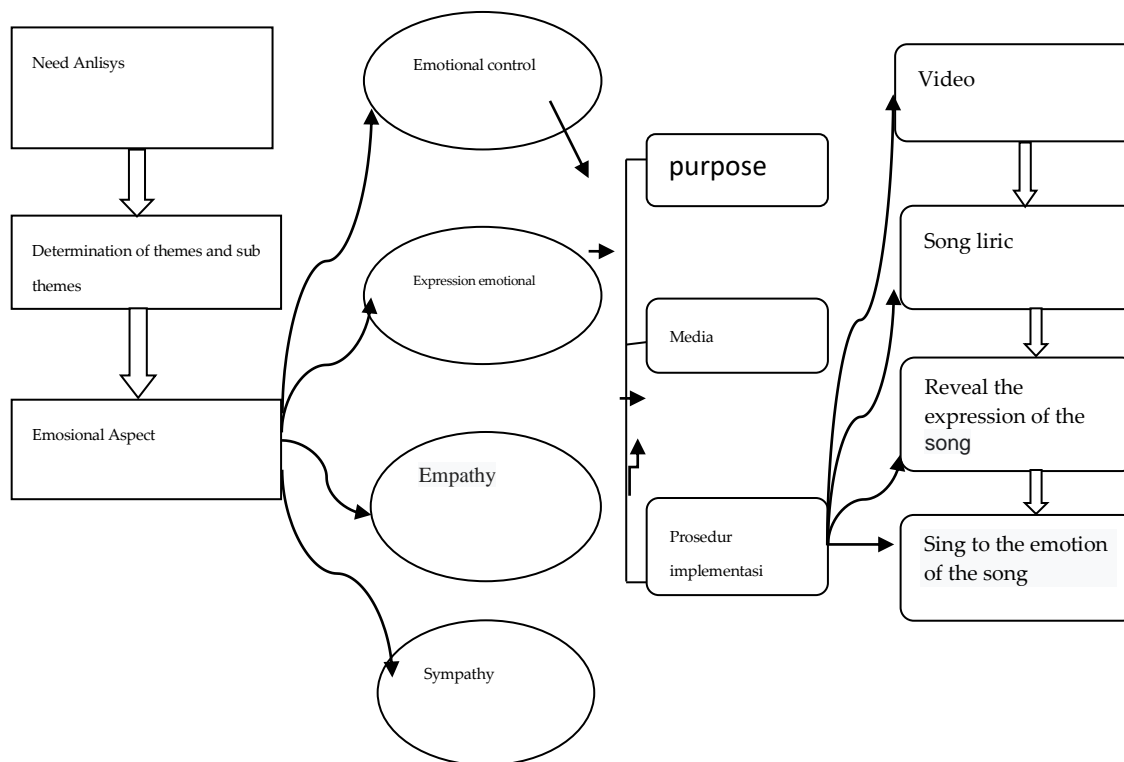


Figure. 2. First Draft Desain

The second draft design was an expert review based on a one-to-one trial. This test was carried out by study experts to see the model that had been produced, with songs from experts, learning design experts, and PAUD experts. at this stage the researcher analyzes the theme to be used, the purpose, as well as aspects that are important and appropriate for children's emotional development. Based on input from experts, the design of the song model can be seen in Fig.3.

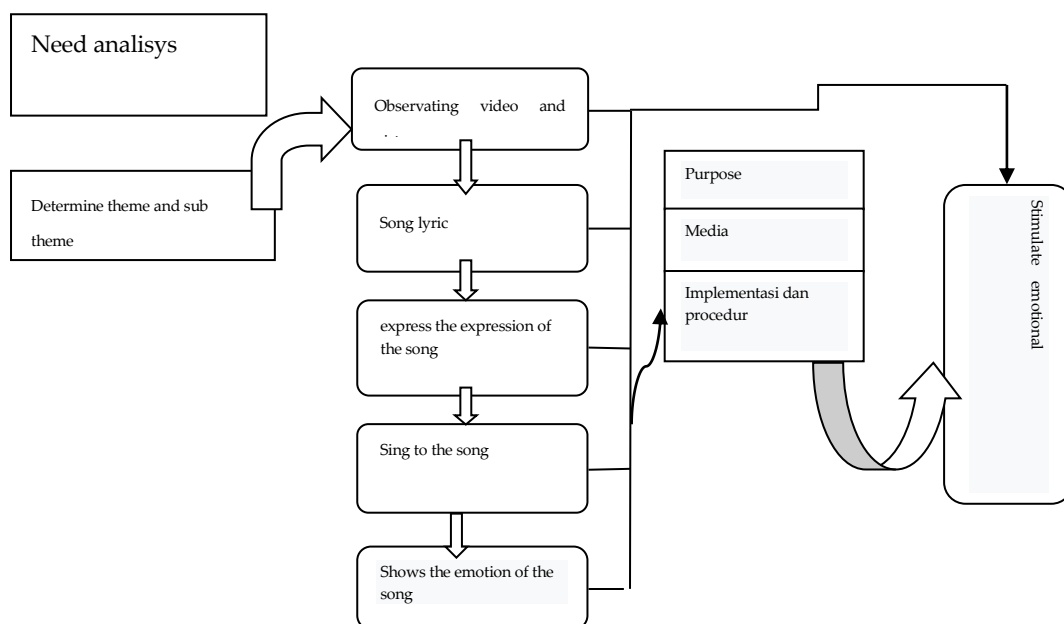


Figure 3. Second Draft Design

The Final Project Concept Design Model 3 is a small group trial conducted with 10 students. Based on trials in small groups, animated songs to improve students' emotional intelligence underwent a slight change, namely the themes raised in the song learning activities must be themes that students are interested in and are close to students' lives, using traits to make them more interesting. , and dance music accompaniment according to the child's theme and preferences. The design of the song model based on the input in phase 3 is being changed, it can be seen in Figure 4.

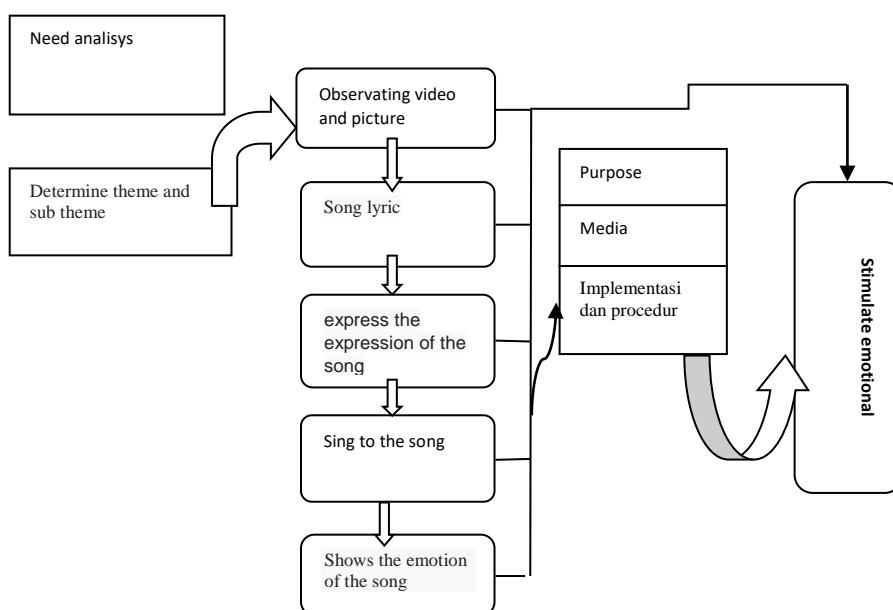


Figure 4. Final Concept Design

4. CONCLUSION

The use of songs plays a very important role, especially in the scope of basic education during the Covid-19 period. It is known that the characteristics of students are active and mobile individuals. This is where the task of being an educator is to facilitate student's need to continue to develop all student's abilities by paying attention to the characteristics of students. The importance of media is very popular with students because this is where students can explore themselves to express themselves but still develop competence. Animation media is a series of visual images that provide the illusion of motion on a computer screen. Some functions of animation media to direct student's attention to important aspects of material learned can be used to teach procedural knowledge, supporting student learning in cognitive processes. Arsyad (2007), explains that animation is a series of images that form movement. Animation is currently widely used for cartoon filmmaking. Through the concept of science, this cartoon movie situation gives life and realism. It can be concluded that animation or multimedia can improve a student's abilities. Animation can be used to convey ideas, information, or messages used in various fields of life. Animation can be used to convey messages to the student as listeners or viewers in education, in animation education can be used to convey material in an activity so that students are easy to understand.

Songs for students cannot be just entertainment or filling activities between playing or learning activities. Songs are composed of tone or sound arts in sequences, combinations, and temporal relationships (usually accompanied by musical instruments) to produce musical compositions that have resonance and continuity (containing rhythm). And a variety of tones or rhythmic of sound is also called a song. Songs can be sung solo, in pairs (duet), in threes (trio), or in a group (choir).

REFERENCES

- Hamalik, Oemar. 1986. *Media Pendidikan*. Bandung: Penerbit Alumni-ind
- Jamalus. 1998. *Pengajaran Musik melalui Pengalaman Musik*. Jakarta: P2LPTK. Departemen Pendidikan dan Kebudayaan.
- Kamtini, dan Tanjung, Husni Wardi. 2005. *Bermain melalui Gerak dan Lagu di Taman Kanak-Kanak*. Jakarta: Departemen Pendidikan Nasional.
- Mila Vulchanova, et al. *Links between phonological memory, first language competence and second language competence in 10-year-old children*:2014.07.16,
- Moussay. Gerard. 1998. *Tata Bahasa Minangkabau*. Jakarta: Gramedia.
- PERMENDIKBUD. 2014. Nomor 146 tahun 2014. *Tentang kurikulum 2013 pendidikan anak usia dini*.
- Priska dkk. *Fenomena Sosial Masyarakat Minangkabau Dalam Lirik Lagu Ciptaan Agus Taher*. Portal garuda. September 2013
- Rachmi, Teti, dkk. 2008. *Keterampilan Musik dan Tari*. Jakarta: Universitas Terbuka.
- Raimonda Jariene and Vilija Saliene. *speaking as prerequisite to socialisation in the general curriculum of the lithuanian language education (as mother tongue)*. 2014. Vol. 116,p. 153
- Refmiwati, Dkk. *Ungkapan Makian Bahasa Minangkabau Di Kenagarian Taluk Kecamatan Lintau Buo Kabupaten Tanah Datar*. (*Jurnal Pendidikan Bahasa dan Sastra Indonesia*, Vol. 1 No. 1 September 2012; Seri E 339-425)
- Zaliha Yazici, et. al yang berjudul *How bilingual is bilingual? Mother tounge proficiency and learning through a second language*. 3
- Idris, R., & Lestari, E. (2017). *Pengaruh Pengorganisasian Terhadap Peningkatan Mutu Pendidikan Di Sd Inpres Bangkala Ii Kota Makassar*. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 20(1), 18–30. <https://doi.org/10.24252/lp.2017v20n1a2>
- Khanafi, I., Salafuddin, S., Abidin, M. Y., & Khamidi, A. N. (2013). *Persepsi dan Transformasi Visi dan Misi Pada Civitas Akademika Stain Pekalongan*. *Jurnal Penelitian*, 6(2). <https://doi.org/10.28918/jupe.v6i2.229>
- Pratiwi, Y. E., & Sunarso, S. (2018). *Peranan Musyawarah Mufakat (Bubalah) Dalam Membentuk*

- Iklim Akademik Positif di Prodi PPKn FKIP Unila. *Sosiohumaniora*, 20(3), 199. <https://doi.org/10.24198/sosiohumaniora.v20i3.16254>
- Sudarmanto. (2018). Peranan Kepala Sekolah dalam Mewujudkan Visi Dan Misi Sekolah Menjadi Sebuah Aksi. Retrieved April 15, 2020, from <https://cahaya-begawan.blogspot.com/2017/04/peranan-kepala-sekolah-dalam-mewujudkan.html>
- Wahyudin, W. (2018). Optimalisasi Peran Kepala Sekolah dalam Implementasi Kurikulum 2013. *Jurnal Kependidikan*, 6(2), 249–265. <https://doi.org/10.24090/jk.v6i2.1932>
- Wulandari, R. Y. (2016). Implementasi supervisi manajerial pengawas sekolah dalam meningkatkan kompetensi pengelola perpustakaan. *Manajer Pendidikan*, 10(2).
- Yusutria, Y. (2018). Analisis Mutu Lembaga Pendidikan Berdasarkan Fungsi Manajemen di Pondok Pesantren Thawalib Padang Sumatera Barat. *Ta'dib: Jurnal Pendidikan Islam*, 7(2), 61–68. <https://doi.org/10.29313/tjpi.v7i2.3833>
- Yeni, Indra. 2009. *Pengantar Seni Musik untuk Pendidikan Anak Usia Dini*. Padang: Sukabina Press.
- Yeni, Indra. 2012. *Metodologi Pengembangan Seni Musik/Suara*. Padang: Jurusan PGPAUD FIP Universitas Negeri Padang.
- Yvona Kostelecka, at al. *The Unidentifiable: Children of Czech Citizens Whose Mother Tongue is not Czech*: December 11 – 13, 2014.