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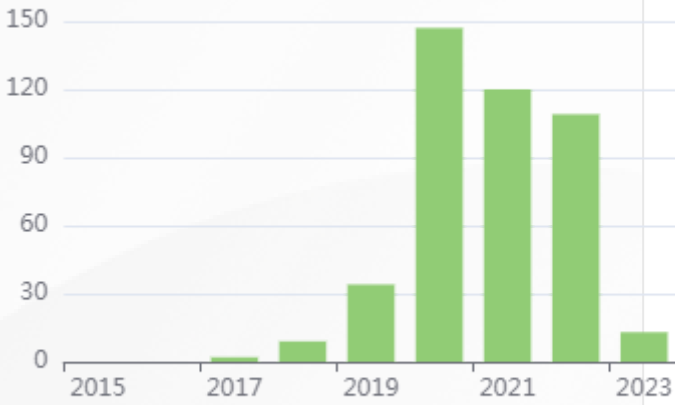
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DEVELOPMENT OF THEMATIC CHILDREN'S SONG AS A FUN LEARNING MEDIA FOR SECOND-GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract

Creating a pleasant classroom atmosphere is an important element in starting the learning process. In various studies, listening to songs or singing them shown to have a positive effect on a student's mood for participating in the learning process. However, children's songs that are relevant to be used as teaching media are very limited. This study aims to develop new songs that are suitable for thematic learning of the second-grade elementary school (SD) students which also can be used as an online learning media. The songs developed include 6 themes in the second-grade curriculum. Songs were developed using the ADDIE method. The result of this study is an album containing 6 children's songs according to the 2013 Curriculum theme. The results of expert validation show that the songs have good quality in terms of song titles, song atmosphere, language style, song content, and song characteristics. Based on the test result with students, these songs can be sung easily and give a positive feeling effect.

Keywords: children's songs, learning media, thematic

Introduction

During the COVID-19 pandemic, schools are facing extraordinary challenges in the learning process. Usually, the learning process is carried out directly face to face, but at this time, it was forced to be carried out indirectly. This has had a huge impact on the way the teachers teach, so teachers also need to find the right strategy to stay close to students although the learning is carried out at a distance and keep learning activities fun.

Students having fun in the classroom environment reflects positively on their learning (Demirci & Yavaslar, 2018). One of the ways that teachers do to lighten the atmosphere and make apperceptions in learning is to invite students to sing children's songs. Singing is believed to have a positive effect on students. Children like and want a fun atmosphere in learning. A fun atmosphere can be obtained by listening to music or fun songs given by the teacher. This is because fun category music produces an increase in a positive mood (Djohan, 2009).

Furthermore, music can influence the brain because it is processed within the limbic system, the center of the emotion of every mammal, that allows humans to perceive a matter not only by rationality but also emotion and intuition, including the sense of art (Supradewi, 2010).

An article written by Welch (2012) stated that there are various benefits that arise from singing activities. This applies to all ages, from childhood to adolescence, to retirement age and beyond. The benefits reach many aspects, namely physical, psychological, social, musical, and educational.

Songs play an important role in education, especially elementary-age children. There are many research supporting the important role of songs in education. Good learning for children is a learning that includes songs during the process (Fitrianti & Reza, 2013). The results of Dzanic and Pejic's (2016) research on 28 students aged 7–8-year-old in Tuzla, Bosnia and Herzegovina who have just started learning English, showed that the use of songs to learn English was proven to help children with different learning styles understand the material better besides providing a positive learning experience. Songs helped these children increasing their motivation to learn languages and developed a sense of fun in learning languages. In addition, songs also make children more imaginative and creative as found in research (Arief & Isnain, 2020) which stated that songs can be used to increase the motivation of elementary school students.

The above research was also found in Intani's research (2012) where songs can help children learn foreign languages better. Songs can also increase enthusiasm in learning because it is fun (Wijayanti, 2016). Listening to English songs not only makes them relax and enjoy but can also enrich their vocabulary and tell them how to pronounce a word in English (Suciati & Zarkasih, 2021). Furthermore, in Nuswantari & Astuti's research (2015), listening to songs can increase the tendency of prosocial behaviour in kindergarten children. This may be because music affects a person's emotions, as supported by a study from Cook & Welker (2019) which found that listening to music affects a person's emotions and certain types of music can help a person regulate his emotions.

Not only in learning language, songs can also be used to help students learn science, as researched by Governor (2011). This research showed that science-themed songs can help students' conceptual understanding and also provide situations that generate interest in learning and become a mnemonic tool for remembering key concepts in science.

The results of the needs analysis the researchers conducted by interviewing the elementary school teachers showed that teachers needed songs to be used as a fun learning medium at school on the sidelines of learning. Children love songs that are upbeat and have very easy-to-remember lyrics. However, so far it is rare to find new songs specifically created for learning purposes. As an alternative, teachers usually change the lyrics of the existing songs with the aim of including learning elements.

The use of music in the elementary school learning process does need adjustment. Not all types of characters of music and songs have a good influence on children. Music and songs that are simple and cheerful will bring them to a good state. A music expert named Henver, conducted a series of studies and experiments. From the research, he found a fact that poor and complex

harmonization can suppress and make someone sad, while simple harmony will bring a person to be happy, conformable, bright, and harmonious (Kesumah, D., Purna, IM, & Sukiyah, 1995). That is why special criteria are needed in the preparation of children's songs for learning purposes.

The use of songs as an educational method to complement other methods that have been used so far needs adjustments, for example with stories or storytelling. The role of the teachers in teaching singing is also very important because the teacher will be the model when singing and convey the meaning in singing to make it right on target (Lestari, 2012).

From the statements above, it is clear that songs have a very important role in learning. Teachers in schools, especially elementary schools, should be able to teach songs or music. Since humans were born, songs have influenced every individual who listens and enjoys them. With regard to thematic learning given to children in accordance with 2013 Curriculum, teachers are encouraged to compose or provide songs according to the theme. Therefore, the purpose of this development research is also to compose songs according to the themes in the curriculum and themes that are suitable for children. In addition, it also accommodates song lyrics that give a message to maintain health during COVID-19 pandemic.

The themes taken in this study are the themes of the second-grade elementary school curriculum for even and odd semesters, namely *Hidup Bersih dan Sehat di Tempat Bermain* (Clean and Healthy Living in the Playground), *Hidup Bersih dan Sehat di Sekolah* (Clean and Healthy Living at School), *Hidup Bersih dan Sehat di Tempat Umum* (Clean and Healthy Living in Public Places), *Aturan Keselamatan di Rumah* (Safety Rules at Home), *Hidup Bersih dan Sehat di Rumah* (Clean and Healthy Living at Home), dan *Hidup Rukun di Sekolah* (Living in Harmony at School).

Further discussion of this article aims to describe how the process of developing children's songs was carried out and the quality of the products resulting from the development according to experts and the results of the limited trials.

Method

The research was conducted by adopting ADDIE model. The steps of ADDIE are Analysis, Design, Development, Implementation, and Evaluation (Tung, 2017). By adopting the ADDIE model, the research was carried out in the following steps:

Analysis

In this stage, initial problems were identified and clarified by conducting a needs analysis for teachers in schools. Analysis was also carried out on students as the goals and the objectives. In addition, it also identified the methods that have been used in learning, including the media that have been used by teachers and students. First, the researchers conducted an analysis about the use of songs in learning to elementary school teachers and elementary school students through interviews and questionnaires. Next, the researchers analysed the characteristics of songs that were suitable for second-grade elementary school students through

theoretical studies, children's song products, and also the practice of the use of songs in school.

Design

The design stage is related to the learning objectives, learning materials, planning, and media selection. At this stage, the researchers systematically made song designs in accordance with the learning materials in 2013 Curriculum. Researchers studied each theme and learning material and then extracted the poems in the song according to the learning material.

The developed children's song was designed according to the child's character, which is cheerful, easy, and memorable lyrics, presented in song text with numerical notation, rich in tone repetition, and containing learning according to the theme of Clean and Healthy Living in the playground, Clean and Healthy Living at School, Clean and Healthy Living in Public Places, Safety Rules at Home, Clean and Healthy Living at Home, and Living in Harmony at School.

Development

The development stage is the stage where the researchers created something based on the content that has been prepared in the design stage. The researchers made a record of the song in an MP3 version (the recording was done simply and the vocalist was the developer). Afterwards, the researchers asked the expert validators to provide input on the prototype. Once the design improved, the next step was to record the song by asking one of the second-grade elementary school students as the vocalist. It was intended so that during the implementation, students who listen to the song are more enthusiastic because the singer is also a child according to their age and it gives the feeling that they too can sing the song well.

Implementation

At this stage, the developers trained the teachers and students to learn the songs as learning media. During the process of practicing the song, the developers were assisted by a record in the form of MP3 so that teachers and students can listen to it at home through electronic media. Next, sing the song according to the learning theme.

There are two stages in the implementation process. The first one was the preparation of the first two songs as the initial part of making the rest of the songs. The two composed songs were validated by music experts and education experts. After the songs were corrected according to their advice, the two songs were tested out at a school with the teacher and 12 elementary school students. This first stage was carried out before the pandemic took place. The second stage was the composition of the other 6 songs, where the composition of the 6 songs was during COVID-19 pandemic. Therefore, the other 6 songs were arranged with similar characteristics to the first two songs that have been tested with elementary students, validated by music and education experts, and limitedly tested on one elementary school student who was also the singer of the song.

Evaluation

The evaluation phase consists of two parts: formative and summative. A formative evaluation was done throughout the stage of the ADDIE process. The summative evaluation was carried out to get feedback from the users after implementation.

Findings and Discussion

The children's song products, entitled "*Aku Taat Aku Selamat*" and "*Aku Siap Menjaga Diriku*" were validated by three experts before being implemented to 12 second-grade elementary school students. The validation results of the two children's songs by the first expert, namely the music expert, got a maximum average score of (4) on the song "*Aku Taat Aku Selamat*" and the average score (3.88) on the song "*Aku Siap Menjaga Diriku*" both of which fall into the very good criteria. On the second validator, namely the second-grade elementary school teacher, the validation of the children's song entitled "*Aku Taat Aku Selamat*" obtained an average score of (3.88) while the song entitled "*Aku Siap Menjaga Diriku*" also obtained the same average, namely (3.88), both of which fit into the very good criteria and were ready to be implemented.

Validation from media expert lecturers obtained an average score of (3.52) on the song "*Aku Taat Aku Selamat*" and an average score of (3.47) on the song "*Aku Siap Menjaga Diriku*."

After being implemented to 12 second-grade elementary school students, all subjects said that the two children's songs above were easy to memorize, made them more enthusiastic about learning, and made it easier for them to understand the material being taught (previous research reports in Prayogo, 2020). The next step was to design 6 children's songs according to the product specifications of the first two model songs.

Summary of the music and education experts' notes for 6 songs:

Table 1. Notes from the expert validator about the developed songs

Song Theme and Title	Validator 1	Validator 2	Validator 3
1. Clean and Healthy Living in the Playground " <i>Tempat Bermainku Bersih</i> "	<ul style="list-style-type: none"> • Complicated melody • Somewhat difficult for children to sing 	<ul style="list-style-type: none"> • The title is too rigid • The tone is a bit difficult when entering the chorus 	The lyric was written " <i>Ikutlah aku</i> " while the song in the MP3 is " <i>Contohnya aku</i> "
2. Clean and Healthy Living at School " <i>Sekolahku Sehat</i> "	<ul style="list-style-type: none"> • The vocal sound is unclear/too soft 	<ul style="list-style-type: none"> • The cooperation aspect has not been included in the title • Lacklustre tone • The tempo should be a bit faster 	
3. Clean and Healthy Living in Public Places " <i>Jabupang eh Madutan</i> "	<ul style="list-style-type: none"> • Since the title is an acronym, it is better to describe the meaning in a bracket 		
4. Safety Rules at Home	<ul style="list-style-type: none"> • Vocal articulation 	<ul style="list-style-type: none"> • The title has not 	

“Nyam Nyam”		is unclear, vocal should be louder	specifically described the point of the song
5.	Clean and Healthy Living at Home “Rumahku Indah”	• Vocal sound is unclear	
6.	Living in Harmony at School “Damai Sekolahku”	<ul style="list-style-type: none"> • The title has not represented the content • The vocal sound is unclear 	Add song bars to the song text
Additional comments from the validators		General impression: the arrangement sounds the same hence the songs sound the same. Suggestion: differentiate the song arrangements	Correction in the use of the crescendo or decrescendo symbol. Consider adding a dummy (a tutorial of a slower song for teachers or children with lower musical ability)

The average results per criteria from 3 experts

Table 2. Average scoring from 3 expert validators

Song Scoring Criteria		Song 1	Song 2	Song 3	Song 4	Song 5	Song 6
Song Title							
1	The title describes the content	4.00	3.67	3.67	3.67	4.00	3.67
2	The title is unique and attractive	3.67	3.67	3.67	3.67	4.00	4.00
3	Including the songwriter's name	4.00	4.00	4.00	4.00	4.00	4.00
Song Atmosphere							
4	Motivating children to learn to live clean and healthy at school *)	3.67	3.00	4.00	4.00	4.00	4.00
Language Style							
5	Using simple language	3.67	4.00	4.00	4.00	3.67	4.00
6	Lyrics are easy for children to understand	3.67	4.00	4.00	3.67	3.67	3.67
7	Lyrics are easy for children to memorize	3.33	4.00	3.67	3.67	4.00	3.67
Song Content							
8	Containing the theme of clean and healthy living at school *)	4.00	4.00	4.00	4.00	3.67	4.00
9	Inviting to live clean and healthy at school *)	4.00	4.00	4.00	4.00	4.00	4.00
10	Containing the message that a clean and healthy life at school is important. *)	4.00	3.67	3.67	4.00	4.00	3.67
Children Song							

Characteristics							
11	Using a fast tempo (allegro), namely (M.M 125)	3.67	3.33	3.67	4.00	3.33	3.67
12	Using a 4/4. measure	4.00	3.67	3.67	3.67	4.00	3.67
13	Accompanied by melodic and rhythmic musical instruments	4.00	3.67	3.67	4.00	3.67	3.67
14	Ambitus levels on the song	3.33	4.00	3.67	4.00	4.00	3.67
15	Levels of attractiveness of the melody	3.67	3.67	3.67	4.00	4.00	3.67
16	Levels of ease of singing songs	3.33	3.33	4.00	3.67	3.33	3.67
17	Level of diction selection	3.67	3.67	4.00	3.67	3.33	3.67
Total Score Average		3.75	3.73	3.82	3.86	3.80	3.78

*) adjusted to the theme based on the curriculum

Overall, the songs have very good criteria with an average rating above 3.7 (a scale of 1-4). The input and notes from the validators were used as the basis for improving the song before the song was tested by one subject, a second-grade elementary school student who was then asked to sing the song and go through the song recording process.

The results of interviews with subjects who sang the song said that the song could be sung easily. However, the results of interviews with elementary school teachers who supervise students in schools, showed that students with low musical abilities would have difficulty following the song and so do the teachers who taught them, therefore it is necessary to make a demo song that is slower and easy to follow in MP3 form.

Regarding the characteristics of children's songs, the 6 songs developed have met the criteria for children's songs judging from the following criteria:

1. Children's songs were developed according to 2013 Curriculum theme for second-grade elementary school students.
2. The melodies of the children's song developed in this study have a fast tempo (allegro) of M.M 120.
3. The bars used in the six children's songs developed in this study were 2/4 and 4/4.
4. The children's songs developed in this study have a cheerful colour and stimulate students' interest in learning.
5. The way to sing children's songs developed in this study is rich in the repetition of tones.
6. The writing of the children's songs developed in this study uses numeric notation to make it easier for teachers to teach each song developed to second-grade elementary school students.
7. The musical instruments used in this developed children's song are rhythmic and melodic musical instruments such as drums, tambourines, guitars, and pianos which went through an editing process in a recording studio.
8. Audio vocal (MP3) performers in the songs developed in this study are children.
9. Each children's song developed in this study uses the basic tone of D Major.

The following are the examples of the final song developed:

Rumahku Indah

$\text{DO} = \text{D}$, 4/4

Cipt: Vinsencius Bayu Prayogo

Tempo : 120 / *Allegro*

Lirik : Vinsencius Bayu Prayogo & Irine Kurniastuti

	3	3	3	3	3	2	1	2		0	0	0
I.	Ja	- ngan	ka	- lah	de	- ngan	se	- mut.				
II.	Tak	lu - pa	ku	- ras	bak	man - di,						
	2	3		4	4	4	4	6	5	4	3	.000
I.	Se	- mut -	pun	mem - ber -	sih	- kan	ru	- mah - nya.				
II.	a	- gar	ter - hin -	dar	da - ri	bak - te -	ri.					
	5	.	6	5	.	3		4	4	5	4	.
I.	Ki	- ta -	pun	ha	- rus	be - gi -	tu,					
II.	Ber	- je -	mur	di	- pa -	gi	ha - ri,					
	.	1		2	2	3	4	7	2	1	.000	
I.	a	- yo	ber -	sih -	kan	ru - mah -	mu.					
II.	Li	- hat	se -	nyum	ma - ta -	ha - ri.						

Reff

	5	0	5	.	0	3		4	4	5	4	..
	Hey		hey			ru	-	mah - ku		in - dah		
	2	0	2	1	2	.	3		.	.	0	0
	Dan		be - bas	sam -	pah.							
	6	0	6	.	.	7		1	5	6	5	..
	Hey		hey			ru	-	mah - ku		as - ri,		
	2	0	3	4	7	2	1		.	.	0	0
	Oh		nya - man	se - ka -	li.							

Makanku Lezat “Nyam Nyam Nyam”

Do = D, 4/4

Cipt: Vinsencius Bayu Prayogo

Tempo : 120 / *Allegro*

Lirik : Vinsencius Bayu Prayogo & Irine Kurniastuti

		5	5	5	6		5	3	.	5	.	.	
I.		Sa	-	at	di	pa	-	gi	ha	-	ri,		
II.		Tang	ting	tung	di'a			ber	-	bu	-	nyi,	
		1	1	2	3		2	1	.	3	.	.	
I.		Ku	-	si	-	ap	ma	-	kan	pa	-	gi.	
II.		Sa	-	at	pi	-	ring		ku	-	cu	-	ci.
		5	5	5	6		5	3	.	5	.	.	
I.		Cu	-	ci	ber	-	sih	ta	-	ngan	-	ku,	
II.		Ku	-	cu	-	ci	pe	-	lan	pe	-	lan,	
		2	1	0	1	.	.		2	3	2		
I.		Ber	-	do	-	a			u	-	cap	syu	-
II.		Dan	ju	-	ga				ber	-	ha	-	ti
		7			1	.	.						
I.		Kur		-	ku.	→			Reff				
II.		ha		-	ti.	→			Reff				

Reff

	5	5	5	3	5	2	3	0	2		0	1	.
	Nyam	Nyam	Nyam	Nyam	Nyam	Nya	m		Nyam			Nyam.	
	.	1	1	1		2	2	2	1	2	3	0	3
		Ma	-	kan	de	-	ngan	pe	-	lan	pe	-	lan
											sa	-	ja
								
	5	5	5	3	5	2	3	0	2		0	1	.
	Nyam	Nyam	Nyam	Nyam	Nyam	Nya	m		Nyam			Nyam.	
	.	1	1	1		2	0	2	.	1		2	5
		Ma	-	kan	de	-	ngan	te	-	nang		ju	-
												ga	
	.	.	0		2	3	2	1	1	2			
					Tan	-	pa	-	su	-	a	-	
	1	.	.	.									
	Ra.												

Indahnya Tempat Bermainku

Do = D, 4/4

Cipt: Vinsencius Bayu Prayogo

Tempo : 120 / Allegro

Lirik : Vinsencius Bayu Prayogo & Irine Kurniastuti

	3	5	6	5		3	2	1	2	3	1							
I.	Li	-	hat	ka	-	wan	tem	-	pat	ber	-	ma	-	in	-	ku,		
II.	Cu	-	ci	ta	-	ngan	se	-	te	-	lah	ber	-	ma	-	in,		
	3	5	6	5		3	2	1	2	3	2							
I.	sung	-	guh	ber	-	sih	dan	in	-	dah	se	-	la	-	lu.			
II.	de	-	ngan	sa	-	bun	dan	a	-	ir	me	-	nga	-	lir.			
	3	2	1	3	5	.		3	2	1	2	2						
I.	A	-	yo	-	lah	ka	-	wan,	con	-	toh	-	lah	a	-	ku		
II.	Dan	ju	-	ga	ka	-	wan,	cin	-	ta	-	i	bu	-	mi.			
	3	2	1	3	5	.	3		2	2	1	2	1					
I.	A	-	yo	ber	-	sih	-	kan	tem	-	pat	ber	-	ma	-	in	-	mu.
II.	S'la	-	lu	sa	-	ya	-	ngi,	ja	-	ngan	kau	ce	-	ma	-	ri.	

*1, 2, 3, 4 (Tu - wa - ga - pat)

Reff

	1	.	1	.	1	1	5		6	.	5	4	.
	A	-	yo		ka	-	wan		la	-	ku	-	kan,
	5	.	4	3	.	3		2	.	1	2	.	
	dan		sa	-	ling	me	-	ngi	-	ngat	-	kan.	
	1	.	2	3	5		6	.	5	4			
	Di		ha	-	ti	-	mu		ta	-	nam	-	kan,
.	4		5	.	4	3	.	3					
	Ke	-	ber	-	sih	-	an	se	-				
	2	2	2	3	4	3	2		1	.	.	0	
	ba	-	gi	-	an	da	-	ri	i	-	man.		

This research has followed the steps of development research with the ADDIE model (Branch, 2009) which has been adapted to the needs of researchers in developing children's songs. In the analysis stage, researchers have conducted an analysis to identify problems in the field, identify the characteristics of children, and songs that match the characteristics of children. In addition, it also identified the theme of the song that will be developed to suit the needs of teachers in the field. Analysis was also carried out by listening to various appropriate music to accompany children's songs. At the design stage, the researcher as a developer developed various strategies technically needed in trials composes song designs (lyrics, notations, and music) in accordance with 2013 Curriculum and children's characteristics. At the development stage, the researcher developed the text of the song, developed the accompanying music, conducted a trial, asked for an expert

assessment, made formative revisions, guided second-grade students to sing the developed song and record the song, then made the song in digital form. At the implementation stage, researchers prepared both teachers and students as targets who will use this song media product. Subjects were introduced to the song recordings and also song texts that are already equipped with numeric notations. At the evaluation stage, both teachers and students gave an assessment of the product being developed.

In the process of developing song lyrics, in addition to reading and understanding the material in the teacher's book and 2013 Curriculum student's book, the researcher also tried to make simple lyrics that have the same rhyme or sound and there are also repetitions of lyrics. This is done based on Ara's research (2009) where students or children naturally like the repetition of sounds and also simple words/lyrics that are repeated because it makes it easier for them to learn new song lyrics. Thus, if students find it easier to memorize the lyrics, it will not take away the fun or increase frustration because the irritated child has difficulty memorizing songs.

To make it easier to learn, the songs developed in this research have been made on a digital platform. It was also done by Desyandri, Yeni, Mansurdin, & Dilfa (2021) who developed a digital songbook as a support for integrated thematic teaching materials for elementary school students. The songs can be downloaded easily by teachers and parents to accompany students studying from home while the learning process has not been carried out face-to-face. Students and teachers only have to play them and learn by listening to the song. This method is very possible considering the results of many studies discussing the effectiveness of listening to songs and musical instruments while learning from home.

The results of research by Dzanic and Pejic (2016) stated that songs have a positive effect on motivating students to learn. Songs can help teachers create a positive atmosphere that makes students learn better and more fun. The encouraging thing is that this study suggests that songs can have a positive effect on children with various learning styles. So, there is great hope that the children's songs developed by this researcher can be accepted by all children even though their learning styles are different.

Research results from Governor (2011) confirmed that the use of songs in learning has a positive influence on learning both emotionally and cognitively. In practice, teachers can create lyrics that are adapted for learning purposes. Students not only become enthusiastic in learning but are also helped to remember various things related to learning because the songs are sung contain lyrics that are in accordance with the subject matter.

Many benefits obtained from the development of this song. Desyandri, Yeni, Mansurdin, & Dilfa (2021) who developed a digital songbook as a support for integrated thematic teaching materials for elementary school students mentioned that thematic learning topics can be stated in the lyrics of the songs being taught. The lyrics in songs can help students learning the topics (Sinaga, Maestro, Winangsit, & Yensharti, 2018). This gives a distinct advantage for teachers and is very prospective to teach character as well because character education is included in thematic learning (Sofasyari, Atmaja, & Suhandini, 2020).

One thing to be highlighted in the development of songs for learning purposes is designing the song that match the expectations, which will make it easier for students to learn with fun. The use of the ADDIE model in the development of children's songs is relevant because it provides very helpful input to make the resulting media better and in accordance with user needs during the process. Song selection is an important matter in teaching goals. Instead of being an entertainment, a song should also be educative to create a quality generation (Ifadah & Aimah, 2012). When developing new songs aimed at children, the melodies used have to be adapted to students' abilities (Julia, Iswara, Gunara, & Supriyadi, 2019).

Wibawa, Harimurti, Anistiyasari, and Sumbawati (2017) found the use of the ADDIE model was useful in developing interactive media designs for learning purposes. The ADDIE model is effective for developing media that is intended for learning purposes because the steps are clear and easy to get feedback from users.

The limitation of this research is that it has not yet reached the stage of further evaluation involving teachers and students from various schools. Hopefully, it can be tested more widely in the future.

Conclusion

Based on the design that have been carried out, this research has produced 6 children's songs with very good quality. The songs are in accordance with the design intended to answer the needs of the teachers in providing quality and thematic songs in accordance with the applicable national curriculum. In addition, the songs also meet the criteria in developing children's songs. The resulting songs have also been made in a recorded version that is easy for second-grade elementary school students to follow. However, considering that the products of this research have not been tested extensively, further research is needed to determine students' responses and also the effect of song lyrics that have been compiled based on the themes and daily activities of students.

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