Development of Children's Audio Media as A Stimulus for Creativity and Interpretation Ability in Learning for Elementary School

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Abstract

Objective. Frequently, education is confronted with significant obstacles; therefore, there is a need for media innovation in learning that can stimulate students' creativity and ability to analyze learning information. This study intends to examine the impact of children's song audio media on the creativity and interpretation skills of Jakarta, Indonesia, elementary school students. **Method.** This study used the research and development (RND) methodology, with a sample of 665 primary school

pupils in the Jakarta region selected using the approach of purposive sampling. Analyses of qualitative and quantitative data. **Results.** This study demonstrates that using the audio of children's songs to enhance students' creativity and interpretation skills is practical and useful. Consequences for research and practice Through the audio media of children's songs, pupils can swiftly absorb the contents of the learning conveyed through songs and polish their creativity in composing songs based on topics. The findings of this study will give educational practitioners strategies for instilling creativity and the ability to comprehend the content of a tale in primary school-aged children to foster a generation that is creative, imaginative, and able to capitalize on obstacles.

Introduction

People frequently confront significant obstacles in their life, particularly in education. Globalization and its various products or souls, including science, technology, information, media, economic, and political forces that penetrate multiple facets of people's lives, is the first significant obstacle that must be overcome. The second key problem for a civilization with a long history, including diverse ethnic communities and nations, and multiple cultures such as heritage, is finding and forming one's own identity to achieve aspirational goals and a promising future. The younger generation must be able to face challenging developments. Art education is a multifunctional education that cultivates attitudes, knowledge, and the capacity to do certain tasks. Art education must lead to the most crucial aspects of the fundamental human urge to develop naturally and scientifically, based on the individual's aptitude (Sunarto, 2018). The purpose and duty of art education are to generate a well-rounded individual who is balanced in the development of logic, aesthetics, and psychological ethics. Based on this, art education can be used to stimulate children's creativity.

Art education in the current Elementary School (SD) formal education environment is commonly known as Art, Culture, and Craft (SBdP). There are four kinds of arts studied in the SBdP, including visual arts, music arts, dance arts, and theater arts. The concept of art education in elementary schools is directed at forming attitudes to balance intellectual and sensibility, rational and irrational, reasoning and emotional sensitivity (Suhaya, 2016). Because children's mental and physical development is in the maximum stage to optimize their creativity at the elementary

school age, art education is one of the right ways to use it.

Primary education is a type of education that serves children ages 6 to 12 years old. According to the child's age and level of thinking, primary education aims to create the groundwork for the development of attitudes, behavior, knowledge, skills, and creativity that are necessary for future growth and development. However, the implementation of education in elementary schools is never separated from musical activities in the form of singing exercises. Typically, these activities are conducted both within and outside the classroom (Sari et al., 2019). In singing, the teacher frequently assigns songs with themes such as My Environment, My Family, The Universe, Plants, Animals, and Recreation. The song's purpose is to help children understand and appreciate what the teacher teaches. In learning activities, the teacher's ability to make students feel comfortable and understandable is crucial.

In this case, researchers will develop audio media for children's songs based on thematic learning. Learning audio media is a medium that presents information in the form of audio or sound. To receive the information conveyed, it uses the sense of hearing. Audio media is a learning tool or media presented in the form of sound, whether in narration, music, sound effects, or a combination of the three, which use relies on the sense of hearing. Related to learning, audio media is a means used to convey messages or a series of letters in the form of learning materials delivered through narration, music, and or sound effects to be used as a learning resource (Indriastuti, 2014). The theme is used as a reference for creating song lyrics. The goal is that teachers can create their own children's songs that match the theme of the material to be taught at school to increase their collection of songs independently (Ratri, 2016).

Researchers combine the values inherent in learning into children's songs based on thematic learning so that students can readily grasp and apply them in their daily lives. Parents and instructors naturally provide excellent guidance during the home-based learning period as it is presently practiced. This study is anticipated to yield important insights into the impact of audio media on children's songs on students' comprehension of learning materials. This study is unique in that it investigates the role of audio media for children's songs among college graduates.

This research consists of various sections. First, following the study's introduction, previous authors' opinions were reviewed to formulate a hypothesis concerning the relationship between audio media of children's songs and students' creativity at school, audio media of children's songs, and students' interpretation skills. The third section describes the sampling, data collecting, and analysis of the relationships between the specified constructs. Finally, an empirical comparison is made between the results and earlier investigations. This section is followed by future research implications, conclusions, and recommendations.

Literature Review and Hypothesis Development

i.   Children's Song Learning Audio Media

Regarding the learning process, media are utilized to enhance communication. In the implementation of learning, children may struggle to comprehend the teacher's direct instruction, leaving them bored (Shinta Bella & Respati, 2021).

Learning media are everything that is used to channel messages and stimulate the learner's thoughts, feelings, attention, and willingness to encourage the learning process. Learning media are tools used to simplify and assist teachers in delivering various learning materials and materials and streamlining and streamlining students in understanding these materials and lessons (Miranti et al., 2015; Winarno & Yermiandhoko, 2018).

Based on the preceding explanations, it can be stated that learning media is an intermediate created and used by teachers (educators) to ease the delivery of messages to students throughout the learning process (students). Students' motivation can be bolstered, and their skills can be honed with the aid of relevant instructional media. Learning audio media is media that convey information by audio or sound and requires a hearing to obtain the information. Audio media is a contemporary teaching medium that reflects the progression of science and technology (Indriastuti, 2014; Winarno & Yermiandhoko, 2018). Audio media facilitates the transmission of audio messages from the source to the recipient. Both verbal (into words / spoken language) and nonverbal symbols communicate the intended message. In implementing the

2013 curriculum, considering that audio media is the simplest medium, it must try hard to compete with other learning media. Given this reality, learning media, especially audio learning media, is deemed necessary in successfully implementing the 2013 curriculum through integrated thematic learning at the elementary school level (Artha & Putra, 2021; Indriastuti, 2014).

ii. Based on the knowledge of several specialists, it can be determined that learning audio media consists of materials that contain auditory messages that can activate thoughts, emotions, attention, and will. Based on this opinion, the audio media of historical songs can be analyzed as a medium that employs hearing. On the other hand, historical songs are audio resources with messages that might motivate listeners.

iii.   Children's Song Review

Since childhood, parents are taught to sing along with children's songs. When singing a song, the heart or feelings follow the lyrics. Songs can create a sorrowful, tranquil, or joyful environment. The music or instrumentation and the lyrical substance of a song contribute to its atmosphere. Singing children's songs during the learning process is a further effort to teach morals to children. It is impossible to separate singing from early childhood development. Singing songs, particularly children's songs, will make educating and instilling values in youngsters more effective and widely accepted. In other words, children's songs can be utilized to help children absorb the values and moral teachings contained in songs over a longer length of time (Miranti et al., 2015; Wahyuningsih, 2017; Wiradiredja, 2015).

The art of music is taught contextually in primary schools via instructional materials or media. A song is one medium used to improve student enthusiasm and captivate their attention. The song inspires anyone who listens to it to totally or partially copy the lyric text. However, in the execution of learning, children can have difficulty directly comprehending the teacher's instruction, resulting in boredom. Therefore, the answer is incorporated into the learning process; song media can provide the material to make it more participatory and entertaining. In addition,

learning via songs may build children's perspectives on the facts of life so that they can develop their imagination, creativity, and ability to express themselves (Rahayu et al., 2020; Shinta Bella & Respati, 2021; Suraningsih & Izzati, 2020; Wiradiredja, 2015).

Based on the prior knowledge, it can be inferred that songs are all types of message delivery using diverse rhythmic sounds, verbal and nonverbal aspects, and musical instruments or instruments. Moreover, songs are designed to deliver a message humorously. Therefore, the strains of songs with the tone, dynamics, and devices might affect the soul to envision according to the song's easily understood content.

iv.   Creativity Concept

The elementary school period is a golden age for developing all student abilities, one of which is creative expression. The level of creativity of elementary school students can increase. Generating innovative ideas needs to be trained through sensitivity, curiosity, and the courage to innovate. Schools and teachers need to adopt and apply an approach that supports the development of students' creativity. With the increase in students' creativity, it is hoped that they will be able to balance their intellectual, sensibility, rational, irrational, logical mind, and emotional sensitivity (Lailah & Suprayitno, 2013). To attain this objective, numerous strategies can be employed, such as fostering sensitivity and creativity and providing pupils with the means to express themselves by utilizing what is available in the surrounding environment, including skill acquisition.

Creativity is a characteristic that must be fostered from a young age. To prepare children for their schooling and future, they must develop their creativity. Creativity is the capacity to create an original composition, product, or concept that has never existed before. It might be a creative endeavor or a mental synthesis. The outcome is not merely a summary but also involves the production of new patterns, combining information learned from prior experiences, grafting existing relationships into new settings, and maybe forming new correlations. Creativity can produce artistic, literary, or scientific works and procedural or methodological outcomes (Elya et al., 2019; (Adhani et al., 2017; Astutiningtyas & Yanuartuti, 2020; Hsieh, 2017; Karpati et al.,

2017; Rahayu et al., 2020; Riley, 2017; Roshandi & Koestiani, 2015; Sari et al., 2019; SSuhaya, 2016; Sunarto, 2018).

According to Susanto (2011), the essential components of the creativity aspect are (1) Fluency, including expressiveness, spontaneous flow of ideas, and using the time to find solutions. (2) Flexibility includes tending to experiment independently, not using standard methods to solve problems, taking approaches and points of view from different perspectives, tolerance, and adaptability. (3) Authenticity, including high imagination, tends to experiment not influenced by the outside. (4) Decomposition, including using many elements and using ideas. It is possible to increase young children's creativity through enjoyable and varied learning, such as learning motions and songs.

v.   Music Interpretation Skills

Interpretation is the concept of comprehending and communicating an artistic work. The performance of a song's presentation depends on how the presenter perceives it. If the presenter does not interpret the music precisely, the presentation song will be rigid and devoid of expression (Almanda, 2020; Hazzizy et al., 2020).

Interpretation in music, particularly vocals, is an enjoyment of the song that the performer interprets through expressions based on the composer's request and personal growth. To perform a piece of music successfully, it is vital to comprehend the composer's work; hence, interpretation is required to convey the composer's message to the audience (Salsabilla, 2020).

In addition to understanding the complexity of musicals, to explore instruments, players must realize the work through right-handed and left-handed techniques, such as the management of articulation, intonation, phrasing, timbre, dynamics, and technical consequences associated with the musical's results. The participant's interpretation. In addition, strengthening the formulation of interpretation typically involves listening, singing, researching information, and studying musical texts (Maulina et al., 2020; Prakosa & Ramadan, 2020; Salsabilla, 2020; Takalumang, 2021). Decomposition, including the utilization of numerous elements and concepts.

Problem statement

Many studies have been carried out related to children's song audio media to improve students' creativity and interpretation skills (Miranti et al., 2015; Ratri, 2016; Shinta Bella & Respati, 2021; Sinaga, 2010; Wahyuningsih, 2017). These studies pay attention to flexibility and many opportunities for students to be more involved in learning and reduce learning difficulties. However, creativity and aspects of interpretation ability in learning activities for students are still lacking. This study discusses the space and tries to develop audio media for children's songs and measure its impact on students' creativity and interpretation skills. This research is expected to be able to initiate or as input for teachers in creating more creative and innovative learning media using children's songs. In addition, it is also expected to help teachers deliver lessons and support learning activities more effectively and efficiently, and make fun for students.

The research objectives of this study were identified as follows:

1. To develop children's song audio media.

2. To test the effect of children's song audio media on students' creativity and interpretation skills

Therefore, the research questions structured for this study are:

1. How to develop children's song audio media?

2. How does audio media influence children's songs on students' creativity and interpretation skills?

Methodology

Research design

This study intends to build children's song audio media to promote elementary school pupils' creativity and interpretation skills. This study explores the efficiency of children's song audio media in enhancing students' creativity in learning and the role of children's song audio media in the interpretation ability of Jakarta, Indonesia, primary school students. This musical audio media output represents a concrete application of project-based learning in schools. The procedure used in this study uses

the Dick and Carey model, which has ten stages, namely: (1) Analysis of learning needs and objectives; (2) learning analysis; (3) analyzing students and the environment; (4) formulating of performance objectives; (5) developing instruments; (6) developing learning strategies; (7) development and selection of learning materials; (8) carry out formative evaluations; (9) revise learning; (10) design and carry out the summative evaluation (Creswell, 2017; Crozier et al., 1994).
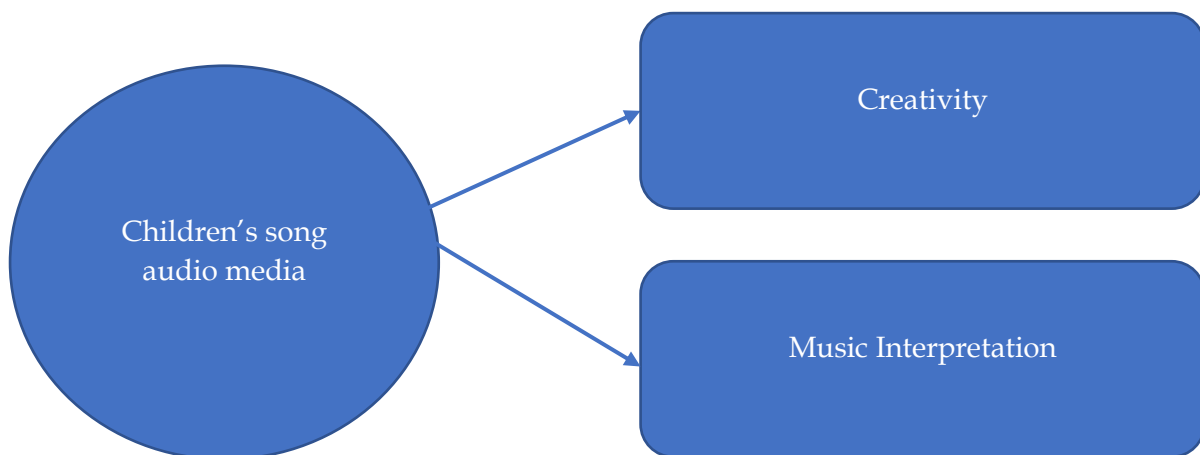
Research sample

The research sample is based on the technique of purposive sampling. Students from Jakarta's sixty-best elementary schools, Indonesia, were chosen. The sample included 240 male and 425 female primary school pupils in grades one through six.

Research instruments and procedures

Quantitative research tools such as questionnaires were used to collect data. This questionnaire was distributed by making personal visits to selected schools. The instrument used to collect data is a questionnaire designed to determine the effectiveness of using children's song audio media on students' creativity and interpretation skills. The validity of the instruments used to prepare this research instrument is content validity and construct validity. Content variation indicates how the research instrument reflects the desired content. In this study, content validity was carried out by consulting the device with several parties considered experts in the material. In contrast, construct validity was carried out by calculating the validity test using the Product Moment correlation technique.

Data analysis technique

The data used are quantitative and qualitative. Qualitative data was obtained from needs analysis, material expert test questionnaire, and design expert test. At the same time, quantitative data is obtained from product testing results, namely field tests. The research design used was a one-group pretest-posttest design. In this design, students will be given a pretest before being given treatment, and at the end of learning, students will be given a post-test. This design is used to determine the effectiveness of the product made.

Results

Children's Song Audio Development Process

Figure 1 can be presented the notation of children's songs that researchers have created based on the themes that exist in learning in elementary schools. Three songs have been made, including the title of the song "Ciptaan Tuhan" for grade one and two students, a song titled "Sampah" for grade three and four students, and a song titled "Aku dan Kupu-Kupu" for grade five and six.

Then, the researchers developed the notation made into audio media for children's songs that elementary school students could hear during learning. Students and teachers appreciate the children's songs that are played and sung together to be recorded in students' memory.

Figure 1. Children's Song Audio Development Process

Students were responsible for writing a short song lyric consisting of two verses of poetry based on their knowledge of the theme in the learning material being studied after listening to and singing the song together. This task can assess students' creativity and ability to interpret the topic matter.

One thousand questionnaires were sent out to students, but only 665 were returned two weeks later. This represents a response rate of approximately 66.5%. This study's respondents included 240 male students and 425 female students. Moreover, 5.26 percent of respondents were from grades one and two, 68.42 percent from grades

three and four, and 36.32 percent from grades five and six. Table 1 provides descriptive statistics about responders.

Table 1 Descriptive Statistics

Gender	Respondents	Percentage
Male	240	36,09 %
Female	425	63,91 %
Total	665	100 %
Qualification	Respondents	Percentage
Class One to two	55	8,27 %
Class three to four	313	47,07 %
Class five to six	297	44,66 %
Total	665	100 %

This product can be utilized to enhance primary school kids' creative and interpretation skills, particularly in light of the current epidemic. Before creating the product, the researcher conducted a needs analysis to identify the appropriate children's song product information to be generated under the grade-specific learning topics in primary schools. After that, the researcher created a product prototype based on the component formulation. Children's songs are compiled from tried-and-true sources to prepare for creation and development. After this children's music was made, it was validated by subject matter and media specialists. Table 2 displays the outcomes of the material experts' validation evaluation.

Table 2 Assessment Results by Material Experts

Aspect	Average
Eligibility Content	3.65
Content Development	3.90
Final score	3,775

The results of the expert assessment of the feasibility aspect of digital teaching materials have a score of 3.65, and the content development aspect reaches a score of

3.90 with the criteria of "very good." So that the final score of the product goes a score of 3,775; this shows that children's songs can be said to be suitable for use based on the assessment of material experts. Furthermore, this children's song product has been assessed by media experts. The results of media expert validation can be seen in Table 3.

Table 3. Assessment Results by Media Experts

Aspect	Average
Eligibility Content	3.83
Accuracy Matter	3.75
Display Ratings	3.97
Legibility	3.80
Total	3,837

The results of media expert validation show that the content feasibility aspect has an average score of 3.83 for the content element, 3.75 for accuracy, 3.97 for display rating, and 3.80 for readability. So that the final score of the feasibility of teaching materials reaches a score of 3.837 in the "very good" category, thus; it can be said that the development of audio media for children's songs in elementary schools deserves to be a development innovation to improve creativity and interpretation skills in elementary schools.

After being validated by media experts, a media expert trial was undertaken with a small group of ten primary school first graders. The findings of the Small Group Trial can be seen in Table 4.

Table 4. Trial Try-Out Small Group

Aspect	Average
Likes	4.00
Understanding	3.90
display product	3.80
The final result	3.95

Based on the outcomes of small-group tests, the average results for comparable aspects have a value of 4.00, indicating that they meet extremely good criteria. Understanding-wise, it has an average score of 3.90, meeting the "very good" criterion. The product's average value is 3.80, and its appearance criteria are exceptional. The ultimate result of the small group test was 3.95, indicating that the children's song audio media product is appropriate for usage in small groups. After passing through the stages of expert validation and small group trials and improvements, 665 students participated in the final test. The test outcomes are shown in the Table 5:

Table 5. Test Field Try-Out

Aspect	Average
Likes	3.98
understanding	3.85
display product	3.95
The final result	3.92

Based on the field test results, the average mark for the like aspect is 3.98, with very good criteria. In the aspect of understanding, it has an average value of 3.85 with the "very good" standards. Finally, the element of the display product has an average value of 3.95 with "very good" criteria. So, the final value of the field test is 3.92, which means that the audio media product for children's songs is suitable for large groups.

Field trials were conducted to determine the effectiveness of the developed product on students' creativity and interpretation and to analyze the scores of children's song audio media at the pretest and post-test. The following are the results obtained by the average post-test score

Based on the results of small group trials, the average results for similar aspects have a value of 4.00 with very good criteria. In the part of understanding, it has an average value of 3.90 with the "very good" standards. The product has an average value of 3.80 with "very good" standards in terms of appearance. So that the final score of the small group trial reached a score of 3.95, which means that the children's song audio media product is suitable for use in small groups. The final test, after going

through the stages of expert validation and small group trials and improvements, then a field test was carried out with 665 students. The results of this trial are presented in the Table 6:

Table 6. Test Effectiveness Assessment

	Pretest	**Posttest**
Minimum Value	6.68	8.8
Maximum Value	8.50	9.8
mean	7.59	9.3
Improvement	1.71	

In the pretest value, the average value of 7.59 after using this program became 9.3, an increase of 1.71. The minimum pretest score of 6.68 increased to 8.00, and the maximum post-test score of 8.50 initially increased to 9.8. This shows a significant increase in students' healthy living culture. In the significance test using a two-sample t-test related to the pretest and post-test, the t-test value = 9.01 consulted with the t-table (a = 0.05:110) of 1.658, indicating a significant difference between the pretest and post-test scores. In addition, the researchers also identified the audio media scores of children's songs based on their aspects. This score shows the habits that are carried out or the conditions experienced by students before and after using this children's song audio media.

Conclusions and Implications

This research was performed to address educational issues throughout the nation. This study seeks to determine the effect of children's song audio media on Indonesian pupils' creativity and capacity to interpret. An Indonesian elementary school student survey was undertaken to acquire quantifiable data on the relationship between audio media for children's songs and students' creativity and interpretation skills. The collected results indicate that audio media of children's songs can assist pupils to comprehend the substance of the lesson and learn more efficiently. Learning is no longer tedious because pupils may now learn through song. In addition, kids can

expand their interests and skills by transforming a story with a central subject into a simple song for primary school students.

This research may have theoretical and empirical ramifications. Theoretically, it has contributed much to the arts in education. This study examines the impact of two key elements related to audio media containing children's songs on learning in elementary schools. This study also investigates the impact of the interaction between children's song media and their creativity and ability to perceive music. This study has significant empirical significance as well. This can serve as a guideline for educational institutions in designing age-appropriate fun learning, which is crucial for improving the quality of education in a country. This study indicates that children's songs can be created for pupils using an audio medium to learn.

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