

Conceptualization of Islamic Science Songs for Raudatul Athfal (RA) Schools

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Abstract: This research focuses on the position of science subjects and producing an effective concept of Islamic singing as a science learning medium. The study was conducted in two locations: RA NurulHidayah, Jambi City, and TKIT TabkiMarhamah, South Solok. The method used in this research is qualitative with a grounded approach. The data was obtained from interviews, observations, and documentation involving the teachers of both schools. The results of the research reveal that there are characteristics of Islamic science songs that can be used as a reference for the formulation of composing songs for children at school.


1 INTRODUCTION


The coronavirus disease in 2019 which is also known as Covid-19 has changed many things in human life, including in educational institutions around the world. The learning system has turned into something new compared to the usual conventional system before (Hartono & Akhyar, 2021; Rosidi & Rosidi, 2020; Steed & Leech, 2021). Science learning at many levels gives the impression that it is quite difficult, instead of calling it scary. Students commonly feel this, and of course, this must be a concern by teachers or educators to apply science learning concepts or strategies that are easier and more fun. Awang (2015) explains that several factors influence students' difficulty absorbing Natural Science (IPA) subjects. The first is internal factors such as lack of interest, motivation, poor self-confidence, rebellious learning attitudes, and students' expectations of less interesting


subjects. The second is external factors, namely the many foreign terms used in science or science learning and memorization methods that are not appropriate and fun, especially for children.


Seeing the above obstacles, especially in the part of memorizing foreign terms that are considered quite burdensome for children, a kind of learning strategy with media is needed that can make it easier for students to remember science terms that are generally regarded as difficult, one of which is through the medium of songs or singing activities. The learning method by singing from a psychological aspect is one of the learning methods that is considered quite fun and effective so that students do not feel heavy to memorize and understand the learning material (Febriyona et al., 2019).


As is commonly known, the learning burden faced when learning things related to science, such as math and science, is memorization. Because exact

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science is a science of memorization and logic, these two domains are psychologically not pleasant for some students, especially those who are new to terms that are rarely heard (Awang, 2015). A song or chant is a unit that consists of several elements, such as tone/intonation, voice, words, and gestures.

A form of verbal and non-verbal communication that is packaged by touching the psychological and physical side is done in a fun way (Miranti et al., 2015). It is even considered a more effective means than story-telling to remember learning (Sihombing, 2015; Crowther, 2012; Governor et al., 2013). The capacity of music, songs, or chants considerably impacts many levels as a learning method.

There are at least 5 benefits of music as a learning tool, including improving the ability to remember-enhancement recall; reducing learning stress-reduction of stress; touching many aspects of the delivery method-multi-modality delivery; increasing the sense of joy-increased enjoyment; and more specific content study-in-depth exploration of content (Crowther, 2012).

Music or singing seems to be a good suggestion to deliver science subject content that is generally considered difficult to remember or understand. In their article, Governor et al. (2013) mentioned that the song approach that touches the sociocultural realm helps develop potential because there is a sense of comfort when learning, especially in student relationships.

This is certainly due to the formation of comfortable, conducive, and pleasant emotional relationships between all individuals, both for teachers and students or relationships between students and one another. There are 2 focuses of study in this research.

First, what is the position of science subjects in RaudatulAthfal (RA) NurulHidayah Jambi City and TKIT TabkiMarhamah, South Solok? And how is Islamic singing appropriate for science learning in RaudatulAthfal (RA) NurulHidayah Jambi City and TKIT TabkiMarhamah, South Solok?

2 METHODOLOGY

Following the research theme, researchers will conduct qualitative research with a grounded approach. Following the character of the approach, grounded focuses on the study of processes, actions, and interactions.

This approach is the development of a phenomenological approach in which the researcher will understand how the object of research

experiences and understands something. This approach aims to find and develop a new concept or theory from observations or trials to the object of research based on the results of processes, actions, or interactions that occur according to existing reality (Creswell, 2007). Therefore this research will certainly attempt to reveal how the introduction and learning of science are taught through the media of singing or songs with Islamic nuances.

The initial procedure carried out in this study is to determine the location of RA schools and Madrasahs that will be used as places or objects of research, namely two schools in two different areas.

The first is a school in YayasanNurulHidayah Jambi City, Jambi Province, and TKIT TabkiMarhamah, located in MuaraLabuh, South Solok Regency, West Sumatra Province. The next step is to recognize the proposition of appropriate science material and follow the needs of RA and Madrasah students.

The last stage is to create a concept of science and nuanced Islamic songs tailored to the needs. Because according to Corbin and Strauss in Edmonds & Thomas (2017), a well-grounded theory is: (a) follows the phenomena seen; (b) provides understanding; (c) can be generalized into several contexts; (d) as a research control. As open coding, the research will focus on categorizing the selected research objects, starting from determining the theme of science learning, learning class, age of students, and teaching ability.

Furthermore, words/tone language/songs are formulated to be used in the selected categories. At the axial coding stage, namely determining and adjusting these categories included in the main category, in this case, the diction and tone selection activities are adapted to the needs of students who receive lessons. Furthermore, the last stage of selective coding is making and applying songs in the classroom.

At this level, the songs or science songs that are made should be used and involved in the school in teaching and learning activities. Outside the classroom, at this stage, the researcher can technically see how far the application of Islamic songs/songs is carried out in the school and formulate a hypothesis or a concept proposition for the acceptance of Islamic songs/songs by students as the object of research.

3 RESEARCH RESULTS AND DISCUSSION

3.1 Theme Implementation Through Art Class

The learning process carried out at RA Nurul Hidayah, Jambi City, and TKIT Tabki Marhamah, South Solok implements one primary curriculum as the basis for guiding the implementation of learning in schools at the early childhood learning level, which is generally referred to as Early Childhood Education (PAUD) or Kindergarten (TK) (Ilise et al., 2022). When referring to the applicable rules or guidelines for organizing early childhood education, both educational institutions, both RA and TKIT, have learning schemes that tend to be relatively the same, such as the age range and learning period, the division of the 0 (zero) Big and 0 (zero) Small Kindergarten learning age groups which are now better known as TK A and TK B, to the application of the 2013 Curriculum which is designed thematically (Kemendikbud, 2015). The actualization of the thematic concept of Curriculum 2013 is manifested in a learning class format called the Center Class. The educational institutions in this study, both RA Nurul Hidayah, Jambi City, and TKIT Tabki Marhamah, designed the center class according to the needs in their respective places without changing or disturbing the substance of the content of the thematic concept in the curriculum itself, the concept of the center class was also directly adopted as part of the learning implementation mechanism by the Ministry of National Education of the Republic of Indonesia since 2004 (Erdiyanti et al., 2019).



Figure 1: RA NH Theme and Sub Theme.

Regarding the concept of classroom management with a centered approach, between RA Nurul Hidayah, Jambi City, and TKIT Tabki Mar-Hamah, South Solok, each has a slight difference in the

management of the division of center classes. RA Nurul Hidayah, Jambi City, whose nomenclature is under the Ministry of Religious Affairs (Kemenag) (2019) of the Republic of Indonesia, has 6 center classes with divisions: Class B.1 is called the Nature Center; Class B.2 is called the Block Center; Class B.3 is called the Preparation Center; Class B.4 is called the Art Center; Class B.5 is called the Role Center, and Class B.6 is called the Imtaq Center. While TKIT Tabki Marhamah, South Solok only has 5 class centers, including Preparation Center; Design and Build Center; Imtaq Center; Natural Materials Center; and Art Center.

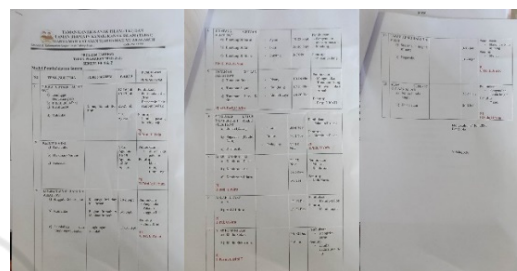


Figure 2: TKIT TM Theme and Subtheme.

The configuration of the center class implemented by RA Nurul Hidayah, Jambi City, is felt to be more systematic and clear because the center class in this school has been determined in its respective position without any plans for periodic changes. Slightly different from the configuration of the center class at TKIT Tab-ki Marhamah, South Solok. In this school, the position of the center class will be updated periodically or every year. Indeed, the division of the center class itself can be adjusted to the specific needs and existing school policies, including the number of students, facilities, and school accommodations in each region (Yusuf et al., 2018; Erdiyanti et al., 2019). However, the center approach was considered the most effective learning model to be implemented for both schools based on the need and popularity of use.



Figure 3: RA NH Center Classroom Atmosphere.

Educational institutions in this kind of PAUD unit have several learning approach models and classroom management choices, such as a corner, area, center, and group model. Each model has its characteristics (Yusuf et al., 2018). Through the center class approach with their respective styles, both educational institutions are still guided by the emphasis on learning to play while learning because the concept of the center model provides opportunities for play activities that are quite dominant. RA NurulHidayah, Jambi City, and TKIT TabkiMarhamah, South Solok automatically adjust to the technical instructions for managing the center class contained in the Early Childhood Education Classroom Management Guidelines document published by the Ministry of Education and Culture (Yusuf et al., 2018). Following the guidelines, overall, the center classes that can be organized include Sentra Balok; Small Role Play Center; Big Role Play Center; Imtaq Center; Art Center; Preparation Center; Natural Materials Center; and Cooking Center. Based on the perspective of this center model, children's creativity is raised with the support of learning aids provided by the school or brought by the teachers themselves. Every teacher in both institutions is also generally equipped with an understanding of all center materials inclusively. If the moving system is implemented, teachers are ready to be assistants or teachers of whatever center class is appointed.



Figure 4: TKIT TM Centre Classroom Atmosphere.

The integration of learning in these two institutions also runs very well. TKIT Tabki Marhamah, South Solok, concerning the integration of science and religious learning, adopts the JSIT curriculum as a guideline for implementing learning with Islamic content because schools under the auspices of the Ministry of Education and Culture have a limited curriculum to cover Islamic material. The JSIT curriculum itself is still based on the curriculum guidelines formulated by the Ministry of Education and Culture as stated in Permendikbud

Number 146 of 2014 concerning 2013 Kindergarten Curriculum Competencies, but in this curriculum, various developments were made by strengthening aspects of Islamic values as the basis of education (JSIT, 2019; Raafi, 2018). TKIT TabkiMarhamah, South Solok, complements the lack of Islamic learning aspects through the curriculum developed by JSIT to strengthen the nuances of integrated religious and general/science learning more comprehensively.

3.2 Thematic Science Learning Process

Following the implementation based on the 2013 Curriculum guidelines related to the thematic learning model, learning that has the least dominant and most comprehensive science content is in the Nature Center Class or Class B.1 at RA NurulHidayah, Jambi City and the Natural Materials Center Class if at TKIT TabkiMarhamah, South Solok. However, each teacher must master each theme, and each educational institution determines a sub-theme. Providing learning areas to each teacher aims to make teaching and learning more efficient. With this kind of strategy, it is hoped that students will not only get from one source of knowledge but also get learning experiences from other teachers' perspectives.

Before the Covid-19 pandemic broke out around the world, especially in Indonesia, RA NurulHidayah, Jambi City, carried out the learning process in the center class dynamically, wherein each teacher or class teacher consisting of two people for each center class changed or moved classes regularly every week. However, during the Covid-19 pandemic, RA NurulHidayah, Jambi City, adjusted its learning process to comply with government instructions that impose restrictions and reduce social mobility by no longer moving teachers and students in the learning process of the center class itself.

The design of the 2013 PAUD Curriculum provides space for each institution to formulate its theme and sub-theme material given to students following the principles of theme selection that have been outlined in the guidelines for developing learning themes at the PAUD level, including proximity, simplicity; attractiveness; carrying capacity; and incidental, while also considering environmental conditions, as well as the availability of facilities and infrastructure at each institution itself (Mustofa et al., 2018; Kemenag, 2019). Following learning procedures with the concept of playing while learning, both institutions provide students with a comprehensive understanding of science through experience and information

obtained by the five senses (Nijs & Bremmer, 2019), (Steed & Leech, 2021) including the sense of seeing, the purpose of feeling, the importance of smell, the sense of hearing, and the sense of speaking. Related to this, the themes and subthemes designed by the two schools generally have the same material content but with different emphases.

RA Nurul Hidayah, Jambi City, formulates 5 themes that have science-nuanced material content, ranging from themes about oneself; animals; plants; water, air, and fire; and nature semester with the description of the subthemes as follows:

1. Self

- Self Identity: Name, Gender, Age, Name of Father and Mother, Address;
- Body Members: Head, Hands, Feet;
- Body Features: Skin Color, Hair Type, Body Shape;
- Favorites: Food, Colors, Games, Activities;
- Functions of Sensory Organs;
- Types of Taste;
- Types of Touch: Rough, Smooth, Sharp, Hot, Cold;
- Varieties of Smell: Fragrant, Fishy, Powdery;
- Varieties of Sound: Loud, Soft, Loud, Shrill;
- Kinds of Sight: Clear, Blurry, Near and Far, Dark Glare, Bright.

2. Animals

- Types of Animals: Pet Animals, Farm Animals, Wild Animals, Insects, Birds, Fish;
- Animal Food;
- Where Animals Live: In water, in the air, on the ground, in a cage;
- Animal Breeding;
- The danger of Animals;
- Characteristics of Animals;
- Uses of Animals.

3. Plants

- Types of Plants;
- Functions of Plants;
- How to Plant Plants;
- How to maintain plants;
- Plant Parts.

4. Water, Air, and Fire

- Uses/Benefits of Water;
- Dangers of Water
- Origin of Water;
- Properties of Water: Clear, Turbid, Colorless, Odorless;
- Uses of Water;
- Wind;
- Sources of Fire: Sun, Coal, Wood, Matches, Electricity;
- Colors of Fire;
- Properties of Fire;

- Hazards;
- Charcoal.

5. The Universe

- Uses of the Sun, Moon, Stars, Sky, Earth;
- Who Created the Sun, Moon, Stars, Sky, and Earth;
- When they can be seen;
- Types of Natural Symptoms: Day, Night, Rain, Floods, Mountains, Earthquakes, Landslides, Whirlwinds, Lightning, Waves, Rainbows;
- Causes of Natural Symptoms;
- Maintenance of the Environment to Avoid Adverse Natural Symptoms.

TKIT Tabki Marhamah, South Solok, designs themes and sub-themes similar to RA Nurul Hidayah, Jambi City. However, in the thematic learning design owned by TKIT Tabki Marhamah, South Solok, there is a difference in emphasis on themes related to humans created by God or knowing oneself because this theme is not spelled out aspects of science-laden material in it. The following is a description of the themes and subthemes designed by TKIT Tabki Marhamah, South Solok:

1. Animals Created by Allah SWT

- Animals on Land;
- Animals in the Water;
- Animals in the Air.

2. Plants Created by Allah SWT

- Fruit Plants;
- Vegetable Plants.
- Ornamental & Medicinal Plants;

3. Water, Fire, Air

- Water;
- Fire & Air.

4. The Universe of God's Creation

- Heavenly Bodies;
- Natural Symptoms.

The difference in the design of these two schools is not too significant because when viewed in terms of the implementation of science learning, these two institutions tend to be balanced. This thematic learning system has an important role as a guide for learning in the classroom. Without being guided by a clear governance reference and technical guidelines, this institution will lose its direction, especially in achieving students' competency standards.

3.3 Concept of Islamic Singing RA NurulHidayah, Jambi City & TKIT TabkiMarhamah, South Solok

What needs to be understood about the concept of learning at the PAUD and TK levels is the concept of

playing while learning, an important emphasis of the teaching and learning system at this level. Learning methods with songs provide a comfortable atmosphere, and learners get a fun experience when acquiring, processing, analyzing, and concluding learning information (Aulia et al., 2022; Priyanto, 2013). Especially for learning science nuances that tend to be difficult to understand at any level (Rosyada et al., 2021). This science learning method has been formulated into a children's learning method outlined in various curricula and PAUD technical guidelines that apply.

Singing is an art that is utilized as a learning medium, making it easier for both institutions to provide material according to the age of the students. RA NurulHidayah, Jambi City, and TKIT TabkiMarhamah make the singing method a form of reinforcement, enrichment, and relaxation of daily learning. Regarding the application of Islamic science songs carried out in each of these institutions, there are several different emphases in terms of the material or lyrics in the songs. In this case, RA Nurul Hidayah, Jambi City, does not have specific songs that substantially discuss science, but the approach is more to the nuances of Islamic material. On the other hand, TKIT TabkiMarhamah has a clearer collection of Islamic science songs in terms of material or lyrics. However, the application of songs in both institutions can be carried out effectively and efficiently every day.

Based on the results of the analysis conducted on the documentation of song lyrics in both institutions, it can be understood that several patterns or characteristics of songs are often applied in these two institutions. These patterns or factors include Thematic-Based Chants; Popularity-Based Chants; Proximity-Based Chants; Joyful Tone-Based Chants; Concise Lyric Chants; and Evocation-Based Chants.

a. Thematic-Based Chant

The concept of thematic singing is a form of song or chant designed according to its theme, role, or function. It is a song or chant designed according to the target or object of the chant, what and who it is for. The term of theme refers to the idea that contains the main content or content of a song lyric. The song's strength will depend on how the words and sentences have meaning following the target or object of the song itself. (Hooper, 2022; McDoneI, 2015). The construction or concept of a song made with a thematic approach will certainly make it easier for the teacher as a songwriter to determine the main content in a song, especially lyrical material as the strength of the learning material contained in the song being

made. Singing that is conceptualized and applied in accordance with the right material content ultimately creates a fast, effective, and efficient experience for achieving learning targets for students (Wadiyo et al., 2021). This is because the framework of Islamic singing is added with scientific content, if it is not conceptualized with a clear framework it will tend to make the lyrics or song material too broad. Therefore, thematic guidelines are needed as the main framework so that in the end the content presentation in a song is more on target.

b. Popularity-Based Chant

Populist refers to the adjective form of the word popular or famous or known by many people. Children's songs generally have a popular tone or, in a simple sense, have a style and lyrics that are easy to remember or easy listening, in case. Because if a children's song cannot reach the musical hook, it is too segmented to be digested by students as a learning method (Burns, 1987; Steinbrecher, 2021), especially science material. Children's songs generally adopt songs that have been popular before, although there are some children's songs that are created with their tones. The design or conception of a song that tends to be familiar or often heard by children, of course, becomes something that the students themselves tend to like (Soley, 2019). Through a popular singing concept design approach, it is easier for the teacher to re-design a song that contains a pre-existing song framework. Of course, adjusting to the nuances of the song which relates to combining Islamic and science learning materials.

c. Proximity-Based Chant

The design or main idea of a children's song must also have a meaning close to the students' surroundings so that the students themselves can easily understand the importance of the lyrics. Suppose a song has material content that has no proximity to the surrounding environment or is more likely to lead children to imagine (Niland, 2019). In that case, songs with scientific nuances will be difficult for children to understand directly and easily. Moreover, science is one of the authentic materials that should be now felt through all the functions of the students' five senses. The surrounding environment directly has a major influence on the development of children's understanding and comprehension abilities regarding the learning material provided (Barnett et al., 2022). Especially in this context, the technique of combining science learning material with Islamic nuances which are poured into a singing concept must

have physical closeness (proximity) to the environment around the students.

d. Joyful Tone-Based Chant

The tone is an inseparable part of a song arrangement (Gutama, 2020; McDonel, 2015). In simple terms, tone means a composition of sound frequency and tempo that is arranged regularly (Gutama, 2020). In general, children's songs or songs have happy tones, regular beats with a cheerful voice help students more easily understand the science material in a song lyric, cheerful tones tend to be easy to remember for students, especially at the early childhood education level. which of course requires special attention (Arasomwan & Mashiy, 2021). The singing method with a happy tone approach makes it easier for students to remember well the content of Islamic science learning material that is presented through a song. Presenting a pleasant tone certainly makes the learning atmosphere lighter, without students having to be consciously burdened with targeted learning outcomes.

e. Concise Lyric-Based Chant

A song addressed to children should have a simple and short lyrical composition. This is because the content of lyrics or short words makes it easier for students to quickly remember the material in the song (Dean, 2019; Gutama, 2020; Wadiyo et al., 2021). Singing with concise material and lyrics like this actually makes it easy for teachers and students, teachers will find it easier to compose song lyrics while students will tend to accept and understand them more easily (Ilari & Cho, 2019). A short song can mean a series of songs that can be composed with a series of tones or lyrics in a short duration. This is because the composition of the song must prioritize the emphasis on elements of science material that are accompanied by the needs of students or learning achievement targets.

f. Evocative-Based Chant

Children's songs tend to be arranged in repetition, repetition needs to be done with the aim that children are more enthusiastic about singing a song (Arasomwan & Mashiy, 2021; Gutama, 2020; Roberts, 2019). This is intended so that the strengthening of science material with Islamic nuances can be easily remembered (evocative) by students as well as the contents of the song lyrics which are arranged in repetition, making the impression of learning lighter and more enjoyable, especially if the tones in the song are pleasant to hear (Bergeson & Trehub, 2002; Peterson et al., 2016;

Roberts, 2019). Learning activities at the children's level generally apply repetition activities, this activity certainly makes students able to digest the meaning or meaning of a song more effectively and efficiently.

4 CONCLUSION

Based on the findings in the field and the discussion, RA NurulHidayah School, Jambi City, and TKIT Tabki Mar-hamah, Solok Selatan, apply the division of class groups in the format of the Center Class concept, each center class is held by two teachers who are certainly qualified to teach the designated center class. The center class concept itself can be arranged freely according to the policies, needs, and facilities in the institutional unit itself. This center class facilitates the allocation of learning themes and subthemes that are carried out for two semesters. Articles and subthemes can also adjust to the needs and policies of the institution. The position of science learning at RA NurulHidaya School, Jambi City, and TKIT TabkiMarhamah has the same intensity. It's just that the allocation of science-based materials can vary in each institution. Based on the 2013 Curriculum released by the Ministry of Education and Culture through Permendikbud Number 146 of 2014, which regulates the 2013 Kindergarten Curriculum Competencies which are thematic, several themes have science content in them, including Self Theme; Animal Theme; Plant Theme; Water, Air, and Fire Theme; and Universe Theme. The characteristics of the concept of singing that are customary or commonly applied in RA NurulHidayah School, Jambi City, and TKIT TabkiMarhamah, South Solok, in this study include seven conceptual characteristics, including Thematic-Based Chants; Popularity-Based Chants; Proximity-Based Chants; Joyful Tone-Based Chants; Concise Lyric Chants; and Evocation-Based Chants. Within this seven-concept framework, songs with Islamic science content should be used as one of the guidelines for creating an appropriate song concept for children, especially in RA or early childhood education both in Indonesia and in more general.

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