

The Use of Islamic Songs in Teaching Religious Values at RA Alif Medan Helvetia

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Abstract

This study aims to describe how the use of Islamic songs can be an effective medium in teaching religious values to early childhood at RA Alif Medan Helvetia. The approach used is qualitative descriptive, with data collection techniques through observation, interviews, and documentation. The results of the study show that Islamic songs sung in learning activities and daily routines are proven to be able to instill values such as love for Allah, respect for parents and teachers, as well as the habit of gratitude and prayer. Children are more likely to understand and remember these values because songs are delivered rhythmically, funly, and in accordance with their developmental characteristics. Teachers also play an important role in choosing and directing songs that are in accordance with the learning theme and guiding children in living their meaning. Islamic songs have proven to be an effective and fun medium in the process of Islamic character education in early childhood.

Keywords: Islamic Songs, Religious Values, Early Childhood, Islamic Education

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Introduction

Early childhood education is the main foundation in building a child's character, morals, and personality. Early childhood is a golden age, where the potential for children's development takes place very quickly, both in cognitive, affective, and psychomotor aspects. In the context of Islamic education, this period is seen as a very strategic time to instill religious values that are the basis of children's behavior and morals in daily life. The cultivation of religious values from an early age not only includes the introduction of the concepts of monotheism, worship, and morals, but also the habituation of attitudes and actions in accordance with Islamic teachings.

Early childhood has unique learning characteristics. They tend to learn concretely, actively, and through fun experiences. Therefore, the learning method used must be adapted to the child's world full of imagination and play. In this case, Islamic songs are one of the effective learning media and are loved by children. Songs that are packed with educational lyrics and cheerful rhythms can be a powerful means of conveying religious messages in a fun and memorable way.

Islamic songs have several advantages in the learning process. First, songs help children in memorizing religious values or messages automatically because of the repetition of notes and words. Second, songs stimulate the development of children's language, rhythm, and memory. Third, songs create a joyful learning atmosphere, which can increase children's motivation and participation. Islamic songs such as daily prayer songs, Islamic pillar songs, noble morals songs, and prophetic story songs can be used as a tool for teachers in conveying Islamic values in a fun and not boring way.

RA Alif Medan Helvetia as an Islamic-based early childhood education institution has utilized Islamic songs in its learning activities. The teachers at RA are aware of the importance of media that is close to the world of children, and make songs an important part of their daily learning routine. Children are invited to sing together before and after learning, during transitions between activities, and even during thematic learning. With this approach, Islamic values such as honesty, good manners, love of Allah and the Messenger, as well as The importance of worship is introduced in a memorable and pleasant way.

However, the effectiveness of the use of Islamic songs in instilling religious values certainly does not occur automatically. It is necessary to understand how the implementation process is, how teachers choose and deliver these songs, and the extent to which the songs have an impact on children's religious understanding and behavior. In addition, the involvement of teachers in explaining the meaning of lyrics and relating them to children's lives is also an important factor in the internalization of religious values.

Based on this background, this study aims to examine the use of Islamic songs as a medium in teaching religious values to early childhood at RA Alif Medan Helvetia. This research will explore the strategies used by teachers, the types of songs used, and their influence on the understanding and formation of children's religious character. It is hoped that the results of this research can contribute to the development of a more creative, fun, and effective Islamic religious learning model in the world of early childhood education.

Theoretical Studies

Islamic songs are one of the learning media that have spiritual and moral values that are packaged in a rhythmic and fun way. In the world of early childhood education, songs function as a means of conveying learning messages indirectly, by utilizing children's developing musical sensitivity.

According to the theory of multiple intelligences by Howard Gardner, musical intelligence is one of the dominant types of intelligence in childhood. Songs can stimulate

emotions, memory, and improve children's language skills. In the context of Islamic education, Islamic songs are used to introduce the concepts of monotheism, morals, worship, and Islamic social values.

Religious values include aspects of faith, worship, and morals. In early childhood education, these values are introduced through habituation and concrete experiences. Islamic songs are an effective medium to introduce values such as: Love for Allah and His Messenger, Gratitude and prayer, Courtesy towards parents and teachers, Good habits in daily life. Songs help children learn more easily because they touch emotions, help memory, and make learning more lively. Songs that are sung repeatedly will strengthen the child's long-term memory. Songs also support affective and spiritual development if the lyrics contain a deep religious message

Research Methods

The research used in this study is qualitative research that provides descriptive information in written or oral narratives about the people and behaviors observed. In this study, the author examines the phenomenon that occurred at RA Alif Medan Helvetia to obtain the truth of information based on the theoretical framework of the questions asked scientifically. The research approach used is a field-based descriptive approach in natural conditions taken from written or oral narratives and the behavior of the people observed consisting of school principals, teachers and students.

Research and Discussion Results

This research was conducted to examine how Islamic songs are used as a means of instilling religious values in early childhood at RA Alif Medan Helvetia. The research method used is qualitative descriptive with data collection techniques through observation, interviews, and documentation of learning activities in the classroom.

From the results of observations in the field, it was found that Islamic songs have become an integral part of children's daily learning and habituation processes. The songs are used not only as entertainment or time-fillers, but also as an active learning method that instills Islamic values in a fun, easy-to-understand, and inherent way in children's memories.

Some forms of application of Islamic songs in RA Alif include:

1. Songs as the opening and closing of the activity. The children sing songs such as "Bismillah" before the study starts and "Alhamdulillah" after the activity is over. These songs teach the importance of being grateful, remembering God, and starting every activity with good intentions.
2. Thematic songs are in accordance with the learning material. For example, when the theme of the week is "Rukun Islam", the teacher uses the song "Rukun Islam Ada Lima" to introduce the concept in a simple way. When learning about prayer, songs like "I Like to Pray" or "Wudhu Is Clean" used to help children understand the harmony and movement of prayer. This makes it easier for children to remember Islamic teachings because it is packaged in the form of lyrics and melodies that are easy to memorize.
3. Songs as a medium of moral internalization. Songs that instill morals such as "Aku Anak Saleh", "Hormati Ibu Bapak", and "Tolong Menolong" are often sung to form children's characters. The song not only informs, but also builds positive habits, such as obeying parents, helping each other, and speaking politely.
4. A song to accompany daily activities. When the child washes their hands, lines up to eat, or prepares to go home, the teacher plays or leads an appropriate song, such as "Bismillah Before Meating" or "Doa Out of the House". Thus, children are used to associating daily activities with Islamic values.

From interviews with teachers, it is known that the selection of songs is based on the theme of learning and the values that are to be instilled. Teachers also sometimes modify the lyrics of popular children's songs into Islamic songs that are more relevant and easily accepted by children. Teachers realize that early childhood memory is very strong for music, so songs are the right means to instill Islamic teachings from an early age.

In addition, teachers also note that Islamic songs help create a pleasant learning atmosphere and build emotional closeness between teachers and students. The children seemed enthusiastic about singing songs together and by themselves began to practice the content of the song in their daily lives, such as saying greetings, asking permission, and saying "alhamdulillah" after eating.

The results of this study strengthen the view that Islamic songs are an effective learning medium in teaching religious values to early childhood. The use of songs in the learning process is in line with the early childhood education approach that prioritizes the principle of play while learning, as well as Howard Gardner's theory of multiple intelligence, where children with musical intelligence will more easily receive information through rhythm and song. The use of songs also supports the principle of internalizing values through habituation. Children who listen to and sing Islamic songs every day indirectly absorb the meaning contained in the lyrics of the song. In this context, songs are not just entertainment, but serve as a means of building strong and sustainable character.

In practice, Islamic songs have succeeded in becoming a tool for:

1. Cultivate children's spiritual awareness, such as knowing Allah, loving the Prophet, and understanding obligations as Muslims.
2. Instilling Islamic morals through moral messages that are packaged in a simple and fun way.
3. Build Islamic routines in children's daily lives, such as praying, being grateful, apologizing, and doing good to others.

The use of songs also supports a positive learning atmosphere. When children sing together, they not only learn, but also feel togetherness, joy, and deep emotional engagement. This creates a close affective relationship between teachers, students, and learning materials.

However, the success of the use of Islamic songs is also highly determined by the role of the teacher as a facilitator. Teachers who are creative in choosing songs, conveying expressively, and explaining the meaning of song lyrics will make children better understand the content of songs and apply them in daily life. Therefore, teachers not only play the role of teachers, but also as models of Islamic values that are exemplified by children.

Thus, the results of this study confirm that Islamic songs are not only a learning tool, but the main instrument in instilling religious values from an early age. Islamic songs that are used consistently and adapted to the learning context are able to form the spiritual and moral foundation of children as a whole.

Conclusion and Suggestions

5.1 Conclusion

Based on the results of the research, it can be concluded that the use of Islamic songs in RA Alif Medan Helvetia plays an important role in instilling religious values in early childhood. Songs that are sung repeatedly with a pleasant rhythm are effective means of conveying moral and spiritual messages. Children not only memorize songs, but also begin to understand and apply these values in their daily lives.

Teachers play a central role in choosing age-appropriate songs and learning themes, as well as guiding children in understanding their meaning. Through routine and directed singing activities, religious values can be instilled in children naturally and pleasantly.

5.2 Suggestion

From these results, it is suggested that the use of Islamic songs continue to be developed as an integral part of the learning strategy in RA. Teachers also need to be equipped with training in choosing and developing songs that are educational and have Islamic values. In addition, collaboration with parents at home is very important so that children get the reinforcement of religious values continuously.

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