



EFFECTIVE LEARNING STRATEGIES THROUGH SINGING EDUCATION

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Abstract

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Implementation of learning to sing in elementary schools is not optimal. The teacher only focuses on developing singing knowledge, so students can only sing without understanding the values of the song. This research aims to find out how to teach singing in elementary schools. The research method used is a literature study. His literature study was conducted to strengthen each of the arguments described. To support this argument, data sources are needed from secondary data. Data collection techniques include collecting articles that are relevant to the research title. These articles come from journals, theses, and dissertations. The results showed that students in the low class had the perception that they could sing better than students in the high class. Singing is a means of expression and expresses emotions. The application of the direct method can be followed by guided practice, giving feedback on student skill mastery, and training at home. The benefits of singing are that students become more cheerful, and the class atmosphere is active and fun. Elementary school students have a good interest in singing.

Keywords: Elementary Students; Learning Strategies; Lessons of Singing; Singing In Elementary School

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INTRODUCTION

Singing is found to be a part of every musical culture (Sheridan, 2015), both around the world and throughout history, and the vocal voice has been debated as one of the hallmarks of humanity (Lamont et al., 2012). Singing is an activity that produces a melodious sound (Akuno, 2015). Even so, only some individuals have the same ability to sing. Some people have good singing skills naturally. Their voice is charming to hear from many others (Wadiyo et al., 2019).

Singing is integral to music instruction at every primary school level (Gudmundsdottir et al., 2020). Singing is learning to provide opportunities to develop a sense of beauty in students (Cuadrado & Rusinek, 2016), by experiencing the sounds of singing expressions themselves (Mansurdin, 2017). This aesthetic sense gives students awareness that singing is a part of life (Desyandri et al., 2021). The researchers agree that singing is an essential component of instruction in the classroom (Sheridan, 2015). Singing is believed to affect students (Hayati et al., 2019) positively. Students love and

want a pleasant atmosphere in learning (Hanipudin, 2021). A pleasant atmosphere can be obtained by listening to pleasant songs given by the teacher (Lee, 2020). This is because music in the fun category increases positive mood and can reduce anxiety (Sihvola & Gafor, 2019). Furthermore, music can affect the brain because it is processed within the limbic system, the emotional center of every mammal (Taisin et al., 2019). It allows humans to perceive things rationally, emotionally, and intuitively, including through the sense of art (DiDomenico, 2017).

An article by Welch (2016) stated that various benefits arise from singing activities. This applies to all ages, from childhood to adolescence. The benefits include physical, psychological, social, musical, and educational aspects (Jeremić et al., 2015). Singing plays a role in shaping students' harmonious personalities (Lamont et al., 2012). Another benefit of singing is that it can also increase students' sensitivity to the environment, and students can appreciate and develop sensitivity in enjoying songs that are not only to their intellectual tastes but also to their artistic tastes (Ridwan & Awaluddin, 2019).

Singing learning in elementary schools is generally delivered by class teachers because schools do not have art teachers (Ghozali, 2020). Teachers sing with natural voices or need to use proper vocal techniques (Hong, 2018). This certainly influences the singing of students (Herdiati, 2018). However, the sounds produced by students in singing activities are not considered essential because singing in elementary school in formal learning only provides an aesthetic experience to children (Julia et al., 2019) and conveys a message song to be known as an educational medium (Wadiyo et al., 2019).

Sheridan (2015), in research on singing in elementary schools, stated that singing plays a vital role in the classroom. There is a broad spectrum of singing activities (Parejo et al., 2021). The teacher references singing in terms of how he uses it to build musical literacy. Other research by Mansuridin (2017) showed that at first, students' singing skills were still low, but after the application of the direct learning model, students' singing ability increased by 13%. Singing learning in elementary schools is not only integrated into learning (Kurniastuti & Prayogo, 2022).

Problems in the field show that the implementation of singing learning in elementary schools is not optimal (Akuno, 2015); this can be seen from the learning process carried out by teachers who focus on learning content on the development of singing knowledge and skills students (Roberts, 2017), so that students can only sing songs, without understanding the values contained in the songs (Desyandri et al., 2021). Research results by Yeni (2013) show that teachers sometimes need help making students focus on learning to sing. Based on the results of previous research and problems with singing in elementary schools, this study will further examine singing learning in elementary schools.

METHODS

The method in this study uses the method of literature review or literature study. The purpose of this literature study is to strengthen each argument described. To support this argument, a data source from secondary data is needed. This data was collected from several article sources through *Google Scholar*, *Research Gate*, *Scopus*, and *Emerald* searches relevant to the research title and the problem to be studied. The literature search method is presented in Figure 1.

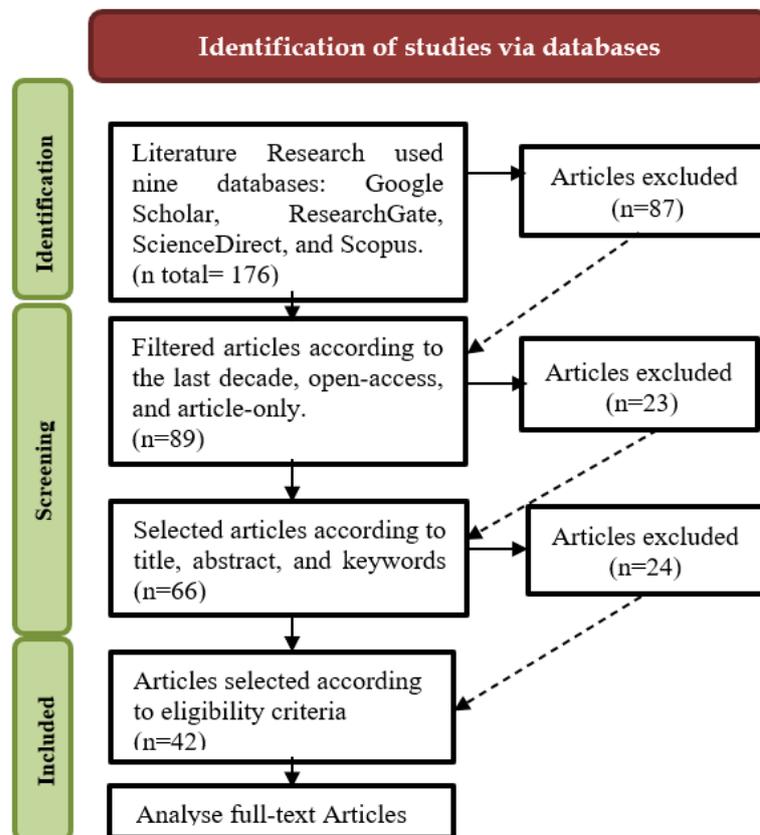


Figure 1.
Literature Search Methods

1. Identification

The first step in this study is to identify relevant articles through literature searches in various academic databases. The search was conducted using Google Scholar, ResearchGate, Scopus, and Emerald, and 176 initial articles were found. In this stage, the main focus is to find articles relevant to learning to sing in elementary school without limiting the time period.

2. Filtering

The second stage is to filter articles based on some specific criteria. Articles taken for further analysis have been published in the last decade, are available in open-access, and are only in articles (not books, proceedings, or reports). After this initial screening, the number of articles met the criteria was 89 articles, while another 87 articles were removed from the list.

3. Selection

At the selection stage, the articles that have been filtered are then re-selected based on their relevance to the research topic through the evaluation of the title, abstract, and keywords. In this stage, as many as 66 articles were selected for further analysis, while 23 other articles were excluded because they were considered irrelevant or did not meet the further selection criteria.

4. Inclusion

The final step before the analysis is including articles based on more specific eligibility criteria. Selected articles must meet predetermined criteria, such as topic relevance, research methods used, and the quality of the data presented. Of the 66 previously selected articles, 42 met the eligibility criteria and were ready for in-depth analysis. A total of 24 other articles were issued in this stage.

5. Analysis

Articles that have passed the inclusion stage are then analyzed in depth. This analysis includes a discussion of the methodology used in each article, the main findings related to singing learning in elementary schools, and the implications of the study's results on the practice of music education in elementary schools. The results of this analysis are expected to provide a comprehensive overview of best practices and challenges in learning to sing in elementary schools.

RESULTS & DISCUSSION

Results

1. Perception of Singing in Elementary School

Pagryzinski (2017), in the results of his research, said that when students enter school, they already have various levels of exposure to music. Although positive attitudes towards school music activities influence some, exposure decreases with each grade increase, especially those related to singing. Lower-grade students tend to be more optimistic about singing compared to higher-grade students, although the development of their singing skills improves. Lower-grade students feel that they sing better than high-grade students. Female students from lower grades have a more positive self-perception that they are good singers than male students, especially in high grades.

Lamont et al. (2012) revealed that when students start to move up to the fourth-grade level, their perception of themselves as good singers decreases. Further, singing is a significant factor that students should consider when labeling 'good.' Welch (2016) found that younger students tended to be more optimistic about singing than older students; even so, the development of their singing skills continued to improve. Understanding these factors could help curb the negative perception of singing in elementary school-age students as they move up to the upper levels of elementary school.

2. Methods of Singing in Elementary School

The singing method is a teaching that is carried out by ringing, with a pleasant tone and words that are easy to remember. Through singing activities, students will feel happy and comfortable Horwitz et al. (2023). The findings were reinforced by Ridwan and Awaluddin (2019), who state that singing is a learning method that uses sung verses. The poem is adjusted to the material that the teacher will deliver. Singing makes the classroom atmosphere more cheerful, lively, and passionate so that student development can be stimulated more optimally. Through singing activities, students can express themselves by expressing their emotions. Students appreciation skills will develop through singing activities because singing is a tool for expressing thoughts and feelings through expressed emotions (Parejo et al., 2021).

According to Hetilaniar & Sari (2018), Singing learning methods include: (a) singing must be by the learning material; (b) song lyrics must be appropriate to the world of students and education; and (c) the lyrics of the song must be easy for students to understand. Singing methods, in addition to those mentioned above, include various methods, including active and passive singing. Active singing means that students are directly involved in singing, while the passive method is listening to songs through a song player or listening to the teacher sing. In both active and passive singing methods, students are directly involved emotionally so that a sense of comfort and fun arises in the learning process (Mansuridin, 2017).

Prabandani et al. (2022) said that the hands-on learning method can improve students' singing skills, as this model provides a direct opportunity for Sisea to practice the singing skills taught by the teacher through guided practice. The teacher demonstrated the right singing technique, starting from breathing techniques and the correct body posture when singing. Furthermore, the teacher provides guided exercises to students to practice the singing techniques that the teacher has taught. Then, the teacher checks how far the students perceive the display and gives feedback. The teacher asked questions about the singing technique that had been demonstrated before. Furthermore, teachers provide them with an extension of independent training. This is useful for deepening students' knowledge (Utaminingsih et al., 2024), and providing opportunities to continue practicing to improve their previously learned singing skills.

Teachers must be more creative and innovative in providing singing learning in the classroom, such as stringing words to include them in the lyrics of songs. The selection of song lyrics close to the world of education and the world of children will further guide the success of singing learning (Ridwan & Awaluddin, 2019). The teacher's ability to choose a learning method is also inseparable from the teacher's knowledge, understanding, and skills in singing (Mansuridin, 2017). The performance of teaching teachers, learning media, and learning environment also need to be considered to support learning outcomes in the classroom (Agasi et al., 2022).

3. Application of Singing in Elementary Schools

In a study conducted by Cupu (2021), Singing activities in schools include vocalization, teaching, and artistic interpretation of songs, as well as working with students who have problems with proper intonation. Singing activities begin with vocals. Vocals play an essential role in the formation and development of singing skills. One of them is the expansion of the vocal range of singers. In addition to these tasks, vocalization has its place in achieving the ability to visualize music and listen, from listening to melodies.

Learning each new song must be thought out and prepared very well. What is covered in the teacher's previous preparation certainly involves more than memorizing songs. If you want children to enjoy a new song and enter their consciousness, the teacher must first enjoy it. Teachers must prepare and estimate which parts of the song will be complex and problematic for students to perform. They can be arranged in rhythmic groups, melodic jumps, long legato or staccato, short pause combinations, long sounds with open vocals, and more. It is not enough to identify the problematic parts of a song. Planning appropriate materials, tasks, exercises, games, and more is essential to solve problems more efficiently. Clarification with hand and body movements can be used for this purpose, or it can be graphically, visually, or in combination, helping children to visualize the problem visually. Each singing question is different, and for each question, the element of mastery is very concrete (Mamirov, 2022).

An essential moment in a teacher's preparation is to find foreign words and imagine the right way to explain them to students. In the context of the work so far, it is essential for students to understand the text and to be able to find the author's ideas in the text. The children receive Each text with interest, which impacts faster melody acquisition. This depends on how much teachers can realize the necessary educational impact (Kurniastuti & Prayogo, 2022).

According to Gudmundsdottir et al. (2020), A dictionary with synonyms can be used for the artistic and emotional characteristics of the song. Teachers must use more words (that are familiar to students) when explaining songs. In this way, the students' vocabulary is enriched, and they become more artistic and prosperous from song to song. It is essential to provoke students' interest in the song, its presentation, and how it is performed for the first time. For this reason, teachers must first know the biography of the author and author of the text. If this is an exciting event related to the song's content, the teacher should prepare it excitingly and engagingly before presenting it to the students (Utaminingsih & Puspita, 2023).

Cupi (2021) says well-chosen artistic songs will last a long time in your mind. The teacher must activate all the creative fantasies and find the most exciting and original way to present the first song. To achieve this goal, they can use parts of fairy tales, planned events that will attract the attention of students or letters that come to them. A new song should not be presented with these words: "Today we are going to learn a new song." From this action, the student may feel compelled to act. Even if the song is catchy, students will lose interest in it. It makes more sense if the teaching of songs is manifested in three stages that are conditionally separate from each other. Each stage has a specific content, providing ample opportunity for teachers to work creatively towards the easiest way for students to learn songs". Some of these stages are presented in more detail as follows:

The first stage includes the first hour in which the song is presented. The main goal is for students to get to know the characters and content of the song and feel the impact. Therefore, in the first stage, the prominent role is played by the artistic, musical form of the song and the lyric content. In the first hour, all the work is usually directed at poetic thought and musical texts, feelings, experiences, and prejudices in music-poetry forms. The teacher's attention should be directed to sing with expression.

The second stage includes several hours of teaching. During this stage, the song is memorized, and analytical tasks are prepared regarding the formation of musical skills. If, at the first stage of learning a song, the main interest falls on the aesthetic experience, in the second stage, the combination of analytical tasks with the artistic-figurative construction of the song takes place. On the one hand, the teacher gives the task of realizing the mobility of a melodic line or tapping the metric pulse to find the highest note. On the other hand, the student's attention is directed to the beautiful interpretation of the song. It is recommended *that the tempo (speed)* at the song's beginning and the dynamic sign (*forte, piano*) during the song be well marked.

Teachers can use the following methods to achieve the correct interpretation of the most challenging parts of the song: (1) Using the comparison method, when the teacher sings one version after another of the correct melody and then the wrong one; (2) The use of solo singing by students who are more musical and from the beginning of graduation and interpret the whole song correctly; (3) Description of melodic lines through hand, body, wisdom movements; (4) Use of musical games; (5) Clarification with association and activation of students' visual thinking.

During the interpretation of the song, the right tempo must be achieved, the singing must be performed with dynamics that will reveal the most accurate content of

the song, care must be taken, and the breathing and upright posture of the singer must be necessary, beautiful sound extraction must be necessary.

4. Benefits of Singing in Learning

The effect of singing being used to aid memorization has been demonstrated through several studies that address musical components such as rhythm, melody, and lyric meaning. Singing helps memorize the repetition of information when a person sings a song repeatedly (Busse et al., 2021). Singing like provides an automatic practice device that makes the words sung more memorable than those just spoken. The value of singing becomes apparent when considering how effective it is in helping to remember word for word. If students can remember the lyrics of a song word for word, they will be more likely to remember the meaning of the lyrics (Miller et al., 2017).

Studies show that singing improves literacy teaching by demonstrating rhymes and rhythmic patterns that are part of reading. The song discusses phonemic, phonic, fluency, and vocabulary/comprehension. Singing can be a mighty aid in teaching students how to read. Students start by learning words and song melodies (Gudmundsdottir et al., 2020). With repetition, the melody will help students learn and remember the words. As they continue to sing the song and see the words written down, they will begin to recognize the words and can string phrases together as they read. As students learn how the melody of a song flows naturally with the text, they will associate flow with reading and begin to read more naturally. As students grow more comfortable with text and have the opportunity to interact with it outside of the song, i.e., sentence strips, charts, and shapes, they will begin to transfer their words, recognizing other texts (Welch, 2016).

Today's educators can attest that singing in the classroom effectively teaches students in many different content areas. Songs are used to teach science, math, and reading, and teachers are aware that their students will use songs to remember what they have learned. Singing has been used as a teaching tool to help students of all ages learn concepts in a way they will remember, not just until an exam is taken or the subject is passed, but for many years (Busse et al., 2021).

One of the most prominent benefits of singing in class is boosting students' confidence as they recall information and perform better in school. Students not only learn content information through singing songs, but they also learn other social lessons while singing (Welch, 2016). The way songs and music are used in the classroom can positively affect the mood and atmosphere of the class. The classroom teacher often uses the song as a transition between the subject and other events during the day. It has a positive and calming effect (Sheridan, 2015)

Singing a song reminds students that the upcoming transition can be effective without disrupting the class. Using a welcome song when students arrive or at the beginning of class can help students calm down and prepare to start their day. The concluding song can summarize the day's events and help students prepare to go home with a cheerful heart (Lamont et al., 2012).

According to Hetilaniar and Sari (2018), singing has a role in cognitive, affective, and psychomotor development. Singing in learning has benefits including (a) fun; (b) can be used to address anxiety; (c) a medium for expressing thoughts and feelings; (d) helping to build students' confidence, helping students' memory; (f) can build a sense of humor; (g) helping to improve students' thinking and motor skills; and (h) can increase cohesiveness between students.

Singing songs has a positive impact on student motivation. In addition, songs help students feel safe in the environment. Singing helps our brains to concentrate, process,

and store large amounts of information. A boring class can be fun and engaging with singing because music gives students a relaxing break (Busse et al., 2021). In addition, singing plays a vital role in learning other languages and increases students' interest in learning other languages. In the same way, singing helps students recognize or handle new words that will catch their attention and improve their vocabulary (Aguirre et al., 2016).

5. Interest in Singing in Elementary School

Research conducted by Prabandani et al. (2022) about the interest in learning to sing in elementary school found that the interest in learning to sing in grade II elementary school students had excellent results. This means that students in grade II always feel happy and highly interested in learning to sing. These results can be supported by the theory of Yıldız et al. (2019) that the interest in learning from students can be measured through students' happy feelings. So, students' interest in learning is high because students strongly agree about their enjoyment of learning cultural arts through singing material. Students have a high interest in learning singing material. This can be supported by the theory of Busse et al. (2021), which states that interest in learning can be measured through several indicators, one of which is the emergence of student interest in learning. So, students are highly interested in singing material.

Discussion

1. Perception of Singing in Elementary School

Research conducted by Pagryzinski (2017) shows that elementary school students' exposure to music varies significantly depending on their grade level. When new students enter school, they generally have varying levels of exposure to music. Although this early exposure can shape positive attitudes toward school music activities, research shows that exposure to and interest in music, especially singing, tends to decline as the grades progress (Miller et al., 2017). Students in low classes showed more positive attitudes towards singing compared to students in high classes, although the development of their singing skills continued to increase (Ismail et al., 2023).

Lamont et al.'s research (2012) supported these findings by revealing that students' perceptions of their singing abilities began to decline when they reached fourth grade. This decrease in positive perceptions suggests that psychological and social factors influence how students perceive their ability to sing (Sihvonen et al., 2020). Lamont et al. also highlighted that singing is a significant factor in assessing whether a student is considered "good" at musical activities.

Welch (2016) also found a similar trend, with younger students having a more positive view of singing than older students. It is consistent with Flo et al. (2022) findings that low-class students felt better about their singing abilities than high-class students and that low-class female students had more positive self-perceptions as singers than male students. These studies show a consistent pattern of negative perceptions toward singing that develop as students age. These findings highlight the importance of understanding the factors influencing students' perceptions of their singing abilities (Davies et al., 2023). Various factors may be at play, including social changes, increased self-awareness, and more significant peer pressure in older students (Ismail et al., 2023).

Interventions designed to maintain and increase students' interest in singing as they advance to higher grade levels are needed to address this decline in positive perceptions (Papazachariou-Christoforou, 2023). The approach could involve more supportive programs, improving the quality of music instruction, and creating a more

inclusive and non-competitive environment for students to express themselves through singing (Welch et al., 2015). In doing so, schools can help curve negative perceptions towards singing and ensure that all students can continue to enjoy and thrive in musical activities throughout their elementary education (Ismail et al., 2021).

2. Methods of Singing in Elementary School

The singing method in elementary schools has been proven to be a practical teaching approach for creating a fun and comfortable learning environment for students. Horwitz et al. (2023) revealed that singing with a pleasant tone and awards that are easy to remember can make students feel happy. Ridwan & Awaluddin (2019) added that the singing method can make the class atmosphere more cheerful, lively, and enthusiastic, stimulating optimal student development. Singing also allows students to express their emotions, which aligns with Parejo et al.'s (2021) view that singing activities can improve students' ability to appreciate music.

Ridwan & Awaluddin (2019) explained that singing learning methods must pay attention to several important aspects, namely the song's suitability to the learning material, song lyrics relevant to the student's world and education, and poetry that is easy for students to understand. Apart from that, two singing methods can be used: active and passive. The active method involves students directly singing, while the passive method involves students listening to songs or singing from the teacher (Wang, 2023). According to Mansurdin (2017), these two methods can make students emotionally involved and feel comfortable during the learning process.

Prabandani et al. (2022) emphasize the importance of direct learning methods in improving students' singing skills. This method provides an opportunity for students to practice directly under the guidance of a teacher. Teachers can demonstrate proper singing techniques, such as correct breathing and posture, and provide guided exercises to practice these techniques. Teachers must also provide feedback and questions regarding the techniques they have taught to ensure student understanding (Nell, 2014). Furthermore, independent practice given by the teacher will help students deepen their knowledge and skills (Hong, 2018).

In this context, teacher creativity and innovation are essential for the success of singing learning. Ridwan & Awaluddin (2019) emphasize the importance of choosing song lyrics close to the world of education and children to achieve learning goals. Mansurdin (2017) also highlighted that teachers' knowledge, understanding, and skills in singing play an essential role in the effectiveness of this method. Apart from that, teacher performance, learning media, and a supportive classroom environment, as mentioned by Agasi et al. (2022), must also be considered to achieve optimal learning outcomes.

3. Application of Singing in Elementary Schools

Research conducted by Cupi (2021) shows that singing activities in elementary schools involve various essential elements such as vocalization, teaching and artistic interpretation of songs, and handling students with intonation problems. Vocals are the main component in the formation and development of singing skills, including expanding the vocal range (Flo et al., 2022). Additionally, it is aligned with Yıldız et al. (2019), vocalization helps students visualize music and melodies, essential for improving their listening skills.

Mamirov (2022) emphasized the importance of teacher preparation in learning each new song. Teachers must not only memorize songs but also enjoy and understand the songs so they can convey them well to students. Teachers should predict parts of the

song that students may find difficult, such as melodic jumps or combinations of short pauses and long sounds. Teachers must plan appropriate materials, assignments, and exercises to address these issues (Pagryzinski, 2017). Hand gestures or graphic visualization can help students visualize and understand problems better (Davies et al., 2023).

Kurniastuti & Prayogo (2022) underline the importance of students understanding song texts. The teacher must find the right way to explain unfamiliar words and the author's ideas in the song text. Understanding the text will make it easier for students to master the song's melody. This shows that the impact of effective education is very dependent on the teacher's ability to convey the meaning and emotions contained in the song (Hogle, 2021). According to Gudmundsdottir et al. (2020), using synonyms to explain songs' artistic and emotional characteristics can enrich students' vocabulary. Teachers should use more words familiar to students to describe songs so that students' vocabulary becomes more artistic and more affluent over time. Teachers must also arouse students' interest in songs by getting to know the author's biography and the song's background (Cuadrado & Rusinek, 2016). An exciting and creative presentation from the teacher can increase students' interest in the songs being taught (Haryanti, 2020).

Cupi (2021) emphasizes that well-chosen artistic songs will last long in students' memories. Teachers should use their creativity to present the most exciting and original new songs. The first stage of teaching songs must make students know the character and content of the song and feel its impact. In the second stage, students memorize songs, and analytical tasks are prepared to form musical skills. Using comparison methods, solo singing, hand movements, musical play, and clarification by association can help students correctly interpret difficult passages of songs (Yeni, 2013). During interpretation, it is crucial to ensure proper tempo, appropriate dynamics, and good posture to express the song's content accurately (Majellano et al., 2024).

4. Benefits of Singing in Learning

Research shows that singing significantly benefits learning, especially as a memorization aid. Busse et al. (2021) found that musical components such as rhythm, melody, and lyrics can improve students' memory ability. Singing provides a repetition mechanism that makes sung words easier to remember than spoken words. This is reinforced by the findings of (Miller et al., 2017), which states that students who can remember song lyrics will more easily remember the meaning of the lyrics, showing the effectiveness of singing in improving memory.

Gudmundsdottir et al. (2020) and Welch (2016) state that singing can improve students' literacy by demonstrating rhyme and rhythm patterns associated with reading. Melodies help students to recognize and remember words, as well as associate the flow of the melody with the flow of reading. In this way, students learn to read more naturally and fluently. It aligns with findings by Ismail et al. (2023) that the songs used in this lesson also help students master phonemics, phonics, fluency, and vocabulary, all essential literacy components.

Julia et al. (2019) found that the benefits of singing in learning also extend to other content areas, such as science and mathematics. Busse et al. (2021) noted that teachers often use songs to teach these concepts, as they help students retain information fun and sustainably. Apart from improving memory, singing also increases students' self-confidence and a positive classroom atmosphere. The discovery is supported by Ghozali (2020), using songs in transitions between lessons helps maintain a calm and pleasant mood, which supports an effective learning environment.

Hetilaniar and Sari (2018) also highlight the cognitive, affective, and psychomotor benefits of singing in learning. Singing can reduce anxiety, be a medium of expression, increase self-confidence, improve memory, and build a sense of humor. Apart from that, singing can improve thinking and motor skills as well as cohesiveness between students. All this shows that singing is not only an effective learning tool but also a versatile tool for the all-round development of students (Joseph & Trinick, 2019).

Thus, singing can increase student motivation and create a safe and enjoyable environment (Roberts, 2017). Singing helps the brain to concentrate, process, and store large amounts of information. Aguirre et al. (2016) noted that this is important for language learning but also increases students' interest in learning other languages. Overall, the application of singing in learning offers a variety of benefits that support students' cognitive, emotional, and social development, making it an invaluable tool in education.

5. Interest in Singing in Elementary School

Research by Prabandani et al. (2022) shows that second-grade elementary school students are very interested in learning to sing. This finding aligns with Yıldız et al. (2019) theory, which states that interest in learning can be measured through students' enjoyment. In this context, students' enjoyment of learning to sing in class reflects their high interest in the material. Students' interest and enjoyment when learning to sing shows a high interest in learning, an essential indicator in assessing learning effectiveness (Lee, 2020).

In addition, the theory of Busse et al. (2021) supports this finding by stating that interest in learning can be measured through several indicators, including students' interest in learning. The high interest in singing material among second-grade elementary school students indicates that the learning method used successfully grows students' interest. This shows the importance of creating a fun and exciting learning environment to increase students' interest in learning, especially in learning arts and culture and singing material. This combination of theoretical approaches and empirical findings confirms that high interest in learning singing can improve the quality of elementary school students' learning experiences (Hong, 2017).

CONCLUSION

Singing is an activity that produces a melodious sound. Singing is a learning activity that allows students to develop a sense of beauty by experiencing the sounds of singing expressions themselves. Lower-grade students perceive that they can sing better than students in high grades. Singing is a means of expressing emotions. The benefits of singing are that students become more cheerful, and the classroom atmosphere is more lively, active, and fun. Singing learning methods include active and direct learning methods. Through this method, students understand what is being taught and the values or content of the song lyrics. Elementary school students have a good interest in singing.

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