

SONGS AS AN INNOVATIVE SOLUTION TO OVERCOME THE MONOTONY OF SOCIAL STUDIES LEARNING

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Abstract. *The background of this research is based on previous research that shows that songs can help students' understanding in various learning contexts, including in Social Sciences (IPS) subjects. This study aims to compare the effectiveness of song-based learning methods with conventional methods in improving the learning outcomes of junior high school students. The experimental method was used with the experimental group using songs and the control group using conventional methods. Data were collected through material mastery tests and analyzed using statistical tests with t-tests. The results showed that students who used songs had higher learning outcomes. The analysis showed significant differences between the two groups. In conclusion, the song-based approach improves students' understanding and their learning outcomes. With a t-count of 2.648, a t-table of 2.005, and a P value of 0.011, H₀ was rejected and H_a was accepted, indicating a significant difference between the two methods. The average score of the group that used the song was 77,759, while the conventional group was 68,802, with a difference of 8,956. This confirms that the song-based approach is effective in social studies learning in junior high school, increasing student enthusiasm and learning outcomes.*

Keywords: *imagination, integration of songs, student motivation, learning process*

INTRODUCTION

Education is one of the important instruments in preparing the younger generation to have the ability and skills to contribute optimally in society. In this context, the learning approach used by teachers plays a vital role in stimulating student interest and understanding. Subjects such as Social Sciences (IPS) in Junior High School (SMP), for example, are often faced with the challenge of how to present material that tends to be theoretical and rote-oriented in order to remain interesting to students. In learning, there is a process where students collaborate with teachers and information sources in an educational environment (Samsinar, 2019). The learning objective is to support students in gaining insight and understanding, sharpening abilities and habits, and fostering values and beliefs (Wulandari, 2020).

Based on Sardjiyo's opinion (2009), social studies is a subject that focuses on social issues in society, seen from various sides of life or as a whole. According to Wachidi in Kunandar (2008), the objectives of social studies include: 1) Educating students to form good attitudes. 2) Guiding students in interacting with their peers. 3) Convey an understanding of the relationship between man and God. Referring to this, the importance of IPS cannot be ignored. Therefore, the approach in teaching social studies must be carefully arranged so that the goal can be achieved optimally. The occupation of student character can be applied and expanded through Social Sciences (IPS) subjects. Social studies learning methods are carried out in a contextual way. The integration of character education in the learning process involves various steps, ranging from the planning, implementation, to evaluation stages of learning. By implementing and developing character education in social studies lessons, it is expected to produce students with characters that are in line with educational values and goals (Sari, 2021)

So far, the phenomena that occur in the field show that there are issues in social studies teaching. Based on observations at SMP Perguruan Islam Ar Risalah Padang, the social studies learning approach in general is

still conventional. Although teachers occasionally introduce educational videos, the lecture method by teachers still dominates. Students seem passive and lack enthusiasm in following lessons, especially because of the lack of interaction between individuals in class. The majority of the time, the teacher dominates, while the students just sit and listen. This results in a lack of interest and motivation of students, which ultimately affects their understanding and absorption of material.

Jamiati (2014) research confirms these findings by showing a lack of student enthusiasm in the classroom due to unattractive teaching methods. Wahyuni, Kundera, and Yusdin Gagaramusu (2013) also identified similar problems at SDN 2 Posona, where the teaching and learning process has not been optimal and students tend to be distracted. This is due to various factors, including a less conducive learning atmosphere and teachers' dependence on lecture methods. To overcome this, innovative and engaging learning design is needed. Using songs as a teaching method can be a solution. This is expected to make the material easier to understand and fun for students. With an approach that suits students' learning styles and interests, learning will be more interactive and learning outcomes are expected to improve. Learning outcomes include everything gained during the learning process, including changes in behavior, knowledge, skills, and attitudes. According to Nana Sudjana (2010), learning outcomes refer to behavioral changes in a framework involving cognitive, affective, and psychomotor aspects. In line with that, Dimiyati and Mudjiono (2006) assess learning outcomes as interactions between the learning and teaching processes. Learning outcomes are considered clues in assessing the achievement of instructional goals in the classroom. Several factors affect learning outcomes, including internal and external factors. Sugihartono et al. (2007) suggest that internal factors are related to physical and psychological aspects of individuals, while external factors involve the influence of family, school, and society. The quality and relevance of the learning process affect the achievement of optimal learning outcomes. However, sometimes reality is different from expectations.

One of the creative methods that can be used by teachers is learning with songs. A song is a musical composition that has a melody and is usually accompanied by lyrics or sung text. Songs can be accommodated with musical instruments or sung a capella. Usually, the structure of a song consists of several parts, such as couplets, choruses, bridges, and so on. In many cultures, songs are used as an expression of emotion, story, or idea, and can be presented in a variety of genres and styles. A song with a melody and lyrics is a form of music. Music can be used in relaxation to gain concentration in receiving learning. Learning while listening to favorite music can improve a student's learning concentration. (Cahyo Dwi Andita, 2019)Based on research (Nurhayati, 2022) and research (Gusti, 2020) shows that learning with songs is effectively used for learning.

One prominent educational figure who often spoke about creativity, Sir Ken Robinson, argued that schools should be places where children can explore their creative potential, rather than just focused on standardized tests. According to him, education should recognize creativity with the same importance as literacy. Known as the "Father of Creativity", Torrance stated that to support creativity, learning must facilitate divergent thinking, where students are taught to consider multiple possible answers, not just one correct answer. Through his theory of multiple intelligences, Gardner emphasized that each individual has intelligence potential in various areas, including musical, logical-mathematical, and spatial intelligence. A creative education will allow students to explore and develop these various intelligences.

In conclusion, many education and psychology experts argue that creative education is not just about creating something new, but also about supporting students to think critically, solve problems, and understand the world around them in deep and meaningful ways.

Using songs as a learning medium can improve students' musical intelligence, provide a sense of comfort because they create connections with others and feel part of a group. This sense of community facilitates students in overcoming various obstacles. When studying with peers, rather than studying alone, they get an emotional and intellectual boost that helps them push past the boundaries of their current knowledge and abilities.

Here are some studies relevant to research on the use of songs in social studies learning in junior high school; The Effect of the Auditory Intellectually Repetition (AIR) Learning Model assisted by Shalawat Tone Physics Song Media on the Cognitive Learning Outcomes of Class VIII MTs-Al Hikmah Bandar Lampung Students by Kurnia Widianti. This study explores how salawat physics songs can help students understand physics material. It found that songs associated with learning materials helped students remember the information for longer periods of time and improved learning outcomes.

Furthermore, research conducted by Ni Ketut and his colleagues in 2017 on "The Effect of the Talking Stick Learning Model Assisted by Regional Songs on Learning Outcomes" showed that the learning approach that integrates regional songs with the Talking Stick learning model has a significant impact on student learning

outcomes. This approach involves using folk songs as a tool to reinforce the learning process, while still retaining aspects of the Talking Stick learning model. The Talking Stick model itself is one of the methods that focuses on student interaction and communication, where a student is allowed to speak or give an opinion by holding a talking stick.

The results of this study show that the use of regional songs as a support in the Talking Stick learning model helps increase student involvement in the learning process, thus having a positive impact on their understanding and learning outcomes. This shows the great potential of the integration of local cultures in learning approaches, which not only enriches the learning experience of students but also improves the overall effectiveness of learning. Therefore, this research makes an important contribution in enriching existing learning methods by utilizing the richness of local culture as a valuable educational resource. Ni Ketut, et al (2017) conducted a study entitled *The Effect of the Regional Song-Assisted Talking Stick Learning Model on Learning Outcomes* found that this learning model affects student learning outcomes.

In the world of education, especially in Social Sciences (IPS) lessons, the importance of interesting and effective learning methods is a topic that is always hotly discussed. Today, much research focuses on the integration of different media in learning, but what stands out from this research is how music, especially in song form, can be used as a powerful tool to increase student understanding and participation. Amid various efforts to integrate music in education, this study introduces a unique approach, where students become not only consumers but also producers of content. Through active involvement in composing songs, collaboration in groups, and application of social studies concepts into works of art, this research creates a new foundation in learning approaches. It's not just about listening to or utilizing songs, but about how to make songs an integral part of the teaching and learning process, which motivates and sharpens students' understanding. This research proposes an innovation that has the potential to be revolutionary in the world of education, especially for social studies teachers who are always looking for more creative and interesting learning methods for students.

Based on these topics, this study focused on examining song methods to improve student motivation and learning outcomes. It is hoped that the results of this study can be the foundation for further research.

METHOD

The research conducted was experimental by involving two groups, namely the experimental class and the control class. The experimental class utilizes the song method in its learning process, while the control class applies conventional learning methods. Data collection is carried out by reading, recording, and managing information to understand an event according to Creswell (2012). Concept evaluation is done by combining information from several writings to determine their relevance. For the control class, the learning steps begin with the delivery of learning objectives, students listen to perceptions and motivation, then the teacher displays power points and explains the learning material. While in the experimental class, students listen to learning objectives, students listen to perceptions and motivations from the teacher. Furthermore, students are divided into 6 groups. In his group, students were asked to discuss the rhythm and lyrics of the song they would perform. The lyrics they create must be in accordance with the learning objectives. They were also asked to adjust choreography or creative movements that supported their understanding of the song performed. At the next meeting each group performed their song. To increase motivation, students will be rewarded for the group with the best performance. Their song is also crowned as a joint song that will be repeated in learning.

After the learning process, students from both classes are given tests to assess the mastery of the material that has been taught. The score or score from the test becomes the primary source of data that will later be analyzed. To determine the difference in the significance of learning outcomes between the two groups, the collected data were then analyzed using a t-test. Thus, this study aims to compare the effectiveness of the song method with conventional methods in the context of student learning outcomes.

This type of research is quasi-experimental using a posttest-only control group design, where researchers both do post tests to the control group and the experimental group but only the experimental group gets treatment. This design was chosen because it was adjusted to the purpose of the study, namely to determine whether or not there is an influence of the use of the song method on student learning outcomes. More details according to the following table.

Table 1. Non-Randomized Control Group Pretest-Posttest Design Scheme

Class	Independent Variables	Posttest
Ekspreimen	X	Y2

Information:

X : treatment in the form of learning with the song method

Y2 : posttest in control class and experimental class

RESULTS AND DISCUSSION

Result

Learning outcomes are assessed based on the post test scores that students receive. Statistical tests show that the t-count (2.648) is greater than the t-table (2.005). Additionally, the P value (0.011) is less than 0.05. This suggests that the null hypothesis (H0) should be rejected and the alternative hypothesis (H1) accepted. Therefore, it can be concluded that there is a significant difference in learning outcomes at a confidence level of 5%. The mean value of the treated group (77,759) was higher than the usual group (68,802) by a difference of 8,956. This indicates that the treatment given resulted in an improvement in learning outcomes compared to those who did not get treatment. Thus, the treatment given had a positive impact on learning outcomes and showed a significant difference compared to no treatment.

Through statistical analysis of learning score data from experimental and control classes, it was revealed that there were differences in performance between the two classes, as can be seen in Figure 1 below :

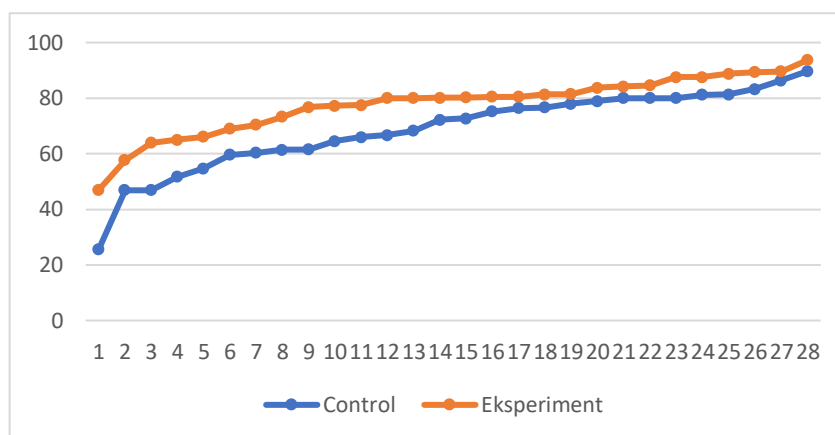


Figure 1. Graph of Learning Outcomes Differences

Discussion

Based on the data presented, the "Treatment" group showed higher learning outcomes compared to the "Regular" group. The average difference in the scores of the two is about 9 points. The "Treatment" group had consistently higher scores on each measurement, with scores ranging from 47.01 to 93.71, while the "Regular" group ranged from 25.65 to 89.72. This significant difference indicates the presence of variables or interventions that affect learning outcomes in the "Treatment" group. From these data, it can be seen that song-based learning methods, where students discuss and make song lyrics according to learning objectives, have a positive impact on learning outcomes. Here are some factors that can improve learning outcomes with the song method. In line with research, Internal Factors refer to the individual characteristics of the students themselves, such as learning motivation, cognitive capacity, interests, attitudes, talents, physical health, as well as the emotional and psychological state of students. These factors originate within the student and have a direct influence on the student's ability to receive, process, and understand information. While external factors refer to conditions and variables outside the individual student that affect the process and learning outcomes. This includes teaching methods used by teachers, learning resources, learning environment, school culture, relationships between friends, support from family, and so on. In this context, the learning method chosen by the teacher is clearly one of the external factors, as it relates to how information is conveyed and how students are invited to interact with the subject matter. The choice of learning method can affect student engagement, understanding of the material, and ultimately their learning outcomes. (I Putu Gita Heri Saputra, 2023)

Songs in education can affect a number of aspects of learning. Melody and rhythm can help facilitate memory retention and ease understanding difficult concepts. Well-written lyrics can present information in an interesting and memorable way. In addition, music has the ability to influence emotions, which can increase

students' motivation to learn. From a neurological perspective, music can affect how the brain processes and stores information. The involvement of different brain areas while listening to or creating music can facilitate connectivity between areas and support understanding and retention of information. However, the effectiveness of songs as a learning method depends on a number of other external factors, such as the quality of the song's production, the relevance of the lyrics to the material being taught, and how the song is presented in the context of the lesson. Improper or excessive use of songs may be ineffective or even counterproductive. Thus, the method of learning with songs is undeniably an external factor that affects student success. As with any educational tool, it is important for educators to use this method wisely, considering the context and needs of the student, in order to maximize his or her positive potential and minimize obstacles that may arise.

Abraham Maslow's needs theory explains that humans have a series of needs that must be met, starting from basic needs to self-actualization needs. Self-actualization needs are at the top of the hierarchy and describe an individual's desire to realize their maximum potential and become the best version of themselves. (. The learning method through songs can be seen as one way to support the achievement of self-actualization needs for students. When students are given the opportunity to learn through songs, they not only consume information, but also have the opportunity to interact with the material creatively and emotionally. They can express their understanding, relate content to personal experiences, and may even engage in the creative process of creating their own songs based on the material they are learning. When self-actualization needs begin to be met, students become more motivated to learn. They will feel empowered, have a sense of belonging to the learning process, and confident to explore and develop their potential. In this context, teachers act as facilitators who provide resources, support, and a conducive environment to enable students to grow and develop. Thus, a track-based learning approach can create an environment where students feel valued, recognized, and encouraged to self-actualize. This is consistent with Maslow's view that when individuals are given the opportunity to self-actualize, they will tap into their full potential. In this case, with the track method, students are given the opportunity to become active in their learning process, collaborate with their peers, and develop creative skills that may not be emphasized in conventional learning methods. (Insani, 2019)

Applying the method in which students create songs based on learning objectives in groups raises several challenges when viewed through the perspective of Abraham Maslow's hierarchy of needs. Maslow argued that basic human needs must be met before they can move toward meeting higher needs. For example, if students feel hungry or don't get enough sleep (physiological needs), they may have trouble focusing on activities. In addition, unsupportive group dynamics can make students feel insecure or threatened (security needs), or even feel marginalized and unvalued (correctional needs, love, and appreciation). In this context, it is important for educators to ensure that students' basic needs are met, such as providing recess or lunch, as well as creating a supportive and inclusive classroom environment. Encouragement, praise, and recognition of their contributions can meet students' reward needs. In addition, allowing students to express themselves in song and tailor activities to suit their personal interests and goals can aid in meeting their self-actualization needs. By considering these needs, teachers can increase student engagement and success in learning methods through song creation.

Humans have the ability to utilize their mental functions in improving learning, memory, and rational thinking. Vygotsky emphasized that the basis of this mental function is innate, biological, but to develop it, social intervention and cultural influence are key. Interactions, both formal and informal, between children and adults provide perspective on child development. Culture has a central role in influencing a child's cognitive capacity. The purpose of cultural understanding is to prepare children to lead productive and effective lives. Children's speech and thinking skills develop rapidly in the early stages of their lives. Vygotsky affirmed the importance of language in cognitive development. Complex thought processes arise after the child interacts socially and then this becomes an integral part of the child's thinking. Discussions with more experienced individuals form the child's frame of mind. Children are able to complete more complicated tasks when given guidance by people who have expertise. Challenges in tasks help improve a child's cognitive development (Ormrod, 2018). Constructivist theory by Vygotsky emphasizes the importance of social interaction in learning. Vygotsky argued that knowledge is built through interaction with the environment and other people. A key concept in his theory is the Zone of Proximal Development (ZPD), which describes the distance between what students can achieve on their own and what they can achieve with the help of others, such as teachers or peers. When we relate song-based learning methods to Vygotsky's theory, we can see how songs can be a tool that facilitates social interaction and collaborative learning. When students learn through songs, they often work together to discuss the meaning of the lyrics, relate them to the concepts taught, or even create their own

songs. This process encourages students to share ideas, ask questions, and build understanding together, which is the essence of the constructivist approach. (Michaela Zebada Faustina Agrippine Amahorseya, 2023)

Further, with the help of teachers or more capable peers, students can be guided to achieve a deeper and comprehensive understanding of the material. Teachers can use songs as a tool to bridge what students already know and what they need to know, making it a mediation tool within ZPD. Thus, the song-based method of learning not only supports the self-actualization of students as described by Maslow, but also supports the concept of Vygotsky's constructivism. Students not only receive information passively but actively engage in the process of knowledge construction through social interaction and collaboration reinforced by the use of songs as a learning medium.

Composing songs as a learning method based on Vygotsky's constructivist theory, which emphasizes the role of social interaction in learning, has the potential to enrich students' experiences in the classroom. However, this approach also brings challenges. For example, there is variability in musical ability among students, which may make some of them feel less confident. In addition, composing quality songs takes time, so there is a risk that the focus of learning can be distracted from the teaching material to the song creation process. Song-based scoring can also pose challenges due to its subjective nature. Nonetheless, with the right strategy, these challenges can be overcome. Teachers can provide clear examples and structure, provide options for students in terms of their musical expression, and use specific assessment rubrics to ensure objectivity. Cooperation between students in this process can also promote the social interaction advocated by Vygotsky, while providing opportunities for students to learn from each other and navigate group dynamics.

Learning through the song method presents a unique approach that combines musical elements with the dynamics of cooperative learning. As acknowledged by Hakim (2015), the success of cooperative learning depends largely on active discussion interactions among group members. In this context, songs facilitate such interaction by allowing students to jointly discuss, analyze, and even compose lyrics that fit the subject matter. Furthermore, teachers play a crucial role in selecting or designing relevant songs, emphasizing the importance of designing learning to align with instructional objectives, as emphasized by Hakim. From the perspective of Husnaeni (2016), the song method can also encourage deep learning interactions. Through song, students not only hear and sing, but also collaborate, interpret, and even create movements that support their understanding of concepts. Therefore, the combination of the song method with the principle of cooperative learning offers great potential to improve students' understanding of the material.

Cooperative learning is a technique in which learners work in groups and collaboratively take part in the learning process. In this method, each group member holds responsibility for the learning process and also seeks to improve the understanding of his colleagues (Huda, 2013,). As emphasized by Johnson et al. as cited by Wyk (2012), this approach goes beyond just teamwork and involves more than just students working together. Isjoni (2011) asserts that the cooperative approach is aimed at creating a more beneficial learning experience for students, providing equal opportunities and a supportive learning environment. The goal is that students can dare to voice opinions, respect each other, and understand and summarize the concepts of all group members (Yeung, 2015). In the context of the song method, a cooperative approach can be enriched. Songs, as a learning medium, can facilitate interaction and discussion between group members. Through song lyrics, lesson concepts can be expressed in an engaging way, allowing students to jointly discuss, analyze, and understand the material more deeply. In addition, through the song method, students can collaborate in composing lyrics or performing song interpretations, encouraging them to communicate, share opinions, and verify their peers' understanding, in line with the principles of cooperative learning.

The choice of learning method can affect student engagement, understanding of the material, and ultimately their learning outcomes. Cooperative learning integrated with the track offers an innovative approach to the teaching and learning process. However, this approach has some drawbacks. First, while songs can increase engagement, there are students who remain passive and less engaged. Furthermore, finding the right song for each material can be a challenge. Songs also have the potential to distract students from the subject matter. In addition, this approach requires special equipment, such as music players, which may not always be available. There are also topics that may not be appropriate to teach with songs. The variability of students' musical abilities can also be an obstacle, because not all students have musical interests or talents. The evaluation of student understanding also becomes more complex, and the necessary preparation may require extra time. Nonetheless, with proper consideration, this approach can still be a valuable method in the classroom.

In the face of the drawbacks of the cooperative learning approach with songs, several practical solutions can be applied. First, ensuring each student's involvement by assigning specific roles in the group,

such as note taker or lead singer, can help increase participation. Collaboration with music teachers can facilitate the selection or creation of songs that best fit the teaching material. If songs tend to distract students, using simple instruments or rhythms without lyrics can be an alternative. With the help of technology, such as educational music applications, the limitations of facilities can be overcome. For topics that may not be suitable for song-based methods, conventional approaches or other alternatives should be considered. In addition, providing optional music classes for students who are genuinely interested in music can be a solution, while others stick with the usual learning methods. And lastly, this approach will be even more effective with clear assessment rubrics and structured learning modules, ensuring that students understand learning expectations and objectives well.

Music and songs provide intensive stimulation to the brain, which contributes to rapid cognitive growth. When singing or playing a musical instrument, both hemispheres of the brain – right and left – become active (Hanita, 2019). Using songs as a memorization tool has been shown to improve the ability to recall verbal information that is semantic and declarative. In the context of education, this method is very suitable because there is a lot of declarative-semantic information that needs to be memorized, such as concepts and theories in schools. Material that requires precise memorization of the text or regular memorization can take advantage of this method, after students understand the concept first. The success of this method lies in the elements in the song, such as rhythms that support coding and storage, as well as melodies that facilitate information retrieval. This technique can also help those who have difficulty in remembering, despite previously having poor memory skills (Christine Pranata, 2019)

Using songs as an educational tool has the potential to make it easier for students to remember long-term material. However, there are some challenges that arise. Complex subject matter may be difficult to simplify into song lyrics without sacrificing important information, which risks leading to oversimplification or overgeneralization of concepts. What's more, while a catchy melody can facilitate short-term retention, there is a risk students may rely too heavily on the melody and neglect the substance of the material. The variability of students' musical abilities can also be a hindrance; For those who are not particularly musical, this method may be less effective or even intimidating. In addition, the quality of song production has an important role; Songs produced with low quality may be less effective at communicating the material clearly. Nonetheless, with the right approach and a combination of other learning methods, songs can still be a valuable tool in education. It is important for educators to ensure the accuracy of lyrics, conduct periodic reviews, and consider the needs and preferences of students when implementing this method.

The method of learning with songs deepens students' understanding in the subject matter while stimulating their creativity. In the creative process, there are stages such as preparation, incubation, illumination and verification; All of these stages are present when students interact with concepts through music. They start by understanding the information, then give it time to think about it, before finally finding creative ways to put it together in a song. In addition, creativity is often associated with divergent thinking skills, where individuals seek various solutions, and convergent thinking, where the best solution is chosen from existing options. When creating lyrics and melodies, students practice these skills. Furthermore, creativity requires the courage to take risks and experiment, something students practice while trying different styles and approaches in music. Last but not least, music can increase students' intrinsic motivation, encouraging them to learn with more passion. Thus, through the method of learning with songs, we not only support academic understanding but also develop students' creative potential.

Applying the song method in education certainly offers great potential in enhancing students' creativity, but the challenges that come with it cannot be ignored. One of the main challenges is limited resources, where not all classes have access to adequate musical equipment. In addition, the teacher's diverse skills in music can also be a hindrance, as well as the variety of students' interest in these types of songs. The problem of integrating songs with the existing curriculum, time constraints, and difficulties in evaluation are also obstacles that often arise. Not to forget, technical challenges such as device availability also need attention.

However, every challenge certainly has a solution. Limited resources can be overcome by utilizing existing technology, such as playing songs through smartphones or computers. Teachers can develop their knowledge through basic music training or by cooperating with music experts as guest speakers. Presenting various genres of songs can meet the variety of student interests. As for integration with the curriculum, this requires careful planning and collaboration between subject teachers. As for evaluation, the use of rubrics and student reflections can help. Backup tools and good technical preparation will solve technical problems. In this study, which focuses on the use of song-based approaches in Social Sciences (IPS) learning in junior high schools, several limitations must be considered. Although the results demonstrate the effectiveness of

track-based methods, a limited sample, perhaps from only one school or class, limits the generalizability of the findings to other contexts. The short duration of the study may not reflect the long-term impact of the method. In addition, there is potential for researcher bias if there is direct involvement in the teaching process. Other factors that might affect student learning outcomes, such as the quality and relevance of songs to the material or the teacher's instructional ability, are not necessarily well controlled. The novelty effect might also affect student morale and learning outcomes, given that song-based methods might be considered a new and exciting approach. Finally, the measurement tools used to assess learning outcomes need to be considered whether they have been properly validated and free from bias. Acknowledging these limitations is important to provide a deeper understanding of the findings and recommendations for future research.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research on the effectiveness of song-based learning methods in Social Science subjects in junior high schools, it can be seen that students who follow this approach show significantly higher learning outcome scores compared to students taught with conventional methods. Thus, the null hypothesis (H_0) stating that there is no significant difference in learning outcomes between the two groups is rejected. Meanwhile, the alternative hypothesis (H_a), namely the song-based learning method that has a positive impact on student learning outcomes, is accepted. This confirms that the song-based approach is effective in increasing students' understanding and its potential as a valuable educational tool deserves further consideration. It can be concluded, song-based learning provides a conducive learning atmosphere for students, increasing enthusiasm, creativity, and learning outcomes. While traditional methods may not evoke the same spirit, it indicates the need for education to continue to innovate and seek more effective and engaging learning methods for students.

Based on the results of research and discussions that have been conducted, there are several suggestions that may be useful for the world of education. First, given the effectiveness of song-based learning methods, educational institutions should consider integrating them into the curriculum. However, for its implementation to be effective, teachers need to receive special training on this method. Technology, as an integral part of contemporary education, can be a powerful tool to support track-based methods, such as through interactive learning applications. Furthermore, although this method shows positive potential, regular evaluations should be carried out to ensure its effectiveness, as well as get feedback from students and teachers. Additional research is needed to understand how these methods function across different contexts and student demographics. Finally, education should still view the importance of a holistic approach, recognizing that each student is unique in the way he or she learns, and that a combination of different learning methods may be necessary to achieve optimal results.

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