



IMPROVING CHILDREN'S SINGING ABILITY THROUGH VIDEO-BASED LEARNING IN SECOND GRADE OF SDN 6 KABILA, BONE BOLANGO REGENCY

MENINGKATKAN KEMAMPUAN MENYANYI ANAK MELALUI PEMBELAJARAN BERBASIS VIDEO DI KELAS II SDN 6 KABILA, KABUPATEN BONE BOLANGO

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Abstract

This study aims to improve children's singing ability through the use of video-based learning in second-grade students at SDN 6 Kabila, Bone Bolango Regency. The research problem identified was the low singing ability of students due to the lack of engaging learning media. Video-based learning was employed to help students understand pitch, rhythm, and lyrics, thereby enhancing their confidence, interest, and singing skills in music education. This study adopted a Classroom Action Research (CAR) design following the Kemmis and McTaggart spiral model, conducted in two cycles (Cycle I with two meetings and Cycle II with one meeting). The subjects were 21 second-grade students (9 males and 12 females). Data collection techniques included observation, tests (performance assessments), interviews, and documentation. Data were analyzed descriptively to determine improvements in students' singing ability across four indicators: pitch accuracy, rhythmic accuracy, lyric mastery, and expression with self-confidence. The results showed that students' initial singing ability was low, with only 28% achieving the minimum mastery criterion (KKM). After implementing video-based learning, students' mastery increased to 43% in Cycle I Meeting I, 62% in Cycle I Meeting II, and 90% in Cycle II Meeting I. Teacher activity improved from 60% (adequate) to 96% (excellent), and student activity increased from 59% (adequate) to 96% (excellent). These findings demonstrate that video-based learning effectively improves children's singing ability, confidence, and active participation in music education at the elementary school level.

Keywords : Singing Ability, Children's Songs, Video-Based Learning, Classroom Action Research, Elementary School.



Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan bernyanyi anak melalui penggunaan pembelajaran berbasis video pada siswa kelas dua di SDN 6 Kabila, Kabupaten Bone Bolango. Masalah penelitian yang diidentifikasi adalah rendahnya kemampuan bernyanyi siswa akibat kurangnya media pembelajaran yang menarik. Pembelajaran berbasis video diterapkan untuk membantu siswa memahami nada (pitch), ritme, dan lirik, sehingga meningkatkan kepercayaan diri, minat, dan keterampilan bernyanyi mereka dalam pendidikan musik. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) dengan model spiral Kemmis dan McTaggart, yang dilaksanakan dalam dua siklus (Siklus I terdiri dari dua pertemuan dan Siklus II terdiri dari satu pertemuan). Subjek penelitian adalah 21 siswa kelas dua (9 laki-laki dan 12 perempuan). Teknik pengumpulan data meliputi observasi, tes (penilaian unjuk kerja), wawancara, dan dokumentasi. Data dianalisis secara deskriptif untuk mengetahui peningkatan kemampuan bernyanyi siswa berdasarkan empat indikator: ketepatan nada, ketepatan ritme, penguasaan lirik, serta ekspresi dan kepercayaan diri. Hasil penelitian menunjukkan bahwa kemampuan awal bernyanyi siswa tergolong rendah, dengan hanya 28% siswa yang mencapai Kriteria Ketuntasan Minimal (KKM). Setelah penerapan pembelajaran berbasis video, tingkat penguasaan siswa meningkat menjadi 43% pada Pertemuan I Siklus I, 62% pada Pertemuan II Siklus I, dan 90% pada Pertemuan I Siklus II. Aktivitas guru meningkat dari 60% (cukup) menjadi 96% (sangat baik), dan aktivitas siswa meningkat dari 59% (cukup) menjadi 96% (sangat baik). Temuan ini menunjukkan bahwa pembelajaran berbasis video efektif dalam meningkatkan kemampuan bernyanyi, kepercayaan diri, dan partisipasi aktif siswa dalam pendidikan musik di tingkat sekolah dasar.

Kata Kunci : Kemampuan Menyanyi, Lagu Anak-Anak, Pembelajaran Berbasis Video, Penelitian Tindakan Kelas, Sekolah Dasar.

1. INTRODUCTION

Education is one of the most essential needs in human life. Through education, individuals acquire knowledge, skills, attitudes, and experiences that assist them in navigating daily life. Education also serves as a vehicle for character building, developing personal potential, and improving the quality of human resources. Consequently, education must be provided from an early age so that children can develop optimally according to their abilities and talents (Arsyad, 2019).

In the educational domain, the learning process should not only focus on academic competencies but must also develop students' non-academic abilities, including those in the arts. Art education is a learning process designed to cultivate aesthetic sensibility, creativity, self-expression, and cultural understanding through various artistic activities. Within the context of elementary education, art education is understood as a systematic effort to introduce students to diverse art forms, including visual arts, music, dance, and drama, enabling them to experience, appreciate, and express ideas and emotions through multiple media (Rokhmaniyah, 2020).

One crucial subject taught in elementary schools is Arts, Culture, and Crafts (SBdP). SBdP learning aims to develop students' abilities in expression, creativity, and artistic appreciation. In music education, students are taught various skills, including singing children's songs. Singing is an enjoyable activity for elementary school students as it trains courage, builds self-confidence, develops concentration, and supports language and emotional development. According to Jamalus (2019), singing involves expressing thoughts and feelings through voice while attending to musical elements such as pitch, rhythm, tempo, and expression.

Students' singing ability can develop well when supported by the use of engaging learning media. Learning media are tools used by teachers to facilitate material delivery so that it is more easily understood by students. One such medium applicable to singing instruction is video-based learning. Video-based learning is an audiovisual medium that can simultaneously present images, sounds, text,



and movement, thereby attracting students' attention and making the learning process more enjoyable. Arsyad (2019) states that audiovisual media can help students understand learning materials by simultaneously engaging the senses of hearing and sight.

Based on the preliminary observation conducted by the researcher with the second-grade homeroom teacher at SDN 6 Kabila in February 2025, it was found that students' singing ability was still relatively low. Out of 21 students, only 5 students (27%) were able to sing well and demonstrated confidence performing in front of the class, while 16 students (73%) still experienced difficulties in following the melody, memorizing lyrics, and lacked self-confidence when singing. These problems were attributed to the limited use of engaging learning media in music education. Teachers predominantly relied on lecture methods and provided singing demonstrations directly without employing supporting media. Furthermore, students quickly became bored and were less active in participating in the lessons.

To address these challenges, an engaging learning medium capable of attracting students' attention and facilitating their understanding of singing materials is needed. Video-based learning provides an effective solution, as students can see and hear singing examples directly, enabling them to improve their singing abilities. Previous studies have confirmed the effectiveness of audiovisual media in enhancing singing competencies. Sari and Wahyuni (2021) found that video-based media significantly improved vocal techniques and student confidence, with mastery reaching 85% by Cycle II. Similarly, Pratama (2022) reported a positive correlation between video exposure duration and pitch accuracy, with mean scores increasing from 68 to 82. Lestari (2020) demonstrated that video media improved both motor (vocal) and expressive aspects, achieving 90% classical mastery by Cycle II.

2. RESEARCH METHOD

This study employed a Classroom Action Research (CAR) design, which is a reflective research approach conducted cyclically by teachers or prospective teachers within the classroom. The CAR model used was the Kemmis and McTaggart spiral model, which consists of four stages in each cycle: planning, action, observation, and reflection (Susilo et al., 2021). If the success indicators were not achieved in the first cycle, the research continued to the subsequent cycle with modifications based on reflective findings.

The research was conducted at SDN 6 Kabila, located in Dutohe Village, Kabila District, Bone Bolango Regency. The subjects were 21 second-grade students consisting of 9 males and 12 females. The school had implemented the Merdeka Curriculum (Independent Curriculum). The research was carried out in two cycles: Cycle I consisted of two meetings, and Cycle II consisted of one meeting. The study was conducted from February to March 2026.

The input variables included students' initial singing ability, motivation, and interest in music learning, as well as available learning facilities. The process variables involved the implementation of video-based learning steps, including video screening of children's songs, guided vocal exercises, group and individual singing practice, and teacher feedback. The output variables encompassed improvements in students' pitch accuracy, rhythmic accuracy, lyric mastery, expression, self-confidence, and overall singing performance.

Data collection employed four techniques. First, observation was used to monitor teacher and student activities during the learning process using structured observation sheets consisting of 25 assessment aspects for teacher activities and 8 assessment aspects for student activities. Second, performance tests (pre-test and post-test) were administered to assess students' singing ability based on four indicators: pitch accuracy (intonation), rhythmic accuracy (tempo), lyric mastery (articulation), and expression with self-confidence, following Jamalus's (2019) framework. Third, interviews were conducted with the homeroom teacher to obtain preliminary data on students' singing conditions. Fourth, documentation was used to collect photographic evidence of the learning activities.



The singing assessment rubric used a 4-point scale: Score 1 (unable), Score 2 (less capable), Score 3 (capable), and Score 4 (highly capable). Students were considered to have achieved mastery if they obtained a minimum score of 75 (Minimum Mastery Criterion/KKM). The research was deemed successful if at least 75% of students achieved the KKM. Data were analyzed descriptively using the percentage formula: $\text{Capability} = (\text{Obtained Score} / \text{Maximum Score}) \times 100\%$. Results were categorized following Arikunto's (2020) criteria: 80%–100% (excellent), 60%–79% (good), 40%–59% (adequate), and 20%–39% (poor).

The songs used across cycles were carefully selected to match students' developmental levels: "Balonku" (My Balloons) in Cycle I Meeting I, "Pelangi-Pelangi" (Rainbow) in Cycle I Meeting II, and "Naik Delman" (Riding a Horse Cart) in Cycle II Meeting I. Each session lasted 70 minutes (2 × 35 minutes) and followed a structured sequence of preliminary activities (greeting, prayer, motivation, apperception), core activities (video screening, technique explanation, guided singing, group practice, individual performance), and closing activities (reflection, summary, motivation, appreciation).

3. RESULT AND DISCUSSION

Results

Pre-Action Observation

The preliminary observation conducted on July 10, 2025, revealed that students' singing ability was considerably low. Based on interviews with the second-grade homeroom teacher, only 5 out of 21 students (28%) demonstrated adequate singing ability and interest in music learning, while 15 students (72%) were unable to sing properly and showed minimal interest. The teacher predominantly used conventional methods, providing song examples for students to imitate collectively without clear guidance on singing techniques such as breathing, articulation, and intonation. Most students lacked confidence to perform, tended to be passive, and showed minimal initiative in expressing their voices.

Cycle I Meeting I

Cycle I Meeting I was conducted on Wednesday, February 4, 2026, using the children's song "Balonku" (My Balloons). The teacher activity observation results showed that 15 out of 25 aspects (60%) were implemented, placing teacher performance in the "adequate" category. The student activity observation yielded a score of 19 out of 32 (59%), also categorized as "adequate."

The singing ability assessment results indicated that only 9 out of 21 students (43%) achieved the KKM. The four assessment aspects showed the following results: pitch accuracy achieved 75% with 7 students (33.3%) categorized as capable; rhythmic accuracy reached 73% with 8 students (38.1%) capable; lyric mastery attained 85% (the highest aspect); and expression and self-confidence scored only 43% (the lowest aspect) with merely 1 student (4.8%) demonstrating capability. The low expression and self-confidence score indicated that most students experienced significant stage anxiety, which consumed their concentration and prevented them from delivering soulful performances.

Reflection on this cycle revealed several weaknesses: classroom management was not optimal, the apperception did not fully connect to students' experiences, teacher modeling was insufficient, and closing activities including reflection and reinforcement were not maximally implemented.

Cycle I Meeting II

Cycle I Meeting II was conducted on Wednesday, February 11, 2026, using the song "Pelangi-Pelangi" (Rainbow), selected for its more varied melodic range to progressively train students' intonation and interpretation skills. Teacher activity improved to 80% ("good" category) with 20 out of 25 aspects implemented. Student activity increased to 67% ("good" category) with a score of 21 out of 32.

The singing ability assessment showed improvement, with 13 students (62%) achieving the KKM. The aspect-wise results were: pitch accuracy 81% (highest, with 11 students or 52% capable), rhythmic accuracy 69% (14 students or 68% capable), lyric mastery 76% (8 students or 38% capable), and expression and self-confidence 63% (7 students or 33% capable, remaining the lowest aspect).



Although improvement was evident, the 62% mastery rate remained below the 75% target, necessitating continuation to Cycle II.

Cycle II Meeting I

Cycle II Meeting I was conducted on Wednesday, February 18, 2026, using the song "Naik Delman" (Riding a Horse Cart), chosen for its clear tempo, easily followed rhythm, and simple lyrics. Based on reflections from Cycle I, several improvements were implemented: more structured singing practice, enhanced classroom management, increased motivation and appreciation, and more intensive individual guidance.

Teacher activity reached 96% ("excellent" category), with 24 out of 25 aspects implemented. Student activity also achieved 96% ("excellent" category). The singing ability assessment demonstrated a significant leap, with 19 students (90%) achieving the KKM, surpassing the 75% success indicator. The aspect-wise results showed remarkable improvement: pitch accuracy 98%, rhythmic accuracy 92%, lyric mastery 94%, and expression and self-confidence 84%. Only 2 students (10%) remained below the KKM with scores of 74 each.

Summary of Improvement Across Cycles

Table 1. Summary of Student Singing Ability Improvement Across Cycles

Indicator	Pre-Action	Cycle I Meeting I	Cycle I Meeting II	Cycle II Meeting I
Students achieving KKM	5 (28%)	9 (43%)	13 (62%)	19 (90%)
Teacher activity	-	60%	80%	96%
Student activity	-	59%	67%	96%
Category	Low	Adequate	Good	Excellent

Discussion

The findings of this study demonstrate that video-based learning effectively improved children's singing ability among second-grade students at SDN 6 Kabila, Bone Bolango Regency. The improvement was progressive and consistent across all cycles, with mastery increasing from 28% (pre-action) to 43% (Cycle I Meeting I), 62% (Cycle I Meeting II), and finally 90% (Cycle II Meeting I). This progressive enhancement aligns with Arsyad's (2019) assertion that audiovisual media facilitates material comprehension by simultaneously engaging the auditory and visual senses, making abstract musical concepts more concrete and accessible to young learners.

The substantial improvement in pitch accuracy from 75% (Cycle I Meeting I) to 98% (Cycle II Meeting I) indicates that repeated exposure to video-modeled singing helped students internalize correct melodic patterns. This finding corroborates Daryanto's (2016) observation that video-based learning provides concrete experiences by allowing students to directly observe exemplary models. The gradual song selection strategy, progressing from the simple "Balonku" to the melodically varied "Pelangi-Pelangi" and the rhythmically engaging "Naik Delman," enabled scaffolded skill development aligned with students' evolving capabilities.

Expression and self-confidence consistently emerged as the most challenging aspect for students, representing the lowest scores across all cycles (43% in Cycle I Meeting I, 63% in Cycle I Meeting II, and 84% in Cycle II Meeting I). Nevertheless, this aspect also demonstrated the most dramatic improvement, nearly doubling from Cycle I to Cycle II. The persistent challenge of stage anxiety among young learners is well-documented in music education literature. Djohan (2019) explains that confidence in singing develops through accumulated performance experience. The strategy of progressing from group singing to small-group practice and finally to individual performance effectively built students' confidence incrementally.

Teacher activity improvement from 60% to 96% reflected enhanced pedagogical competence in utilizing video-based learning. Initial challenges included suboptimal classroom management, insufficient modeling, and incomplete lesson closure. Through reflective practice inherent in the CAR methodology, the teacher progressively refined instructional strategies, including more structured practice sequences, clearer modeling demonstrations, and more effective time management. This



finding supports Sanjaya's (2014) contention that appropriate media selection enhances teaching-learning effectiveness.

Student activity improvement from 59% to 96% demonstrated increased engagement, motivation, and active participation. The audiovisual stimulation provided by learning videos created a more enjoyable and interactive learning atmosphere, which is particularly important for second-grade students who learn best through concrete and engaging experiences (Sadiman, 2014). The combination of video-based modeling with guided group practice and individual performance opportunities created a comprehensive learning experience that addressed cognitive (understanding musical elements), psychomotor (singing technique), and affective (confidence and expression) domains simultaneously.

Two students (SAA and NB) who did not achieve KKM in Cycle II both scored 74, only one point below the threshold. Both students showed consistent improvement throughout the study, with SAA progressing from 40 to 56 to 74, and NB following an identical trajectory. Their primary challenges remained in pitch accuracy and stage anxiety, suggesting that these students require additional individualized guidance and more supportive performance environments to continue developing their singing abilities.

These findings are consistent with previous research by Sari and Wahyuni (2021), Pratama (2022), and Lestari (2020), all of which confirmed the effectiveness of audiovisual media in improving elementary students' singing competencies. However, this study contributes uniquely by specifically focusing on psychomotor singing improvement measured through four comprehensive indicators, positioning the learning video as the primary vocal model rather than merely a supplementary tool, and documenting the progressive improvement process in a specific educational context of SDN 6 Kabila, Bone Bolango Regency.

4. CONCLUSION

Based on the results of the Classroom Action Research conducted in two cycles, this study concludes that video-based learning effectively improves children's singing ability among second-grade students at SDN 6 Kabila, Bone Bolango Regency. The improvement was evidenced by the progressive increase in student mastery from 28% (pre-action observation) to 43% (Cycle I Meeting I), 62% (Cycle I Meeting II), and 90% (Cycle II Meeting I), surpassing the 75% success indicator established for this study.

Video-based learning proved effective in helping students understand fundamental singing techniques, including pitch accuracy, rhythmic accuracy, lyric mastery, expression, and self-confidence. The audiovisual nature of learning videos made the instructional process more engaging, enjoyable, and interactive, resulting in higher student motivation and active participation in music education. Teacher activity improved from 60% (adequate) to 96% (excellent), while student activity increased from 59% (adequate) to 96% (excellent), indicating comprehensive improvement across all dimensions of the teaching-learning process.

Based on these findings, several recommendations are proposed. Schools should provide adequate audiovisual facilities, including projectors, speakers, and digital displays, to support effective music education. Teachers should be more creative and innovative in utilizing video-based learning, providing clear singing models, and creating enjoyable learning environments. Students should be encouraged to practice singing regularly to continuously improve their pitch accuracy, rhythmic skills, lyric mastery, and expressive confidence. Future researchers may extend this study by exploring more diverse and creative learning media aligned with students' characteristics and school conditions.

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