



## **Character Formation of Students Through the Song Ina Hai Ata Kiri at SDN 2 Lamahala Jaya East Flores Regency East Nusa Tenggara Province**

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### **Article History**

*Manuscript submitted:*  
**11 July 2023**  
*Manuscript revised:*  
**31 Agustus 2023**  
*Accepted for publication:*  
**29 Oktober 2023**

### **Keywords**

*Pancasila's spirit, Process of learning, Students' characters*

### **Abstract**

Character formation is a crucial aspect of education that can be achieved through various media, one of which is regional songs. Regional songs contain cultural, moral, and social values that can be transferred to elementary school students. Thus, the cultivation of character formation in students needs to be enhanced to create a better generation in line with Pancasila's spirit. One way to achieve this is through the use of the regional song Ina Hai Ata Kiri in character formation for students at SDN 2 Lamahala. The focus of this research is to understand how character formation is instilled through regional songs in cultural arts education at SDN 2 Lamahala and to assess students' achievements in implementing the regional song Ina Hai Ata Kiri, impacting their character formation. This research uses a descriptive qualitative approach, which provides descriptions and depictions of the learning activities involving the song Ina Hai Ata Kiri and the values embedded in it that shape students' characters. The results indicate that the process of learning the song Ina Hai Ata Kiri and character formation carried out in the lessons at SDN 2 Lamahala has been quite successful. This is evident from the observations and interviews conducted, showing that students' characters were shaped in terms of: cultural appreciation, honesty, religiosity, responsibility, unity, courage and confidence, hard work, cooperation, and care.

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## Introduction

Cultural arts education plays a very important role for students because the core material in cultural arts lessons contains essential attributes such as being multidimensional, multilingual, and multicultural. Multidimensional means that art can develop various types of human intelligence, such as emotional intelligence, intellectual intelligence, creative intelligence, moral intelligence, and spiritual intelligence. Enhancing these intelligences can shape students' characters. Cultural arts education can also make students innovative, critical, imaginative, and develop social sensitivity within their environment (Suryadmaja et al., 2015). Starting from the objective of using cultural arts education in schools as a medium for character formation, the researcher further examines the character formation of students through the regional song Ina Hai Ata Kiri integrated into cultural arts education. This research investigates the efforts made by educators to teach the values contained in the regional song Ina Hai Ata Kiri. This research is conducted in elementary schools because early childhood is very crucial for character and personality development.

The song Ina Hai Ata Kiri is a traditional song from Adonara Island, specifically from the village of Lamahala. It tells the story of the search for 'kiri belao' (golden comb), so the lyrics and dance of Ina Hai Ata Kiri have a strong connection between music and dance. Additionally, the song Ina Hai Ata Kiri symbolizes hospitality, communication, and socialization for students with their environment. Through this song, students learn to sing, perform physical movements, have fun, and socialize with their surroundings. Moreover, the lyrics of Ina Hai Ata Kiri contain moral education messages relevant to students' lives, which can be implemented in their environment.

The researcher discusses this song due to observing a shift where children, especially those in elementary school, sing adult songs. Often, the viral songs today contain meanings about love, and this issue seems to be left unaddressed. Children's song competitions also feature songs about adult themes of love, prompting the researcher to raise the regional song Ina Hai Ata Kiri from Lamahala village for deeper study because it holds significant meaning for education, especially in elementary schools.

Utilizing regional songs as a medium for character formation in students has not been maximized so far, often limited to face-to-face formal classroom learning or teachers merely delivering material without students understanding the meanings behind them. Regional songs should serve as subjects in learning, functioning as tools to convey messages within the curriculum without requiring students to understand the song's deeper meanings. However, when closely examined, a song is closely linked to the growth and development of children in the process of learning through play, character formation, and life philosophy. The discussion on the song Ina Hai Ata Kiri is focused on how the character formation process of students at SDN 2 Lamahala is carried out and the achievements of the song Ina Hai Ata Kiri in character formation. The aim of this research is to identify, analyze the achievements, and the stages of the process in character formation of elementary school students through the use of songs such as Ina Hai Ata Kiri. Additionally, it aims to understand the stages of the student process in character formation and the meanings conveyed by the song.

## Materials and Methods

In this research, the author uses qualitative research methods, specifically field research, along with a descriptive approach. This descriptive approach is necessary to explore and discover findings regarding the character formation of students through the song Ina Hai Ata Kiri at SDN 2 Lamahala Jaya. The research location

is in the environment of SDN 2 Lamahala, Lamahala Jaya Village, East Adonara District, East Flores, East Nusa Tenggara. For data collection, the researcher gathered primary and secondary data. The data collection techniques used to answer the research problems were observation, interviews, and documentation. Observation is a common data collection technique in qualitative research. According to Zainal Arifin in (Kristanto, 2018), observation is a process that begins with systematic, logical, objective, and rational observation and recording of various phenomena in real or artificial situations.

Interviews are another technique used to collect research data. Simply put, an interview is an interaction process between the interviewer and the interviewee through direct communication (Yusuf, 2014). The interview method involves obtaining information for research purposes by conducting face-to-face question-and-answer sessions between the interviewer and respondents, with or without interview guides. These interviews can be conducted individually or in groups, yielding informative and authentic data. The type of interview conducted is structured, with the interviewer preparing questions for the informants to seek answers methodically. This interview method seeks information on the background of student character formation through the song *Ina Hai Ata Kiri* in the elementary school environment. The researcher will obtain in-depth interview data from the teachers at SDN 2 Lamahala and the community members of Lamahala Jaya Village, East Adonara District, East Flores, East Nusa Tenggara Province.

The documentation method is used for tracing historical data, documents about people, groups, events, or phenomena in social situations, which are very useful in qualitative research (Yusuf, 2014). This research uses triangulation, a common method to check data validity by utilizing external sources for data comparison. In this context, Patton (Sutopo, 2006:92) explains the triangulation techniques that can be used. Data analysis starts from formulating and explaining the problem and continues until the research results are obtained. Data analysis is an effort to systematically search for and organize notes from research results and other related materials.

## Results and Discussions

The researcher collected data through observation of student learning and the methods used by teachers in cultural arts education, particularly the song *Ina Hai Ata Kiri*. Additionally, the researcher conducted interviews with the principal, class teachers, other teachers, students, and community leaders to gather informative and authentic data. The researcher also used documentation methods to obtain photos and audiovisuals of the practice and performance of the song *Ina Hai Ata Kiri* among the community, teachers, and students. Based on this data collection, the researcher obtained the following results: The first stage involved introducing the song *Ina Hai Ata Kiri* to the students by explaining the lyrics and the underlying meaning, ensuring that the students understood the context and values conveyed in the song. The objective of this learning activity was to foster students' interest in regional songs and promote character traits reflected in the song *Ina Hai Ata Kiri*. The researcher concluded that teaching regional songs is crucial for character formation, aiming to create a generation with strong character and to explore the students' interests.

Regarding the teaching of *Ina Hai Ata Kiri*, the students responded enthusiastically, as the song was already familiar to them. However, when asked about their understanding of the song, the students only knew how to sing it without grasping its deeper meaning. Once the meaning behind the song was explained, the students listened attentively and subsequently practiced it with greater appreciation. Through learning the song *Ina Hai Ata Kiri*, not only did the students' musical abilities develop, but their character was also shaped. The sense of togetherness, cooperation, unity, and solidarity grew among the students. The learning of the song *Ina Hai Ata Kiri* went beyond merely learning a song; it also served as a platform for character formation among the students.

One of the goals of this learning process is to foster students' morals, a high fighting spirit, mutual respect, and other values aligned with the school's vision and mission. The role of educators is significant in shaping students' character, especially when they can understand their students' characters well during the learning process. The concept of education encompasses various aspects that are interconnected in the process of

learning and personal development. The main objective of education is to develop the intellectual, social, emotional, and moral potential of students, preparing them for successful professional and personal lives.

Character formation in cultural arts education, especially through the song *Ina Hai Ata Kiri*, involves introducing the song as a spark for students to understand its content. The character formation through the song can be implemented by integrating the moral and cultural values contained in the song into the learning process. *Ina Hai Ata Kiri* is not only a piece of art but also an effective medium for instilling positive character in students. Character building through the values of religion, customs, or inner honesty will foster ethics that can make humans wise and capable of distinguishing between good and bad deeds. Therefore, character formation in students should be nurtured as early as possible so that elementary school children can develop their character from a young age.

Teaching the song *Ina Hai Ata Kiri* helps students understand the importance of togetherness, unity, tolerance, and mutual respect. Before singing the song, educators provide a brief explanation of the historical significance and meaning of the song. They also explain that in local culture, this song is often performed at the Bale Adat House in Lamahala Jaya Village to strengthen the bonds among the community members. In this way, students are invited to reflect on how the song is not only part of local culture but also carries moral messages that can be applied to their lives.

Students are encouraged to sing the song routinely during lessons and school art activities. This repetition aims to embed the song's values deeper into the students' minds. The process of teaching the song *Ina Hai Ata Kiri* through habit and repetition can be done with several steps. Educators provide a brief explanation of the song's meaning and origin relevant to character formation and play the song in full so that students get an overall understanding of the melody and lyrics. Afterward, educators have students listen to the song multiple times, encouraging them to focus on the lyrics, rhythm, and tone. They then teach the lyrics slowly and explain the meaning of each word and lyric to ensure students grasp the message contained in the song *Ina Hai Ata Kiri*.

The educator begins by repeating the song lyrics, breaking them into several short segments. In this process, students learn each part of the lyrics separately and then gradually combine these parts. This repetition helps students remember the words and structure of the song effectively. Regular repetition aids students in memorizing the lyrics and understanding the meaning of *Ina Hai Ata Kiri*, thus strengthening their memory. Once students are sufficiently familiar with the song lyrics, the educator encourages them to sing and dance together step-by-step, according to their capabilities. Repeating this singing process daily or at the start of each lesson makes students comfortable with the song and helps them remember the lyrics and the implied messages of *Ina Hai Ata Kiri* well. Routine singing of *Ina Hai Ata Kiri* in daily activities before lessons or during learning sessions helps increase the emotional connection to the character-building values in the song.

During question-and-answer sessions, the educator invites students to discuss the song's lyrics and their meaning. The educator asks students how they feel when singing *Ina Hai Ata Kiri*. This discussion helps students internalize the song's message and enhances their appreciation, particularly for *Ina Hai Ata Kiri*. Finally, after students have mastered the song, they are given the opportunity to perform *Ina Hai Ata Kiri* in front of the class or during a school event. This performance provides a concrete goal for their learning process and can boost their confidence. Integrating character-building values contained in *Ina Hai Ata Kiri*, such as teamwork, unity, mutual respect, and cultural appreciation, encourages students to apply these positive traits in their daily lives. The routine repetition of singing *Ina Hai Ata Kiri* has a noticeable impact on students' character development. Integrating the song *Ina Hai Ata Kiri* into school subjects can be done through various creative and interactive approaches. Incorporating this regional song into cultural arts subjects not only enriches students' knowledge about local culture but also develops their skills, creativity, and appreciation for cultural diversity in Indonesia. Effectively integrating *Ina Hai Ata Kiri* into cultural arts education has several benefits in character formation for students. Firstly, regional songs carry strong cultural values, including a sense of togetherness, unity, and respect for the surrounding environment. In the educational context, these values are crucial for shaping students' character to be caring, tolerant, and appreciative of diversity.

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Based on the field research findings, the researcher concludes that the character formation efforts for SDN 2 Lamahala students through the learning of the song Ina Hai Ata Kiri show a positive change in students' character. The positive habits instilled during each process help develop students' good personalities. Moreover, during the implementation process, educators consistently instill discipline and reinforcement, making students better and more responsible. Character formation through the learning of Ina Hai Ata Kiri is not instantaneous but rather involves a long process. Step by step, changes in students' character become evident. The researcher conducted this study over approximately one month, continuously observing the learning process carried out by the educators until a massive change in students' character was observed. Through careful observation and interviews conducted during the research, the results and conclusions drawn indicate that using the regional song Ina Hai Ata Kiri for character formation in students is highly appropriate. Furthermore, from the results of observations and interviews, the song Ina Hai Ata Kiri, when sung and practiced, significantly influences the formation of students' character. The lyrics contain moral messages that stimulate students' minds and emotions, ensuring that when they practice it, whether in class or outside, they do so with understanding and awareness of the content, context, and meaning within the song.

### **Understanding and knowing the meaning of the song Ina Hai Ata Kiri in character formation**

The song Ina Hai Ata Kiri is a regional song that carries deep meaning and moral messages. Understanding this song can play a significant role in shaping students' character at SDN 2 Lamahala. Based on field observations and interviews, the researcher found that the expected character formation in students taught through the Ina Hai Ata Kiri song was immediately evident during the series of learning processes. Gradually, positive changes in students' character were displayed, from the initial learning process to its implementation in their social lives.

In this study, the researcher did not only examine the teaching process or the character formation of students during the learning of Ina Hai Ata Kiri but also investigated how the character values formed in students were applied in their daily lives, particularly in their academic achievements. The researcher also conducted a series of observations on students after participating in the learning of Ina Hai Ata Kiri and interviewed relevant parties at the school, such as the principal, class teachers, other teachers, and the students themselves, to understand the extent of character formation in the students. Based on the observations and interviews conducted in the field and with relevant parties, the results of the information on the values contained in the song Ina Hai Ata Kiri and their formation in students during and after participating in the learning activities in the classroom are elaborated.

Understanding and knowing the meaning of this song in the context of character formation in students at school can provide positive impacts in several aspects. Cultural Appreciation, this song teaches students to appreciate and love local culture. In the era of globalization, maintaining cultural identity becomes very important, and by introducing the regional song Ina Hai Ata Kiri in schools, a sense of pride in cultural heritage can be fostered. The value of cultural appreciation is formed through the content and message conveyed by the story in the song Ina Hai Ata Kiri. Honesty, the song teaches honesty. Honest behavior is instilled by educators during the character formation process through regional songs, making students accustomed to speaking the truth and being responsible. In the context of learning, students are required to understand the lyrics of Ina Hai Ata Kiri, which contain messages about speaking and acting honestly. Students are encouraged to apply these values in their interactions with peers, teachers, and family. By learning this song, students come to appreciate honesty, strengthening their understanding of its importance in social life. The value of honesty in students is also formed through the content and meaning of the song Ina Hai Ata Kiri, which tells of a lost golden comb (the king's crown) that must be returned.

The song Ina Hai Ata Kiri also teaches religious values. Teaching these character values through regional songs fosters students' religious devotion in practicing religious values in their lives. The educational process

and character value instillation through activities like praying before and after lessons make students accustomed to praying outside of their religious activities in everyday life. Implementing religious character values through the regional song *Ina Hai Ata Kiri* at SDN 2 Lamahala Jaya is part of character formation that blends local cultural aspects with religious values. This regional song contains moral and spiritual messages and is used as a medium to teach students about the importance of relationships with God, respect for parents, and harmony in society. The song *Ina Hai Ata Kiri*, often sung in the context of traditional ceremonies or religious events, conveys meanings about spiritual life and the human relationship with the creator.

Students are consistently taught to be responsible for their tasks or assignments. For instance, when students are asked to practice singing and dancing, they are responsible for mastering the given tasks as best as possible. When mistakes are made during the practice of *Ina Hai Ata Kiri*, students take responsibility for their errors. The trait and sense of responsibility are not only implemented during cultural arts lessons, particularly in learning *Ina Hai Ata Kiri*, but also in other classroom subjects. When educators assign tasks, students complete them well and responsibly.

Moreover, the value of responsibility is also formed from the lyrics of the song *Ina Hai Ata Kiri*, which teaches students to be responsible for their lives and to carry out their duties. The life referred to here implies good behavior and humility, serving as an inspiration to others. The song also teaches students to follow societal rules for the common good. The sense of responsibility in the lyrics is reflected through the story, where the duties assigned by the king are carried out well by the soldiers. These soldiers travel across all villages on Adonara Island to find the king's lost golden comb. The song encourages students to value and take responsibility in their own lives.

In the educational context at SDN 2 Lamahala Jaya, this song is used as a tool to instill a sense of responsibility in students within traditional values. By understanding and internalizing the meanings contained in the song, students are taught to be responsible for themselves, their families, and maintain good relationships with their social and natural environments. The value of unity conveyed in the song *Ina Hai Ata Kiri* at SDN 2 Lamahala Jaya can be seen in how the song invites everyone, especially students, to unite. The song emphasizes the importance of togetherness in facing challenges. Through this song, students learn that unity and togetherness are key to maintaining harmony in their social environment. The song also strengthens the sense of solidarity and care for others, reminding students that they are part of a larger community.

The unity value also comes from the content or message of the song, which tells a story about unity. Broadly, the lyrics of *Ina Hai Ata Kiri* narrate the journey of soldiers searching for a lost golden comb (crown), with unity forged between villages, communities, and among the soldiers themselves during this journey. This unity value is well applied by students in their lives, seen in how they support each other to fill in gaps among their peers. Educators continually remind and encourage students to be brave and confident when singing or dancing to *Ina Hai Ata Kiri*. Thanks to the educators' enthusiastic guidance, students become more courageous and confident in their actions. When singing or dancing, they express themselves boldly and confidently, without stiffness, enthusiastically, and without shyness. This courage and confidence extend beyond the learning sessions, enabling students to engage comfortably and boldly with others. Their public speaking skills improve, facilitating good interactions with peers and teachers.

The values of courage and confidence are also derived from the meaning of the lyrics in the song *Ina Hai Ata Kiri*, taught by educators during lessons. The lyrics convey messages and life values that encourage students to be brave and confident in facing life's challenges. They are taught not to fear others, but also not to be arrogant and to respect others. Here is a segment of the lyrics of *Ina Hai Ata Kiri* that instills courage and confidence: In addition to fostering courage and confidence, learning the regional song *Ina Hai Ata Kiri* also instills the value of hard work in students. Educators teach students to learn seriously and correctly, not to become easily bored, complain, feel tired, or give up. They are also taught to strive independently and learn on their own without relying on others. This learning process encourages students to become diligent and enthusiastic learners. The

researcher noted that the firmness applied during lessons helps shape students' characters through the regional song Ina Hai Ata Kiri, making them more aware, diligent, and enthusiastic about working hard. This is evident when students work hard to memorize and master the song and dance of Ina Hai Ata Kiri.

The song Ina Hai Ata Kiri taught at SDN 2 Lamahala reflects the value of hard work in several key aspects. The song depicts the journey to search for the lost golden comb (crown) of the king, emphasizing perseverance and hard work. Through this lesson, students understand the importance of hard work to achieve goals and well-being. The value of hard work is closely tied to the Lamahala community's culture, which emphasizes diligence, discipline, and determination. This is reflected in how they face natural challenges, such as the sometimes unfriendly sea, yet strive for desired outcomes. Learning the song Ina Hai Ata Kiri is not just about understanding the lyrics and melody but also internalizing the hard work values behind it. Educators at SDN 2 Lamahala use this song to stress that success does not come easily but requires consistent effort, determination, and hard work in overcoming obstacles. The value of hard work can shape students' characters, fostering a hardworking mentality in their lives, both in learning and other activities outside school.

The attitudes of care and cooperation instilled by educators through learning the regional song Ina Hai Ata Kiri to shape character have been displayed by students, both directly and indirectly. This is evident when teachers prepare decorations for Independence Day; students show concern and invite their friends to work together to help the teacher. Furthermore, during the learning of Ina Hai Ata Kiri, when a friend struggles to master or memorize the song and dance, students help, encourage, and teach each other.

Through the song Ina Hai Ata Kiri, students are taught the importance of caring for others, be it family, friends, or their surroundings. The lyrics of Ina Hai Ata Kiri reflect a community that supports each other in difficult times and pays attention to one another. In the learning context, educators can instill a caring attitude by providing concrete examples in daily life, such as helping friends in need or sharing with others who require assistance. Besides the value of caring, the song Ina Hai Ata Kiri also conveys the message that tasks or challenges are easier to resolve when done together. In learning the song Ina Hai Ata Kiri, students are taught that cooperation is key to achieving common goals.

The character values fostered through the song Ina Hai Ata Kiri for students at SDN 2 Lamahala include the importance of unity, hard work, care, cooperation, and more. This song serves not only as a medium for learning singing and dancing but also as a means to develop positive character in students. Through this learning process, students are taught to be diligent, maintain a never-give-up spirit, cooperate with others, and care for their environment. These values form a crucial foundation in shaping the character of students, helping them develop responsibility, tolerance, empathy, solidarity, and more. Therefore, the song Ina Hai Ata Kiri is not just a part of cultural heritage but also a tool for cultivating better character in students, both in academic and social contexts.

## Conclusion

Based on the field research conducted, the researcher concludes several points: SDN 2 Lamahala is an elementary school with a vision and mission to advance education and human resources with strong character. This vision and mission are realized through one of its learning programs, which involves teaching the song Ina Hai Ata Kiri to shape students' character. The importance of understanding regional songs lies in their crucial role in character formation. Songs like Ina Hai Ata Kiri teach students to recognize and appreciate their local cultural heritage. This appreciation helps cultivate respect and pride in their own culture. The lyrics and messages in the song Ina Hai Ata Kiri convey values of unity, togetherness, and responsibility, which can help students develop caring attitudes, mutual assistance, and a sense of responsibility towards others in their community. Character formation aims to develop the basic potential of students to become individuals with good thoughts, hearts, and behavior. It involves instilling values that encompass knowledge, awareness, and actions.

The character formation process through learning the song Ina Hai Ata Kiri is not instant but involves a long process. Step by step, the changes in students' character become evident. The researcher conducted this study over approximately one month, continuously observing the learning process carried out by the educators until a massive change in students' character was observed. Through careful observation and interviews conducted during the research, the results and conclusions drawn indicate that using the regional song Ina Hai Ata Kiri for character formation in students is highly appropriate.

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