

KAPAL BERLAYAR TUJUH : IMPLEMENTATION OF CHILDREN'S SONGS TO ENHANCE MARITIME CULTURAL LITERACY IN CHILDREN AGED 4-5 YEARS

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Abstract: This research is motivated by the fact that Indonesia, as a maritime country rich in seafaring traditions, is witnessing a gradual decline in maritime cultural awareness among the younger generation. The aim of this study is to enhance maritime cultural literacy in early childhood and help children identify maritime elements through the use of the children's song "Pinisi Berlayar Tujuh." The methodology employed is classroom action research (CAR), conducted in two cycles. The results indicate that the children were able to recognize maritime elements such as ships, fishing tools, and others. The use of the children's song "Pinisi Berlayar Tujuh," which is themed around maritime culture, proved effective in enhancing maritime cultural literacy in children aged 4-5 years. The study concludes that an educational approach through music can be an effective strategy to introduce and preserve maritime culture among the younger generation.

Keyword: Children's Songs, Maritime Cultural Literacy, Early Childhood

INTRODUCTION

Indonesia, with a coastline of 90,000 kilometers and an Exclusive Economic Zone (EEZ) of 3.25 million square kilometers, is the largest maritime country in the world (Faisal, 2012; Lesiani, 2020; Sholeh, 2014; Tjhin et al., 2016). However, in the modern era, the influence of globalization and changing lifestyles have led to a significant decline in the understanding and appreciation of maritime culture (Rusdi, 2019), especially among the younger generation. This situation necessitates a youth that is aware of maritime culture (Hapidin et al., 2020) and has extensive knowledge about maritime affairs (Mawaddah et al., 2023a). Many people are unaware of Indonesia's maritime potential and its benefits for life (Manik, 2019; Maryone, 2017).

Early childhood is a critical stage for character formation (Nufus & Rizkiyani, 2022; Rahma & Lestari, 2023; Utami et al., 2023) and the instillation of cultural values (Lestari & Utami, 2023; Magfirotul Hamdiah et al., 2023). Therefore, teachers need to provide

stimulation that meets the needs of the children (Kasih et al., 2023; Watini et al., 2023). According to (Zulaiha & Lestari, 2023) constructivist learning should enable children to build their own knowledge through experiences and interactions with their surroundings (Azizah et al., 2023; Intansari et al., 2023; Safitri et al., 2023; Sumirah et al., 2023). This means that teachers must create a learning environment that encourages exploration, initiative, and active engagement of children in the learning process (Kasih et al., 2023; Mardiana & Lestari, 2023). Thus, the application of constructivist theory in early childhood education is essential to support their character development and cultural literacy (Maya et al., 2023; Setianti & Lestari, 2023).

Education that introduces and appreciates maritime culture from an early age is crucial for building a strong foundation in understanding national identity and Indonesia's strategic role as a maritime nation (Mawaddah et al., 2023; Ningsih & Watini, 2023; Nufus & Lestari, 2023). Children's songs, as an effective educational medium, can be an engaging and enjoyable way to introduce maritime concepts to children (Pramitasari et al., 2018). Previous research found that 80% of education is effectively taught through singing because children at this age enjoy singing or playing more than serious learning (Ardipal, 2021). Songs are effective for use as a language learning medium, especially in listening, because they contain both music and lyrics (Bakar, 2017). Additionally, songs can help children learn positive values, such as cooperation, responsibility, and patriotism (Bakar, 2017; Ernawati et al., 2022; Laili et al., 2021; Nusir & Syahminal, 2019; Viana & Riris Wahyuningsih, 2023; Wijayanti, 2014).

The song "Kapal Berlayar Tujuh" was chosen as an educational tool in this study because of its simple yet rich maritime-themed lyrics and melody (Utami & Zaid bin Musa, 2023). The song tells the story of the Pinisi ship, a symbol of Indonesian maritime pride, and various aspects of life and tools related to the sea. Through this study, it is hoped that children will be able to recognize and identify various maritime elements such as ships, fishing tools, and more, thereby fostering a sense of love and pride in Indonesia's maritime culture. The results of this research are expected to make a significant contribution to the development of innovative and effective teaching methods in early childhood education, particularly in the context of maritime cultural literacy.

METHOD

The Classroom Action Research model adopted in this research is the Kemmis-McTaggart Model. Kemmis and McTaggart provide a detailed explanation of the stages in the action research they developed (Kemmis-Taggart in Rochiati, 2010: 66). The stages are as follows: **Planning the Action:** A questioning strategy is designed to encourage students to answer their own questions. **Implementing the Action:** Questions are posed to students to prompt them to express what they know and are interested in, using natural media applied in the learning process. **Observation:** The questions and students' answers are recorded or noted to analyze what happens during the learning activities. **Reflection:** Overly strict classroom control can hinder the smooth flow of question-and-answer sessions, resulting in less optimal outcomes and indicating a need for improvement..

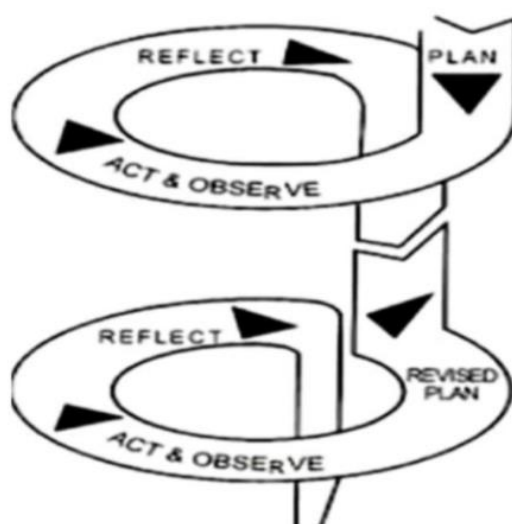


Figure 1 Design of Class Action Research Kemis and Mc Taggart Model

RESULTS AND DISCUSSION

Before implementing the song "Kapal Berlayar Tujuh," the researcher conducted observations on the understanding of maritime culture among children aged 4-5 years at Aisyiah Bustanul Athfal Preschool Kutajaya. Initial observations showed that most of the children were not familiar with elements of maritime culture, such as types of ships, fishermen's tools, and life at sea. For instance, some children could not recognize or name traditional Indonesian ships, like the Pinisi, and did not understand the function of fishing tools.

During teaching activities, children showed great interest but a lack of understanding of stories or activities related to the sea and maritime culture. When asked to draw or tell stories about the sea (Budi Utami et al., 2023), only a few children could correctly depict maritime elements. Pre-cycle data indicated that only about 20% or 3 out of 15 children had a basic understanding of maritime culture.

This issue is likely due to limited exposure and learning about maritime culture in the children's daily curriculum at PAUD. This indicates the need for more engaging and effective teaching methods to enhance maritime cultural literacy from an early age. The use of thematic and educational children's songs like "Kapal Berlayar Tujuh" is expected to be an effective solution for improving maritime cultural literacy among 4-5-year-old children at Aisyiah Bustanul Athfal Preschool Kutajaya. Through this song, children can learn in a fun and memorable way, making it easier for them to recognize and understand the maritime cultural elements that are an important part of Indonesia's national identity.

Cycle 1

Planning

In the planning stage, the researcher developed a lesson plan involving the song "Kapal Berlayar Tujuh" as the main medium. This plan included activities such as singing, storytelling, and role-playing related to maritime elements like ships, fishing tools, and the life of fishermen. Teaching materials and visual aids, including pictures of ships and maritime tools, were also prepared.

Implementation

In the implementation stage, the researcher introduced the song "Kapal Berlayar Tujuh" to the children and invited them to sing along. The researcher also explained the meaning of the song and the maritime elements mentioned in the lyrics. The children were then asked to draw ships and fishing tools and to share stories about their experiences related to the sea or fishermen.

Observation

During the implementation, the researcher observed the children's responses and participation in the activities. The observation focused on the children's ability to recognize and name maritime elements and their interest in the activities. The results showed that about 50% of the children started to recognize maritime elements, but many still needed further assistance and explanations.

Reflection

Based on the observations, the researcher realized that the children needed more exposure and diverse activities to strengthen their understanding. While the song "Kapal Berlayar Tujuh" successfully attracted the children's interest, it needed to be integrated with more practical and visual activities to enhance its effectiveness. Therefore, the lesson plan for the second cycle would focus more on activities involving concrete movements and visualizations.

Cycle 2

Planning

In the planning stage for the second cycle, the researcher added more interactive and visual activities. Besides singing, the researcher prepared role-playing games where children could pretend to be fishermen or sailors (Arwildayanto., 2020), and used props such as miniature ships and fishing tools (Puspitasari & Cahyadi, 2021; Rantina et al., 2019). The researcher also prepared short videos about life at sea to provide a more realistic picture to the children.

Implementation

During the second cycle's implementation, the researcher again invited the children to sing the song "Kapal Berlayar Tujuh" and introduced props and videos about maritime life. The children then engaged in role-playing using the miniature ships and fishing tools and participated in more structured drawing and coloring activities (Budi Utami et al., 2023; Gumilar et al., 2023; Wulandari et al., 2022) yang lebih terstruktur.

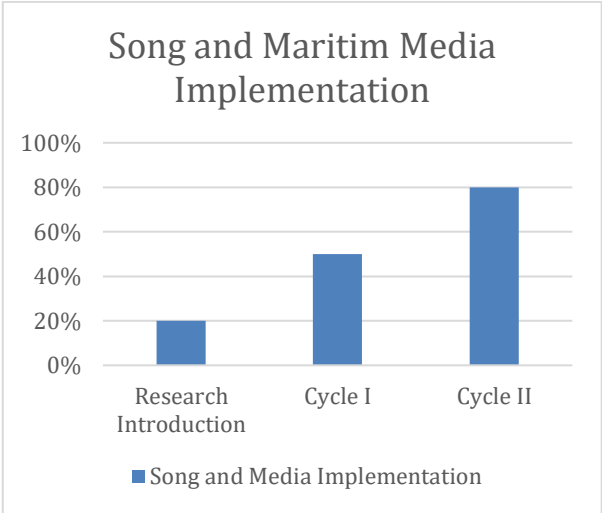
Observation

Observations in the second cycle showed a significant increase in the children's maritime cultural literacy. About 80% of the children could correctly recognize and name maritime elements. They also showed greater interest in role-playing activities and using the props. Their active participation and enthusiasm increased, indicating that a more interactive and visual approach was effective in enhancing their understanding.

Reflection

Reflections from the second cycle indicated that using the song "Kapal Berlayar Tujuh" combined with interactive activities and realistic visualizations was very effective in improving maritime cultural literacy among 4-5-year-old children (Herlina & Utami,

2022). The children not only recognized maritime elements but also showed a deeper understanding and interest in maritime culture. These results underscore the importance of diverse and interactive teaching methods in early childhood education, particularly in introducing national culture.



Graph 1 Implementation

The graph above shows the improvement in maritime cultural literacy among 4-5-year-old children at Aisyiah Bustanul Athfal Preschool Kutajaya after two cycles of implementing the song "Kapal Berlayar Tujuh." In Cycle 1, 50% of the children began to recognize maritime elements. Following enhancements and additional implementations in Cycle 2, with modifications using creative media (Rosmawai & Ningsih, 2023), the percentage significantly increased to 80%.

CONCLUSION

The implementation of the children's song "Kapal Berlayar Tujuh" through two learning cycles at Aisyiah Bustanul Athfal Preschool Kutajaya successfully enhanced the maritime cultural literacy of 4-5-year-old children. By integrating the song with various interactive activities and teaching aids, the children demonstrated better understanding and high enthusiasm for maritime culture. This study provides evidence that the implementation of children's songs, accompanied by creative and enjoyable supporting media, can be an effective strategy in early childhood education.

ACKNOWLEDGMENTS

We extend our sincere gratitude to everyone who contributed to this research. Our deepest appreciation goes to the teachers and staff of Aisyiah Bustanul Athfal Preschool Kutajaya, as well as to fellow researchers who provided support, ideas, and technical assistance. Your support and commitment were invaluable in achieving the goals of this study. We hope that the results of this research will be beneficial in preserving and introducing maritime culture to the younger generation of Indonesia.

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