

Application Of Music Art Song Method To Improve The Ability To Memorize Material Of Grade II Students At SDN 1 Andalan

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Abstract

This study aims to describe and analyze the effect of implementing music-based learning methods through songs on the ability to memorize materials, specifically the principles of Pancasila, among second-grade students at SDN 1 Andalan. The background of this research is based on observation findings that students experience difficulties in remembering subject matter using conventional methods (lectures). Out of 34 students, only 19 students (55.88%) were able to memorize fluently in the pre-cycle condition. This study uses a Classroom Action Research (CAR) design based on the Suharsimi Arikunto model, which is carried out in two cycles, including planning, implementation, observation, and reflection. Data collection was carried out through oral tests, written tests, and observation of learning activities. The results showed a significant improvement. In Cycle I, with the introduction of lyrics and songs, classical completeness increased to 73.52% (25 students). Because it had not reached the target of $\geq 80\%$, the research was continued to Cycle II by adding simple movements (psychomotor) and reinforcement methods (rewards). In Cycle II, classical completeness reached 88.24% (30 students). It is concluded that the music song method with structured repetition is highly effective in strengthening memory, motivating students with diverse characters, and creating an interactive and enjoyable learning atmosphere for second-grade elementary school students

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1. INTRODUCTION

Elementary school education provides the initial foundation for children's cognitive, affective, and psychomotor development. At this stage, the ability to memorize and recall basic information is crucial as it serves as a prerequisite for understanding more complex concepts at subsequent levels of education (Purnanto & Mahardika, 2024). However, the classroom learning process often faces challenges due to the diversity of student characteristics. Based on initial observations in grade II of SDN 1 Andalan, it was found that out of a total of 34 students, 15 had difficulty memorizing the material, while the other 19 were able to memorize it fluently. The classical completion rate at the initial stage (pre-cycle) only reached 55.88%, far below the expected minimum completion standard (KKM). Teachers often use conventional lecture methods and simple visual media, which are less able to maintain the focus and interest of young children for long periods.

The main problem faced in teaching second-grade students is the highly diverse character traits within the class (Sugiyono, 2021). Some students possess high intelligence but are often mischievous or hyperactive, resulting in poor energy utilization and potentially disrupting learning

(Damayanti et al., 2023). On the other hand, some students are less academically intelligent but possess a strong desire to learn (Putri & Desyandri, 2022). Therefore, pedagogical innovation is needed to bridge these differences in characteristics. Learning methods must be inclusive, engaging, and able to stimulate long-term memory (Kusuma, 2021).

One approach considered effective in addressing this problem is the use of music, particularly songs, as a learning medium (Astriyani et al., 2023). Music is not merely a means of entertainment, but also an educational medium that integrates aesthetic, cultural, and life values (Bagaskara et al., 2022; Saputra & Wardani, 2022). According to Iraqi et al. (2024), songs have elements of melody, rhythm, and repetitive lyrics, which psychologically function as powerful mnemonic devices to strengthen memory. Songs combined with learning materials, such as the Pancasila Principles or the Five Pillars of Faith, can transform abstract concepts into enjoyable and easily digestible learning experiences (Nanda, 2023).

The use of this song-based music art method adopts the principle of structured repetition. According to Pramuningtyas (2024), the structured repetition method in music-based learning serves to create an interactive and enjoyable learning atmosphere. The repetitive singing activity, combined with consistent rhythmic and melodic patterns, not only trains cognitive abilities in memorization but also fosters self-confidence, social skills, and channels students' active energy into positive activities (Fadhilah, 2020). Furthermore, the implementation of this method is also supported by a reinforcement model, in which the teacher provides praise, appreciation, or rewards to students who successfully memorize the lyrics of the lesson song (Pangrestu et al., 2024).

Previous research conducted by Herdiati et al. (2021) and Putri (2025) has shown that the integration of songs and music in thematic learning can significantly improve motivation and learning outcomes. However, this study focuses more on the use of song-based music art methods specifically to improve memorization of compulsory material in grade II of elementary school, as well as how this strategy can reduce student indiscipline through positive reinforcement. Based on this background, this study was conducted with the title 'Application of the Song Music Art Method to Improve Memorization Ability of Grade II Students at SDN 1 Andalan'.

Theoretically, indicators of successful memorization include five main aspects: accuracy, fluency, consistency, memory retention, and comprehension. Fluency indicates students' ability to organize information consistently according to the musical flow without hesitation. Meanwhile, memory retention is the ability to maintain memorization over a long period of time (Ebbinghaus, in Rahayu, 2020). Through repetitive methods guided by music, students' memories undergo a stronger encoding process (Widodo, 2021).

The difference between this study and previous studies, such as those by Pratama, Ismudiati, & Ramafisela (2021) or Heriyanto & Makmur (2022), lies in the intervention design. This study did not simply use songs from digital platforms like YouTube or TikTok (Sari, 2022) as entertainment, but rather involved students' active participation in singing, memorizing, and practicing the material, accompanied by psychomotor movements as a form of holistic reinforcement (Andriani et al., 2023). This gap indicates that although interest in music-based learning has been growing, empirical evidence on how a structured, repetition-based song method can simultaneously improve memorization and accommodate the highly diverse characteristics of early-grade students remains limited, and it is this gap that the present study seeks to address. This position is further reinforced by recent international findings: Miendlarzewska and Trost (2014) demonstrated that structured musical training strengthens cognitive functions such as working memory and attention through repeated rhythmic engagement, while Habibi et al. (2018) found that active, multisensory musical participation accelerates children's cognitive and auditory development more effectively than passive musical exposure.

The contribution of this study lies in offering an empirically tested classroom-based model that integrates song lyrics, structured repetition, psychomotor movement, and positive reinforcement into a single strategy. This model provides elementary school teachers with a practical, replicable alternative for improving young students' memorization of core material while simultaneously accommodating the diverse characters found within a single classroom.

2. RESEARCH METHOD

This research is a Classroom Action Research (CAR) conducted in the second grade of Andalan 1 Public Elementary School. The population and sample in this study were all 34 second-grade students. This research design adapted the CAR model developed by Suharsimi Arikunto, which consists of repeated cycles (Damayanti et al., 2023). Each cycle includes four main stages, namely: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting. At the planning stage, the researcher and the classroom teacher jointly prepared the lesson plan, adapted the Pancasila Principles into song lyrics, and prepared the observation sheets and test instruments. At the acting stage, the teacher implemented the song-based learning activities according to the plan; in Cycle I this consisted of introducing and repeating the song lyrics, while in Cycle II it was enriched with simple psychomotor movements and a reward system. At the observing stage, the researcher, assisted by a collaborating teacher, recorded student engagement, memorization progress, and classroom behavior using the observation sheet. At the reflecting stage, the researcher and the teacher jointly evaluated the results of each cycle to identify weaknesses and to design improvements to be applied in the following cycle.

This research was conducted in the even semester of the 2025/2026 academic year. Both quantitative and qualitative data were collected. Quantitative data were obtained from oral and written tests that measured students' accuracy, fluency, and memory retention in memorizing material. Qualitative data were obtained through observations of teacher and student activities, as well as direct interviews with key informants, including second-grade teachers, the principal, and student representatives selected using a purposive sampling technique. The instruments used in this study consisted of an oral test sheet, a written test sheet, an observation sheet, and an interview guide. The oral and written tests were developed based on the indicators of memorization ability, namely accuracy, fluency, consistency, retention, and comprehension, and were validated through expert judgment by two lecturers in elementary education prior to use. The reliability of the tests was examined through inter-rater consistency, in which the researcher and the collaborating teacher independently scored the same set of student responses and compared the results. The observation sheet and interview guide were likewise reviewed by the collaborating teacher to ensure that the indicators used were relevant and appropriate to the classroom context.

The indicator of success in this study was an increase in classical learning completion. Learning was considered successful if at least 80% of the total second-grade students (28 out of 34 students) achieved scores above the Minimum Completion Criteria (KKM) with the category of 'Fluent' or 'Very Fluent' in memorizing material using the music song art method. If this success indicator was not achieved in Cycle I, the study continued to Cycle II with strategic improvements based on the results of reflection (Sugiyono, 2021).

3. RESULTS AND DISCUSSION

3.1 Initial Conditions (Pre-Cycle)

The initial learning conditions in class II of SDN 1 Andalan before the implementation of the song-based music arts method showed fundamental weaknesses in the teaching and learning process. Observations on April 1, 2026, showed that teachers still relied on lecture methods and simple visual media such as writing on the board. This method was only able to transfer short-term information and failed to maintain student focus. Based on the initial assessment data (pre-cycle), of 34 students, only 19 students (55.88%) were able to memorize the material fluently. The remaining 15 students were still categorized as not fluent or forgot a lot. This data became the basis for researchers to design interventions through Cycle I.

3.2 Results of Cycle I

Cycle I was implemented using a music-based learning method. The teacher adapted the Pancasila principles into simple song lyrics with an easy-to-remember rhythm. On the first day, the teacher introduced the song and sang each verse. Students were encouraged to follow along and repeat the lyrics (structured repetition). This proved effective in capturing the attention of students who were previously passive or preoccupied with their own activities.

Based on the results of the oral test and observations at the end of Cycle I, the number of students who completed the lesson reached 25 out of 34, or a classical percentage of 73.52%. This increase is quite positive compared to the pre-cycle conditions. However, this figure does not meet the classical completion standard set in this study, which is $\geq 80\%$. Reflection on Cycle I showed that some students still had difficulty remembering the sequence of material (memory consistency) because the songs were only sung while sitting without any supporting psychomotor stimulation. In addition, hyperactive students began to feel bored on the third day of repetition. This finding is consistent with recent international research. Miendlarzewska and Trost (2014) noted that the benefits of musical training are strongly influenced by the presence of rhythmic and movement-based reinforcement, so that purely vocal repetition without a kinesthetic element tends to produce a plateau in student engagement. Similarly, Habibi et al. (2018) emphasized that active, multisensory musical participation, rather than passive listening or singing alone, generates more consistent long-term cognitive gains, which helps explain why Cycle I alone was insufficient to reach the target completion rate.

3.3 Results of Cycle II

To address the shortcomings of Cycle I, Cycle II optimized the implementation by adding reinforcement methods and integrating physical movements (psychomotor). The teacher not only encouraged students to sing but also added simple movements to represent each verse of the song. Students were also challenged to perform in groups in front of the class, and groups that memorized the song fluently were rewarded with praise and small prizes (Fadhilah, 2020; Pangrestu et al., 2024).

The addition of healthy competition, appreciation, and kinesthetic movement had a tremendous impact. Slow learners found movement (muscle memory) helpful, while active and mischievous students were able to channel their energy positively. Assessment results at the end of Cycle II showed that 30 out of 34 students successfully memorized the material with a fluency rating. The classical completion rate jumped dramatically to 88.24%, surpassing the 80% success indicator.

3.4 Discussion

The increase in memorization completion from the initial condition (55.88%), Cycle I (73.52%), to Cycle II (88.24%) proves that the application of the song-based music arts method is very effective. The following table and graph show the increase along with a breakdown of the number of students:

Table 01. Comparison of Research Results for Each Cycle

Research Stage	Number of Students Completed	Completion Percentage
Initial Conditions	19 students	55,88%
Cycle I	25 students	73,52%
Cycle II	30 students	88,24%

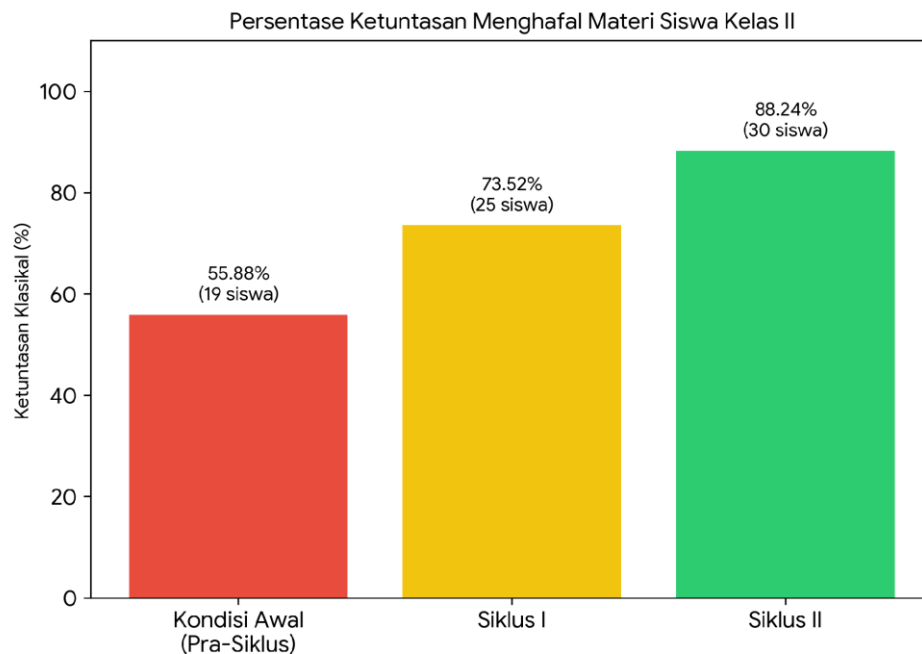


Figure 1. Graph of the Increase in the Percentage of Students' Memorization Completion

This success aligns closely with the theoretical study proposed by Iraqi et al. (2024), which states that songs function as cognitive bridges for children. Melody and rhythm create patterns in the brain that facilitate the encoding and retrieval of information (Kusuma, 2021). Students don't feel like they're being forced to memorize a series of boring texts, but rather like they're playing and singing. A happy mood (positive affective) lowers the child's affective filter, allowing the learning material to enter long-term memory more easily (Ebbinghaus, in Rahayu, 2020).

Furthermore, the success of Cycle II, which integrated movement, reinforces Saputra & Wardani's (2022) findings on the essence of musical art. Music accompanied by psychomotor activities encourages movement coordination, which in turn engages more senses in the learning process (visual, auditory, and kinesthetic). This addresses the issue of the diverse characteristics of second-grade students. Children with kinesthetic learning styles benefit greatly from the movement.

Providing rewards in Cycle II has also proven effective in addressing children with high intelligence but low discipline. Positive reinforcement validates their efforts, transforming indiscipline into a competitive spirit for excellence (Pangrestu et al., 2024). Thus, the song-based music arts learning model not only facilitates memorization but also fosters character, discipline, courage, and a sense of cooperation among students (Bagaskara et al., 2022).

Furthermore, students' memory retention significantly increases due to the repetition method. Structured repetition within songs, where important refrains or lyrics are sung repeatedly, solidifies memory traces in children's brains. This contradicts conventional memorization methods, which tend to rely on rote learning without emotional context. The use of songs creates strong emotional associations with the subject matter, so concepts such as the Pancasila Principles are firmly embedded not only in memory but also in students' internalization of values.

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as the Pancasila Principles are firmly embedded not only in memory but also in students' internalization of values.

4. CONCLUSION

Based on the results of Classroom Action Research (CAR) that has been implemented in two cycles in class II of SDN 1 Andalan, it can be concluded that the application of the song-based music art method has proven effective and significant in improving students' ability to memorize material. Classical completeness experienced a continuous increase, starting from 55.88% (19 students) in the pre-cycle stage, rising to 73.52% (25 students) in Cycle I, and finally reaching an optimal figure of 88.24% (30 students) in Cycle II.

This success is supported by the integration of structured repetition methods, the involvement of kinesthetic activities (body movements), and positive reinforcement (rewards). This method not only strengthens students' memory retention of lesson lyrics and concepts but also successfully bridges the diversity of characters in the classroom. Passive students become more confident in performing, while hyperactive students are able to channel their energy positively. Therefore, it is recommended that educators, especially at the elementary school level, adopt and develop educational songs as an alternative, enjoyable, student-centered learning medium.

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