

# Development of Indonesian Culture-Based German Children's Songs for Deutsch für Kinder Course

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**Abstract.** This study aims to develop a German-language nursery rhyme with the theme “Kinderbetreuung” for the subject Deutsch für Kinder. The planned nursery rhymes contain knowledge and insights related to the correct behavior in carrying out something. This research is a development research that uses Richey & Klein’s development steps, which include (1) planning, (2) making, and (3) evaluation. The data in this study are words, sentences, and expressions related to the theme of children’s social education. The development results, namely two songs namely “Sich die Hand Reichen” and “Beten” were reviewed by Nurhanifah Lubis as Lecturer of Deutsch für Kinder. While other reviews related to musicality were reviewed by Mr. Sirait, with good appreciation and gave a score of 93.

**Keywords:** Development, Indonesian childcare, Children’s Songs, Deutsch Für Kinder.

## 1 Introduction

Deutsch für Kinder is an elective course in the German Language Education Study Program at Medan State University. The course is aimed at third semester students. The purpose of the course is to prepare prospective students who will work as an Aupair in Germany. Almost 40% of the graduates of the German Language Education Study Program join the Aupair program as a stepping stone to continue the Ausbildung program. Usually alumni work according to the contract for only one year as an Aupair, then continue with FSJ or Freiwilliges Soziales Jahr also one year. Then with the experience of social and cultural insights and increased competence in German, alumni join the Ausbildung program. As a future Aupair, students can get close to children in Germany through children’s songs. In order to provide students with good preparation, the Deutsch für Kinder course was created.

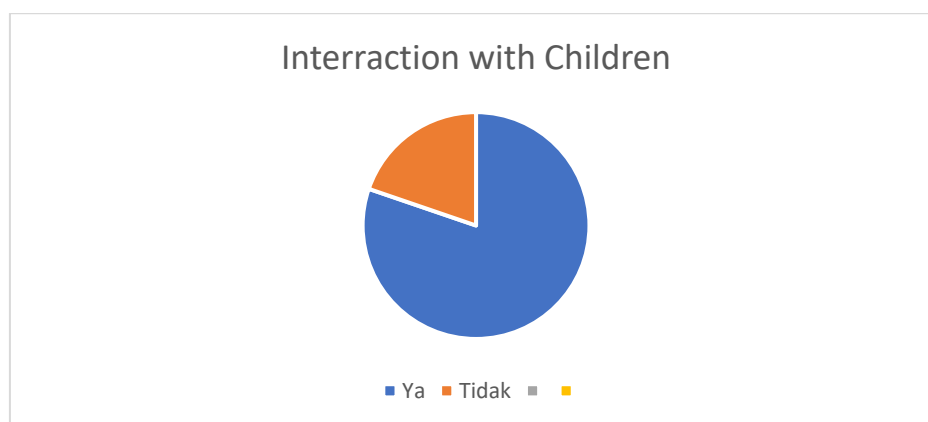
Deutsch für Kinder course teaches child psychology, children’s games in Germany, children’s songs, children’s crafts, as well as an understanding of the tasks that must be carried out in the Aupair Program. In addition, students also gain knowledge related to socio-cultural and technological developments in Germany. Related themes related to Aupair and the socio-cultural differences between Germany and other countries are discussed in several writings, including Wulansari, 2016: 2, Djatmiko, 2016: 1, Aini & Syafruddin, 2013: 173. Through this paper, it is known that it is important to learn about the socio-culture of Germany, especially if you want to live and work in Germany. This is also the basis for the author to conduct research on the development of new children’s songs.

The song can be used as teaching material in the Deutsch für Kinder course. In addition, by introducing children's songs created containing manners and children's culture in Indonesia, alumni who take part in the Aupair program can at the same time inform children in Germany about Indonesian children's culture. The use of songs as an alternative to introduce Indonesian children's culture. In addition, song media as language learning media is more effective for listening because it has 2 elements, namely music and lyrics. The use of songs for German language teachers or teachers can be a reference or input for an innovative and creative learning process, while for students, this song can help Au-Pair candidates because this song will help introduce Indonesian children's culture.

Data on the need for children's songs was also obtained from the results of a questionnaire distributed to alumni working in Germany. Of the 20 questionnaires distributed, there were 18 people who filled in, who worked as Krankenpfleger as many as three people, worked as Erzieherin one person, was attending the FSJ program four people, the remaining nine people were Aupair. The questions asked were (1) what do you do in Germany? (2) do you often interact with children in Germany? (3) if so, what are the topics of conversation with children in Germany? (4) do you think children in Germany would like to hear stories about children from other countries? (5) do children in Germany like children's songs? (6) do you agree that information related to children's culture is conveyed through songs?

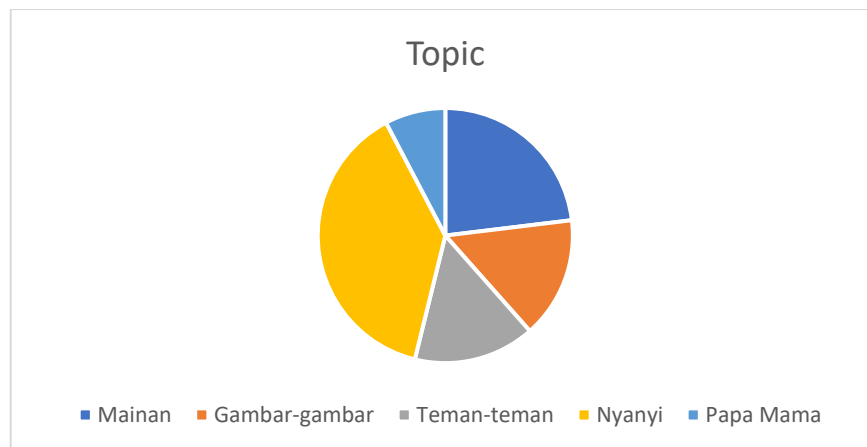
Six questions that respondents answered well. The answers to the questionnaire are illustrated in the graph below.

The first question related to work in Germany has been explained above. The second question related to whether or not you often interact with children in Germany. Here are the answers.



**Fig. 1.** Questionnaire answer on interaction with children in German

Thirteen answered that they interacted frequently, while five answered that they did not. Question three, what are the topics of conversation with children in Germany, is shown in the figure below.



**Fig. 2.** Questionnaire Answer on Topics of conversation with children

The graph shows that five people answered that they often sing with children, three told stories about toys, two told pictures, two told stories about friends and one told stories about their parents. The question related to whether children in Germany like to hear children's stories from other countries. 100% of respondents answered "yes". Likewise, 100% of respondents answered "yes" to the second and third questions.

Based on this background, we then identified the things that children in Indonesia are accustomed to, to be used as song themes. Through discussions with the team, it was determined to interview kindergarten teachers to find an overview of the content of the song lyrics to be written. The questions to be asked are (1) what is taught to children so that it becomes a good habit and culture, (2) through what it is taught, (3) whether the children are happy.

The answers obtained from the three teachers for question number one were greeting parents before going to school and the habit of praying before doing something. Therefore, it is determined to create a children's song with the theme "Praying" and "Greeting Parents Before Going to School".

Based on the explanation above, the researcher considers this theme interesting, because it focuses on creating German-language children's songs about Indonesian children's culture with musical instruments. The results of this study are input and reference for prospective Au-Pairs from Indonesia who will participate in the Au-Pair program in Germany.

## 2 Literature Review

The relevant theories that guide this research are presented below:

### A. Definition and Characteristics of Children's Songs

According to Atmadja (in Aulia and Idris, 2020: 421), the person or party who expresses their creative ideas in a song is called a composer, which is someone who composes musical works. Meanwhile, according to Astuti (in Witantina, 2020: 118), singing is considered a form of verbal message communication that involves nonverbal elements (such as tones, dynamic signs, instruments) and verbal elements (language elements). Based on the experts' opinions, it can be concluded that a songwriter is someone who conveys his creative ideas in the form of songs to convey messages orally. Children's songs are songs that reflect the world of children

and are part of children's daily activities. In this case, children's songs are songs that are musically and functionally related to children's lives at that age. According to Endraswara (in Raharjo, et al., 2016: 92), children's songs are light songs and reflect noble ethics. Murtono et al. (in Raharjo, et al., 2016: 92) also added that children's songs contain simple things that children usually do.

Based on the opinions of the experts above, it can be concluded that children's songs are happy or cheerful songs, with simple lyrics that are easy to understand.

In children's songs there are two main characteristics, namely:

a. Children's Music Characteristics

According to Edwin E. Gordon (in Arostiyani, et al., 2013: 26), children learn music similar to the stages of learning language. Good children's music has the characteristics of being simple, memorable, comfortable to play, and inviting, with appropriate intervals, rhythms, and repetitions. Some criteria for selecting music for elementary school children include:

1. Contains relevant material,
2. Melody that matches the emotion of the song and the ability of the child,
3. Song text that can be understood according to the child's ability level.

b. Karakteristik Lagu Aana

According to Ai Surya (2022: 16), good children's songs have the following characteristics:

1. The melody is easy to remember,
2. It is interesting to sing even without text,
3. It has a rhythm that attracts children's attention
4. The song text is in harmony with the rhythm of the song
5. The text is in line with the melody
6. The message and feel of the text are in line with the message and feel of the music,
7. The text should use repetition of words
8. The language is soft, with a selection of words that are appropriate for children's development,
9. The pitch range is in accordance with the range of children's voices

The characteristics of children's songs include simple musical compositions with upbeat musical rhythms, which encourage children to sing and imitate. Although the words are simple, the text of children's songs still contains meaning. Usually, children's songwriters insert moral messages or advice, such as parental affection, games, or environmental recognition, which can affect children's language perception and imagination (Gutama, 2020: 24).

Children's intelligence levels show that children learn things more easily through songs and singing. According to Howard Gardner's theory (in Fadhli 2016: 82), basically every child has their own intelligence. Intelligence is not only seen from the IQ factor, but there are various types of intelligence that support children's success, namely:

- a. Language Intelligence: A child's ability to process words
- b. Logical Intelligence: Ability in numbers and logical reasoning.
- c. Musical Intelligence: Ability in the field of music
- d. Kinesthetic Intelligence: The ability to work on one's limbs.
- e. Spatial Intelligence: The ability to play with lines, colors, and space.
- f. Intrapersonal Intelligence: The ability to know oneself.
- g. Interpersonal Intelligence: The ability to maintain relationships with others.
- h. Natural Intelligence: Intelligence related to nature.
- i. Spiritual Intelligence: Spiritual intelligence.

## B. Song-Making Process

Songwriting is a creative process that results in a work of art in the form of a song. This activity is common for musicians. The activity of song creation begins with understanding the background of a theme. After that, the song structure is organized through extracting song motifs, phrases, and sentences. In addition, it is important to understand the musical elements used in the song, including melody or scales, tempo, rhythm, harmony, expression, and dynamics used.

The last activity is to determine the instruments and musical form in the creation of the song. In determining the instrument, each composer has musical freedom, but it is important to understand the technique, sound color, and range of the instrument to be used. This will be a reference in processing musical elements in song creation. After that, the musical form that will be used in the creation of the song is determined.

## 3 Relevant Research

Relevant research is used as a comparison material for existing research or scientific work, to assess existing strengths or weaknesses. Apart from that, relevant research also functions to obtain existing information about theories related to the research title used as the basis of scientific theory. Previous research relevant to this research is as follows:

- a. Research by Alimuddin, Johar (2015) entitled "Children's Songs as a Means of Educating Children.": Children's songs function as educational media with moral messages and values such as religion and nationalism. This song is considered important for children's education because it can convey messages in a fun way. The current shortage of children's songs can be overcome by reviving old songs or modifying the lyrics of popular songs.
- b. Research by Kusumawati, Heni (2013) entitled "Character Education through Children's Songs.": Character education in children needs to be done from an early age, and one way is through children's songs. Children's songs that are simple in rhythm, lyrics and melody support the development of children's character. Children's songs need to be developed and updated to remain relevant.
- c. Research by Permana & Sigit (2017) entitled "Model for Creating Popular Children's Songs Departing from Traditional Values.": This research develops a model for creating children's songs that promotes traditional values. Qualitative methods with a scientific approach to music are used to create musical patterns and melodies that suit the child's character and depict traditional values.
- d. Yenti and Maswal's (2021) research entitled "The Important Role of Educators in Stimulating Children's Character Development in PAUD.": Teachers play an important role in children's character education from an early age. Character education in PAUD aims to form habits and behavior that are in accordance with moral and cultural values, where teachers act as guides in developing students' character.
- e. Stolberg & Ostner's (2015) research entitled "Investing in Children, Monitoring Parents: Parenting Support in the Changing German Welfare State.": Parenting support in the German welfare system is changing, with a focus on collaboration between public services and parents. Through literature studies and interviews, this research shows the important role of caregiving support in redefining public-private relations in caregiving in Germany.

## 4 Methodology

This research method is development research, which aims to create songs. In this research, a German language children's song was created to introduce Indonesian culture. This research uses a qualitative descriptive method and a manufacturing model based on Richey and Klein's theory (Sugiono, 2019: 27).

The data in this research is in the form of words, sentences and expressions related to the theme of children's culture in Indonesia. Apart from that, assessments from experts are also data to determine the quality of the song. The data source comes from German language studies and information for children. The experts who act as data sources are Nurhanifah, S.Pd., M.Hum. (Deutsch für Kinder lecturer) as material examiner and Van Echo Sirait, S.Sn from the Indonesian Institute of the Arts as music validator.

In this research, the steps of the development model according to Richey & Klein's theory used are as follows:

- a. Planning At the planning stage, it was initially planned to obtain information regarding German children's songs needed by the Au-pair through observation and literature study. The concept is to create German language children's songs with the theme of greeting parents and praying before doing something.
- b. Manufacturing The process of creating German children's song texts is based on the theme of greeting parents and praying before doing something. Then, the process of creating notations or tones in German children's song texts is also based on this theme.
- c. Evaluation Validation was carried out to determine the suitability of German language children's songs with the theme of praying before doing something, which was then validated by a song writing expert.

## 5 Results and Discussion

### 5.1 The process of developing German language children's songs with themes for the Deutsch Für Kinder course

This research uses the development theory model by Richey & Klein. The following will explain each process of the 3 steps of developing this theory:

#### A. Planning Phase

This planning is the first step. This planning consists of 2 steps, namely: analysis and concept. Analysis is carried out through observation and literature study to obtain information about the type of song that will be created. Furthermore, there are concepts that are produced, for example the design concept for a German language children's song.

##### a. Analysis

The analysis begins with the observation phase of videos of children's songs in Germany. A lot of it is related to loving animals and nature, then it is related to knowledge of numbers and the alphabet. Then, researchers looked for information about children's culture in Germany according to the themes that will be discussed in this research. First, a questionnaire was distributed to alumni who worked as Aupair. The survey results show that German children's culture, such as greeting parents and praying before doing something, is not found in children in Germany. Therefore, researchers created German children's songs with the themes *sich die Hand reichen* and *Beten*.

b. Concept

The concept created, for example, is a German language song design concept. This song was composed with the theme of greeting parents before going to school and praying before doing something.

1. Sich die Hand Reichen

This song tells the story of a cheerful child who welcomes the morning and feels happy when he meets his best friend at school and is always taught to be a polite child, namely greeting teachers, shaking hands with parents before going to school, and making these things a culture or habits when going to school and while at school.

2. Beten

This song teaches children to always be grateful and pray before doing something.

B. Develop Phase

In this phase, the process of creating children's songs in the two songs titles explained. And in this phase, a German's children's songs was created. The following are the steps for making a German children's songs

a. Making Lyrics

Lyric "Sich die Hand Reichen"

Fröhlicher Morgen  
mein Herz ist glücklich  
treffen mit meinen Freunden  
Glücklich mein Herz  
dem Lehrer die Hand geben  
nach dem ich mich von meinen Eltern verabschiedet habe  
Glücklich für immer  
muss ich auch begeistert sein  
Manier ist typisch für mich  
immer mehr lernen um Ziele zu erreichen  
und komm werden  
im leben Glücklich sein

Lyric "Beten"

Gott bitte  
leite mein Leben  
jedes Mal, denke ich an Deine Liebe  
Deine Hilfe bekomme ich immer  
bevor ich ins Bett gehe, bete ich zu Dir.  
danke für Deine Einbeziehung  
wenn ich aufwache, danke ich Dir.  
über alles deine Liebe.  
bevor ich lerne, bete ich zuerst.  
bevor ich esse, bete ich auch.  
vor der Prüfung bete ich natürlich .  
bitte gib mir die Beste

- b. After that, define and record the basic notes, beats, and create notes with the half of Sibelius software.



**Fig. 3.** Sibelius software

- c. Then, create supporting instruments using the KORG Pa600 keyboard and record them in Studio One software.
- d. After that, record the sound together with supporting instruments using the same software, namely Studio One.
- e. Save song in storage file.

#### C. Evaluation Phase

This stage is the final step in creating good German children's songs. At this stage, validation is carried out. There are two types of validation carried out, namely:

- a. **Material Validation:** This song material was validated by a lecturer in the Deutsch für Kinder course, namely Nurhanifah Lubis, S.Pd., M.Si. He teaches German in the German language program at Medan State University. The material expert gave a score of 90.
- b. **Media Validation:** The media of this song was validated by a piano teacher, namely Van Echo Sirait, S.Sn. Media experts gave it a score of 93.

## 6 Conclusion

Based on the research results, the conclusions of this research are as follows: From this research, two German language children's songs were created with the theme of children's culture in Indonesia, entitled Händeschütteln and Beten. The creation of German children's songs was evaluated by experts. Assessment includes assessment of words, text and grammar. The Deutsch für Kinder course lecturer gave a score of 90. Furthermore, song media experts assessed the suitability of the lyrics to the song theme, harmonization and melody by giving a score of 93.

Based on the results and conclusions of this research, several suggestions are put forward:

- a. For German educators or teachers, this research can be a reference or input for an innovative and creative learning process.
- b. For students, this research can help students who want to introduce Indonesian children to culture.
- c. Further manufacturing research may be carried out in the future.



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