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CHILDREN'S SONGS CREATION TECHNIQUE DEVELOPMENT FOR KINDERGARTEN TEACHERS

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Abstract

This study aims to produce a creation in a form of techniques to create decent children's songs used by kindergarten teachers. In addition, this study also aims to produce an advance creation in the form of technical guidebooks that can facilitate kindergarten teachers in creating children's songs. Data obtained from experts' evaluations consisting of one material expert and two teaching experts. In addition, the data were also obtained from product trial conducted in three steps; individual trial conducted on Al-Fadholi kindergarten and kindergarten group III – IGTKI Lowokwaru sub-district Malang Indonesia. One group pretest posttest design is conducted within the product trials. Based on the experts' evaluations data and product trial related to the feasibility and effectiveness of the product obtained the result of creating children's songs technique for kindergarten teachers is very feasible and effective to be applied. It is shown from the overall score of 1368 with percentage of 85,5% in excellent category. From the description, it can be defined that result of creating children's songs technique for kindergarten teachers is very feasible and effective to be applied. The score is 688 with percentage of 86% in excellent category. For the technical guidebook of children's songs trial result shows that posttest's result is better than the pretest's result, quantity is obtained with a score of 60 with a percentage value of 81.08% in a very good category, and obtained a score of posttest 211 with a percentage value of 71.28% in good category. This indicated that technical guide product obtained can ease kindergarten teachers to understand the process of creating children's songs, thus the development required to be done.

Keywords: Children's songs creation techniques, Kindergarten, Teachers

1. Introduction

Kindergarten as a Formal Early Childhood institution should function to develop all the students' potentials. Several studies show that the development of children's intelligence at the age of 4 to 6 years has increased from 50% to 80% because at this age children have a sensitive period of the maturation of physical and psychic functions that are prepared to respond to the stimulus provided by the environment. This period is ideal for positioning the first and foremost foundation in developing children's full potentials including potential development in musical skills.

Children's song is a material that must exist as an exploration, expression, and appreciation substantial in accordance with the concept of art learning in early childhood (AUD). The more the number of children's song repertoire, the process of exploration, expression, and appreciation in children becomes richer. But that is not the case. Currently, there is no more popular children's songs are so favored by children.

Reference to children's songs is not much developed. Songs that are taught by teachers in the school are materials that are passed on from generation to generation and there are times when the songs are less appropriate with the children's characteristics. Even less relevant to the reality faced and experienced by children in the present. As a result, children prefer adult's music which at all times crammed children's ears with adults typical lyrics which inevitably make children step in a mature phase earlier despite their real ages. This is relatively distressing for children's growth and character development. The education level and competence of Kindergarten Teachers varies greatly, some are still graduates from public schools who have never received any educational knowledge, some are graduates from Diploma Degree of Kindergarten Education Teachers (PGTK) until Diploma Degree of Elementary Education Teachers (PGSD), and some are graduates of Bachelor of Early Childhood Education Programs (PAUD) and Bachelor of Elementary Education Teachers (PGSD) even bachelor graduates outside Early Childhood Education Programs (PAUD). With such variations of course each teacher's ability is very different both in the field of general education especially in specific areas, such as music art. With the difference is also then not all kindergarten teachers have an understanding of how to teach learning materials that is appropriate for the students especially when it comes to special field materials such as music, and this will make it difficult for the children as students to be able to follow the learning process well.

Kindergarten teachers as facilitators in children's potential development are expected to equip themselves with the insight and skills of various areas of children's potential development; therefore they can run their role well to help facilitate children in following lesson. In other words, kindergarten teachers must have good competence and qualifications in accordance with their field. Without a sufficient knowledge, kindergarten teachers will not be able to develop the children's potentials optimally.

In fact, teachers who are expected as the ultimate support in meeting the needs of children's songs cannot do much. Teacher competence related to the problem is also not enough to help. Based on the conditions in the field, from the results of the training through the researcher who once conducted and asked directly to the participants who are kindergarten teachers, obtained information that only 10% of kindergarten teachers who have the ability to create songs, let alone to create children songs. Because in quantity only 2% of teachers and prospective kindergarten teachers who get supplies about music theory, especially the theory of children's song creation, even if there are only 10% teachers who can use and practice their knowledge. On the other hand, books' references on the method of creating children's songs are also rarely circulated in the market; therefore this enlarges the lack of knowledge to create songs for kindergarten teachers. However, if you look at the potential and existing conditions recently, both from the physical, social, economic and environment actually kindergarten teachers in learning activities can be improved and developed both the ability and creativity in developing learning, therefore that will facilitate the learning process for students. Potentials are owned by most experienced kindergarten teachers teaching more than 10 years, many graduates of Diploma Degree and Bachelor of Early Childhood Education Programs (PAUD) and Elementary Education Teachers (PGSD) and educational scholars who have basic knowledge of education.

According to the conditions described above, it is required a simple and easy way that can help kindergarten teachers in overcoming the problems faced and also able to develop competence through the ability to create children's songs. Later it is expected that the songs taught by the teacher to the children will be more in accordance with the psychology of children development. Because the song is created by the teacher and based on the circumstances that occur around the children. The way in question is the development of

children's songwriting techniques using 7 steps as the procedure with the tone area boundaries between "do" to "la" according to the characteristics of good songs for early childhood according to Swanson (in Rachmi, 2008), described in a manual as an attempt to provide an alternative problem solving to the difficulties faced by kindergarten teachers related to children's songs and other basic musical theories.

Through this technique all kindergarten teachers will easily create songs for their students. This activity can be done independently or collaboratively with other teachers based on what is and is happening in the environment around the children. After following the steps in the new technique using the existing guidebook, it is expected that kindergarten teachers will have a competence improvement especially in creating children's songs. Therefore, the songs taught by the teacher will be much more meaningful and more characteristically appropriate to the children characteristics' development because the contents and lyrics of the song is a reality that is experienced and felt by the children. In addition, of course, the accumulation will enrich children's songs. Furthermore, it is expected that no kindergarten teacher who felt lack of material to teach the songs to children, especially the songs that are more appropriate to the conditions where children live and learn and more relevant to the context of the development of the era.

If it can be done then the songs taught by the teacher to the children not only can satisfy the sense of fun for children but also able to support and maximize the increasing of children's potentials in developing cognitive, affective, and psychometric abilities remarkably as expected in the conversion of children's achievement aspects development as a form of multiple intelligences. This is in line with Gardner's statement (in Seefelt, 1994: 418-419) "Music can enhance children's creativity and their social, physical, intellectual, and emotional development". Therefore, it is required to design a research method that can facilitate the way mentioned above to be applied validly and authentically so that the resulting product can be achieved correctly and in accordance with the desired expectations.

2. Method

2.1. Development Model

The development of children's songwriting technique is an experimental research using pre-experimental posttest design which is one group pretest posttest design, with a quantitative approach. That is done by describing the data in the form of numbers that are quantitative therefore it can be used to predict the wider conditions of the population and the future. The quantitative approach can be interpreted as a research approach based on positivism philosophy, which is used to examine a particular population or sample. Data collection techniques using research instruments where data analysis is quantitative / statistics directed to answer the formulation of problems and hypotheses proposed (Sugiono, 2009: 31).

The method used in this research is R & D (Research and Development) method, which is the result of research which finally produce a product, either product development from existing or new product altogether. This study aims to develop new techniques in order to help facilitate kindergarten teachers in applying the steps to create children's songs. The resulting product is a technique in the form of procedures that must be performed by kindergarten teachers as users.

Following Dick and Carey's model that consists of 10 steps in research and development implementation, which are: (1) identifying an instructional goal or analysis of needs and objectives, (2) conductional an instructional analysis or conducting learning analysis, (3) identifying entry behaviors and (5) developing criterion – referenced tests or developing assessment instruments, (6) developing an instructional strategy or developing learning strategies, (7) developing and selecting instruction or developing and selecting instructional

materials, (8) designing and conducting the formative evaluation (designing individual, small group trials with 6-8 subjects, field trials with 15-30 subjects), (9) revising instruction or revision, (10) summative conduction or design and develop summative evaluation.

2.2. Research and Development Procedures

According to Dick and Carey's research and development model, out of ten existing development steps, the researcher took nine steps in this process. This is done because as Setyosari (2013: 235) says, "For development purposes researchers usually only use up to the ninth step, that is formative evaluation where the design, process or program has been considered completed". The steps taken in this study are as follows:

2.2.1. Requirement and Purpose's Analysis

Before determining the product to be developed, the researcher held the data collection first through the requirements analysis, as well as identifying the problems that occur and real condition that exists, in the form of difficulties faced by kindergarten teachers in creating children's songs, therefore it can be determined the alternative problem solving. This is done to realize the circumstances that should exist. In which kindergarten teachers can apply techniques to create children's songs with ease. In the early stages, the researcher conducted observations and interviews of kindergarten teachers related to the knowledge and ability in creating songs, through training activities to create children's songs.

Based on the information collected, the obtained data show that the average of every 100 kindergarten teachers only 10% who have the ability to create songs, let alone to create a child song. This is because in quantity shows that only 10% of teachers and prospective kindergarten teachers who get knowledge about music theory and children's songs theory; moreover some teachers do not apply the theory and practice their knowledge. This condition causes the knowledge and understanding of kindergarten teachers about the concepts related to the song creation theory to be insignificant.

2.2.2. Learning Analysis

At this stage, researcher observe and analyze kindergarten teachers' understanding, especially those related to the creation of children's songs, and the procedure of creating songs performed by some kindergarten teachers so far. Afterward, determine techniques' development with more appropriate procedures as required. The requirement things are needed to be identified and then put into the product's design. At this stage the researcher also collected previous research data to be able to support the products design to be developed. This stage is very significant to do in addition to support the problem solving will be done, also to know the existence of research to be done, whether to develop something that already exist or develop something new.

2.2.3. Learner Analysis

This analysis is conducted simultaneously with the analysis of learning. Learner analysis is an activity to analyze characteristics, attitudes, and abilities of kindergarten teachers before development materials are prepared and provided. This analysis aims to obtain information about kindergarten teachers as research subjects, in order to solve problems that are done on target and worth using.

2.2.4. Formulate Learning Objectives

At this stage, the content structure analysis and the objective's formulation are conducted in giving the materials according to the level of kindergarten teachers' understanding in general. In the content structure analysis, the activity undertaken is to analyze the scope of supporting

facilities in the form of procedures that will be performed in the process of creating children's songs. While in the formulation of objectives contain achievements that must be achieved in these development activities, therefore that the resulting product is feasible and effective to use.

2.2.5. Developing Assessment Instruments

The next activity is the development stage of the feasibility instrument and product effectiveness. In this activity, the assessment instruments preparation will be used in individual trials, small group trials, and field trials. This assessment instrument as well as a test tool for expert validation of the developed product. The results of the trial and validation are used to determine the feasibility and effectiveness of the technique as the development product with the criteria of attractiveness level, convenience level, accuracy level, clarity level, and conventionality level. If the product developed still requires improvement then it will be revised according to input from experts and users.

2.2.6. Developing Learning Strategies

Given the importance of learning strategies to support successful development, especially when the provision of materials (treatment) and the instruction delivery on children's song creation activities, it is required to design an effective and efficient learning scenario that is outlined in the form of the design of development material or guidance. The design of this learning scenario will assist the researcher when conducting a product trial conducted in a one day training activity.

2.2.7. Develop and Select Teaching Materials

Based on the steps that have previously been done, the researcher can develop the product design into a ready-to-test product. The product of this development is the technique in the form of steps or procedures that must be followed, therefore the activity can be done easily in order to create children's songs by kindergarten teachers. Furthermore, by following the procedures that have been established then the activities of creating children's songs will be easier to do.

2.2.8. Formative Designing and Developing Formative Evaluations

After product development and ready to be tested, the next step is to conduct formative evaluation. Formative evaluation in this study was conducted in individual trials, small group trials, and field trials, as well as expert evaluation. This stage aims to determine the feasibility and effectiveness of the product through the assessment level of attractiveness, level of ease, the level of accuracy, clarity level, and conventionality level. If in trial and evaluation of experts there are still deficiencies and weaknesses, then further revision to obtain a decent and effective final product to be used for development purposes.

2.2.9. Revise

Based on expert evaluations, individual trials, small group trials, and field trials, the next step is to revise the product. This stage is conducted to produce the final product that has the feasibility and effectiveness level according to the development objectives by taking into account the suggestions and responses from experts and users.

2.3. Product Trials

These product trials are conducted to collect data used as a basis for establishing the feasibility and effectiveness of developed products. (1) Design trials, (2) Test subjects, (3) Data types, (4) Data collection instruments, and (5) Data analysis techniques, which are used

as a basis for determining the attractiveness level, level of ease, accuracy level, clarity level, and product conventionality level.

2.3.1. Design Trials

The design of this product trial is divided into two parts, which are expert evaluation and product trial. Expert evaluation is done by three people, each one a material expert and two teaching experts. While the product trial conducted in three stages, namely individual testing, small group trials, and field trials.

a. Expert Evaluation

Expert evaluation is done by taking the questionnaire data in the form of questionnaires from material experts and learning experts. The determination of experts is based on competence and qualifications in the field of teaching, which consists of;

1) Material Expert

He is a lecturer in music majors, Performing Art Faculty, Indonesian Art institute of Yogyakarta, who has a teaching qualification in music, and he is a children's music psychologist.

2) Learning Expert 1

He is a lecturer of Educational Technology (TEP), Faculty of Education, State University of Malang, who has a teaching qualification in instructional media field.

3) Learning Experts 2

He is a lecturer in Early Childhood Education (PAUD), Faculty of Education, State University of Malang. He is very competent in the field of methodology learning with the production of research works and books on methods learning.

Furthermore, the results are analyzed and used as the basis for product development's revision.

b. Product Design Trial

Product design's trial is done by giving test and takes questionnaire data in the form of questionnaire and interview from user through three phases which have been planned. The three stages are;

1. Individual trials. Individual trial was conducted on Al-Fadholi kindergarten teacher, Malang.
2. Small group trials. A small group trial was conducted on 6 teachers of Al-Fadholi Kindergarten members of group III – IGTKI Lowokwaru sub-district, Malang.
3. Field trials. Field trial was conducted on 30 kindergarten teachers in group III – IGTKI Lowokwaru sub-district, Malang, consisting of:
   a. 4 teachers of Al-Fadholi family planning and kindergarten
   b. 3 teachers of Surya Buana kindergarten
   c. 7 teachers of Sunan Giri kindergarten
   d. 2 kindergarten teachers
   e. 3 teachers of Al-Furqon Playgroup and Kindergarten
   f. 4 teachers of Kenanga kindergarten
   g. 4 teachers of Flamboyan kindergarten
   h. 3 teachers of Nusa Indah Kindergarten

Product design trial is done by experimental approach using pre-experimental research design through one group pretest posttest design, that is research which only involving one

group of subjects. The first measurement of the variables before being given treatment, then done the process of manipulating through the provision of treatment particular to the subject of research, then performed a second measurement which is a T test related samples to determine the impact of the treatment given. As Wiyono (2008: 70) says "T-test of the corresponding sample is used to see whether there is a mean difference between two variables, there are independent variables and dependent variables whose samples are not taken alone". In other words, that the corresponding sample T tests is used to see any difference in conditions in one group between before and after treatment. According Sugiyono (2009: 72) "In experimental research, there is treatment whereas in naturalistic research there is no treatment, therefore, the method of experimental research can be interpreted as a research method used to find the effect of certain treatment against others in controlled conditions."

In this study, experiments were conducted with nonrandomized pretest posttest non control group design. As Wiyono (2008: 21-22) states, "Pre experimental design is an experimental research design that uses only experimental groups only, without control groups. The sample subjects were picked randomly without using randomization." The following is an experimental design drawing used in product development trials according to Tuckman (1972):

O1	X	O2

Description:

O1 = pretest

X = treatment

O2 = posttest

(Source: Tuckman, 1972)

In the experimental design, the procedures to be performed are the provision of pretest delivery schedule, treatment schedule and posttest delivery schedule. The steps or procedure of the experiment are as follows:

1. Pretest's Provision. The stage of pretest delivery is done before the technique is introduced. Pretest given in the form of assignments in making children's songs with commonly used technique. This is done to determine the condition of the beginning of the subject, whether with techniques that have been common can easily implement and complete the task or just the opposite.
2. Treatment's Provision. The stage of treatment is given after the pretest has been completed. Treatment is in the form of introduction and teaching techniques that contain procedures in the development results.
3. Posttest's Provision. Posttest provision stages are given in the form of assignments to make children songs using the procedures established in the form of assignment that has been given. This stage is a T test on the corresponding sample. This is done to determine the condition of the subject, whether there are any differences, before and after the treatments; especially the positive difference is in the form of improved the results. Whether with the established technique the subject can easily execute and complete the task or just the opposite. The final result of the development after the trial is the technical product contains the steps procedures that must be followed by kindergarten teachers in facilitating the process of children's song creation.

2.3.2. Subject Trial

The subjects of this development trial are:

a. The subject of analysis requirement is the kindergarten teacher as users, consisting of:

1) The individual test subject is a teacher of Al-Fadholi Kindergarten Malang.
2) The subjects of small group trial were 6 teachers of Al-Fadholi Kindergarten in Lowokwaru sub-district, Malang and
3) The field trial subjects are kindergarten teachers in group III – IGTKI Lowokwaru sub-district, Malang as many as 30 people.

b. Subject of the evaluation consisted of material experts, media experts and learning experts.

2.4. Data Type

The type of data obtained is quantitative and qualitative data. Quantitative data obtained from the questionnaire in the form of a questionnaire containing a statement or sentence, which will be changed in the form of numbers. While the qualitative data obtained from the suggestion of the responses, and input from the interviews' results conducted during the trial process of this development product.

2.5. Data Collection Instrument

The instruments used in the development of this children's songwriting technique are questionnaire in the form of questionnaires and interview result to measure all aspects related to the feasibility and effectiveness of the product through the assessment of attractiveness level, convenience level, accuracy level, clarity level, conventionality level of the development results with the research subjects. The questionnaire or interview is used to collect data on:

a. Expert evaluation, assessment of product design to be made.
b. Assessment/response of kindergarten teacher in group III – IGTKI Lowokwaru sub-district, Malang about product development that has been made.

Based on the research conducted, it is acknowledged that in order to test the product's validity, used the instrument in the form of a questionnaire given to experts and users (kindergarten teachers). This questionnaire instrument is based on Likert scale, used to measure attitudes, opinions, and perceptions of subjects on product designs developed (Sugiyono, 2009: 93). In addition, interviews were also conducted to the research subjects. Interviews were conducted to find out the advantages and disadvantages of the product which being developed. While the questionnaire is used to test the feasibility and effectiveness of the development results in the level of attractiveness, level of ease, accuracy level, clarity level, and product suitability level.

2.6. Data Analysis Techniques

Techniques used in this research consisting of 2 parts, which are data analysis techniques in the form of descriptive qualitative and descriptive statistical analysis techniques / descriptive quantitative form of percentage. Qualitative descriptive analysis techniques used to process data in the form of suggestions and inputs, as well as interviews obtained from experts and users. While quantitative descriptive analysis techniques used to process data obtained from user subjects and expert validation's results. The result of data analysis becomes the basis of product development improvement.

To analyze quantitative data in this study used the comparison formula and percentage according to Sugiyono (2009). Before calculating the average yield of the developed product, it must first determine the ideal score / criterion for the product development.

Regarding the feasibility and effectiveness of the notation media and the technique of creating a developed children songs, a feasibility validity score is determined if the aspects assessed on the product obtain a minimum score either based on established criteria. To determine the effectiveness of the product besides based on the acquisition of a good minimum score, it is also seen from its function to facilitate the teacher in creating children songs. Furthermore, after obtained the score of feasibility and effectiveness, it can be determined how the level of validity of the product developed.

3. Result and Discussion

3.1. Techniques to Create Decent and Effective Children's Songs used by Kindergarten Teachers

Based on the results of the previous chapters, the following will examine the experts' data review and data obtained from product trials related to the feasibility and effectiveness of developed techniques. Experts' reviews will be explained by one material expert and two learning experts. The trials data consisted of individual trials, small group trials, and field trials obtained from kindergarten teachers in group III - IGTKI Lowokwaru sub-district, Malang.

3.1.1. The Discussion of Experts' Data Evaluation

The design of children's songwriting techniques for kindergarten teachers has been evaluated by three experts consisting of one material expert and two learning experts. According to experts, the technique of creating children's songs for kindergarten teachers is very feasible and effective to use. From the data table, the experts' evaluation results showed the average of the technique component validity to obtain a score of 52 with an ideal score of 60. Based on the description of data analysis above, material experts and learning experts stated that the technique of creating children's songs for kindergarten teachers that have been developed, feasible and effectively used with a score of 52 and a percentage value of 86.67% in very good category. The technical product of this development result can be said to be feasible and effective because it has fulfilled the aspects assessed by obtaining the minimum score either based on validity classification table (Arikunto 1998).

3.1.2. Discussion of Data Test

From all experiments conducted to kindergarten teachers in group III - IGTKI Lowokwaru sub-district, Malang, have known the level of eligibility and effectiveness of product development result. According to user subjects, the technique of creating children's songs for kindergarten teachers is very feasible and effective to use. From the data table the overall trial results show the validity average of the components and techniques with a score of 636, while the ideal score for the technical component is 740. Based on the description of the data analysis above, the test subjects stated that the technique of creating children's songs for kindergarten teachers who have developed, highly feasible and effective use with a score of 636 and a percentage of 85.95% in excellent category. The technical product of this development result can be said to be feasible and effective because it has fulfilled the aspects assessed by obtaining the minimum score either based on validity classification table (Arikunto 1998).

3.1.3. Discussion of Experts' Evaluations Data and Trials

From the overall evaluation by three experts and three trial stages conducted to kindergarten teachers in group III IGTKI Lowokwaru sub-district, Malang, have known the level of feasibility and effectiveness of product development result. According to experts and user subjects, it shows that the technique of creating children's songs for kindergarten teachers is very feasible and effective to use. From the data table the results of the evaluation of experts showed the average of the validity of the technique components to score 688 with an ideal score of 800. Based on the description of data analysis above, material experts and learning experts stated that the technique of creating children's songs for kindergarten teachers that have been developed, feasible and is effectively used with a score of 688 and an 86% percentage in excellent category. Techniques to create children's songs result of this development can be said to be feasible and effective because it has met the aspects assessed by obtaining a minimum score both based on the classification of validity table. The product has fulfilled the element of attractiveness, clarity, and ease (Sumanto, 2012). In addition it can be said also that the techniques developed to achieve high power as a tool to achieve goals. Effective products are those that have high reaching power in their goals (Akbar, 2013).

3.2. Guidebooks that can Facilitate Kindergarten Teachers in the Process of Creating Children's Songs

Based on the results of the previous chapter, the following will be discussed is data obtained from product trials related to technical guidebooks that can facilitate kindergarten teachers in creating children's songs through developed products. Trial data consists of individual trials, small group trials, and field trials derived from tests given to kindergarten teachers in group III - IGTKI Lowokwaru sub-district, Malang.

After the design of the technique of creating children's songs for kindergarten teachers packed in the form of guidebooks tested try to the subjects, from the whole experiment conducted known that:

1. According to the subject of individual trials, technical guidebooks to create children's songs for kindergarten teachers are very precise and interesting. In addition the subject also stated that the technical guidebook is appropriate and very helpful because it is easy to follow and understand.
2. While the subjects of small group trials stated that the technical guidebooks used to create children's songs are very easy and very interesting. In addition, the subject also stated that the technical guidebooks is very useful and help teachers in creating songs.
3. The subject of field trials stated that the technical guidebooks used to create children's songs are very interesting, as they are new to the subject and are very important. In addition, the subject also stated that the guidebook technique is very helpful to facilitate teachers to create songs and understand theories and concepts required in a short time.

3.2.1. Test Results Based on Quantity

Based on the data in the table above, it can be seen that before being given the treatment, that is, when the pretest is done with the task of making children songs using an existing technique, all subjects cannot produce the melody, only one subject in the field trial produces poetry in the task of making the song, the pretest results obtained a score of 1 from a poem that was successfully made by a subject, while the ideal score for the test result based on the quantity of the whole trial was 74. Conversely, when treatment was administered and posttest was performed with the same task using the resultant development technique, the subject

succeeded complete the whole song both melodic and lyrical, therefore can obtained 60 results with the ideal score expected 74. From pretest and posttest data comparison, it appears that the posttest results are much higher than the pretest results. Based on the description of data analysis above, it can be stated that the quantity of techniques to create children's songs for kindergarten teachers that have been developed, feasible and effective use with comparison of pretest score 1 percentage value 1.35% and posttest score 60 percentage value 81.08% in excellent category. This means that the products that have been developed can make it easier for kindergarten teachers to create children's songs. Therefore, the quantity for the feasibility aspect and the effectiveness of this development product obtained a minimum score either based on the classification table of validity (Arikunto 1998).

3.2.2. Quality Test Results

Based on the data in the table above, it can be seen that before being given treatment, that is when the pretest is done with the task of making children's songs using existing techniques, all subjects cannot fulfill the assigned tasks, and cannot be judged based on predetermined aspects, therefore, the pretest results obtained score of 0, while the ideal score for the test result based on the quality of the whole trial is 296. Conversely, when treatment has been given and posttest done with the same task using the technique of development results, the subjects successfully completed the complete song both melodic and lyrical, therefore it can be assessed based on the specified aspect and the obtained result score is 211, with the ideal score for the test result based on the quality of the overall trial is 296. From the comparison of pretest data and posttest data, it shows that the posttest result is much higher than the pretest result. Based on the description of data analysis above, it can be stated that the quality of songwriting techniques for kindergarten teachers that have been developed, feasible and effective is used with comparison of pretest score 0 percentage 0% and posttest score 211 percentage value 71,28% in good category. This means that the products that have been developed can make it easier for kindergarten teachers to create children's songs. Therefore, the quality for the feasibility and effectiveness aspects of this development product obtained a minimum score both based on the classification table of validity (Arikunto 1998).

3.2.3. The Comparison of Test Results

From the data show that based on the quantity as a whole, the result of pretest get score 1 with ideal score 74. While the result of posttest get score 60 with ideal score 74. Based on the description of data analysis above, it can be stated that the technique of creating children songs for kindergarten teachers that have been developed, feasible and effective use with comparison of pretest score 1 value of 1.35% percentage and posttest score 60 81.08% percentage value in very good category.

In addition, the data table above also shows that based on the overall quality, pretest results obtained score 0 with an ideal score of 296 while the posttest results obtained score 211 with an ideal score of 296. Based on the description of data analysis above, it can be stated that the technique of creating children's songs for kindergarten teachers that have been developed, feasible and effective use with comparison of pretest score 0 percentage 0% and posttest score 211 percentage value 71,28% in good category.

From the comparison of pretest data and posttest data, it appears that posttest results are much higher than the pretest results. The product of this development can be said to be feasible and effective because it has fulfilled the aspects assessed by obtaining a minimum score both based on the classification table of validity (Arikunto 1998). The product has fulfilled the element of attractiveness, clarity, and ease (Sumanto, 2012). In addition, it also can be assumed that the product developed high power as a means to help achieve the goal of

facilitating the kindergarten teachers in creating children's songs. Effective products are those that have high reaching power in their goals (Akbar, 2013).

Through the completion of this research, it will increase the number of similar researches conducted by Asri Kusumaning Ratri (2014) with the title of Thesis Development of Song-Based Kids Creation Method for Kindergarten Teachers. With so many similar studies will help kindergarten teachers to promote love of children's songs through the activities of songwriting. In addition it is expected to provide an alternative problem solving concerning the need for children's songs.

4. Conclusion and Suggestion

4.1. Conclusion

After the research and development of children's songwriting technique for Kindergarten teachers, through expert evaluation and product trial, it is concluded that the developed technique meets the feasibility and good effectiveness. This is demonstrated by an excellent overall score of 1368 in 85.5% with an ideal score of 1600. Based on the description above, it can be explained that the material experts, learning experts, and product trials stated that the technique of creating children's songs for kindergarten teachers that have been developed, feasible and effective use with a score of 688 and the value of 86% percentage with an ideal score of 800 in the very good category.

From the test results during product trials, it is concluded that the developed technical guidebook can assist in facilitating the understanding of kindergarten teachers about children's songs creation process. Furthermore, it can be stated that the techniques quantity to create children’s songs for kindergarten teachers that have been developed, feasible and effective use with comparison of pretest result get score 1 percentage value of 1.35% with ideal score 74, and posttest result get score 60 percentage value 81,08 % with an ideal score of 74 in very good category. While the quality can be stated that the technique of creating children's songs for kindergarten teachers that have been developed, feasible and effective use with the comparison of pretest results obtained a score of 0 percentage 0% with an ideal score of 296, and posttest results obtained score 211 percentage value of 71.28% ideal score 296 in either category. From the pretest and posttest data comparison, it appears that posttest results are much higher than the pretest results.

4.2. Suggestion

The result of the development is the beginning of the expected research achievement, it is necessary to present some suggestions regarding the developed product, including suggestion of utilization, suggestion of dissemination, and further development suggestion.

4.2.1. Suggestion of Utilization

Techniques that have been developed can be used as a tool to make it easier for kindergarten teachers to create children's songs. However, in terms of utilization based on experience in the field that the results are not optimal when the use of products is not according to the rules. Therefore it is recommended that users really understand the guidelines and follow the rules systematically according to the stages that have been set so as to obtain maximum results.

4.2.2. Suggestion Dissemination

For product socialization to the broader users the researcher gives the following suggestions:

a. Before disseminating, the product should be re-evaluated and adapted the situation and conditions of the intended target.

b. Prior to dissemination should be socialized through meeting forums or written down in scientific documents in order to gain recognition and can be assessed for the reliability of the product for a larger scale.

4.2.3. Further Development Advice

In terms of research for further development, the researcher gives the following suggestions:

a. For research subjects, can be done on a broader subject, with attention to the advantages and disadvantages of the product is mainly related to the subject's age and ability.
b. For developmental kindergarten teachers can add insight and new knowledge about the technique of creating songs as a training material as well as a means of creating children's songs in a more interesting and easy way. In the end, it is expected that the reference and appreciation of the children's songs will be more developed.
c. For the institution, the resulting product can enrich the number of references and scientific documentation in the field of research development.

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