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Singing Activities to Develop Well-being of Students in State Primary School X, Tegal Bedug, Lelea, Indramayu, West Java

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Abstract: Student Well-being is the psychological well-being felt by a student while carrying out their duties and responsibilities as a student who masters the scientific field taught by teachers at school. Every student is expected to have a psycho-emotional condition that motivates him to really study diligently and be able to show the best academic achievement. Student well-being can be developed through activities that are interesting, fun, and happy for each individual, such as singing. This research activity involved elementary school students (N=32). This activity uses an experimental approach, which includes 3 stages, namely pre-activity, activity, and post-activity stages. The data collection technique uses a student well-being questionnaire and is given during the pre-test and post-test. The data analysis technique uses a difference test (t-test), namely, differentiating the results of the pre-test and post-test. The results of the activity show that singing activities can develop student well-being in elementary school students.

Keywords: sing, student well-being, primary school.

1. INTRODUCTION

According to Sarwita (2024), a village head that the students of Tegal Bedug Village State Elementary School, Lelea, Indramayu, West Java are children who are mostly raised and educated by biological fathers without the presence of their mothers, because the mothers have traveled abroad. The mothers have left their villages. They migrate to work as female workers in Hong Kong, Taiwan, Japan, Saudi Arabia, or other countries. In fact, they are forced to work abroad, all to meet their family's financial needs. Indeed, those who have worked as TKW (female workforce) have succeeded in sending money to their families. However, sometimes, the husband who is at home is unable to care for, educate, and develop the children at home. They are tired, tired and unenthusiastic, after working all day in the rice fields, gardens, or as private employees. So, it can be said that most children do not receive serious attention from both parents, both father and mother.

Parents still carry out their respective roles as fathers and mothers for children, but they are not able to carry them out optimally, so that children do not receive good parental education at home. The father is physically present and meets face to face with the children at home, but the father's presence does not have a positive influence on the development of his children. His father did not play his father's role in being disciplined, consistent, and leading the children to develop their full potential. Likewise, most of the mothers are unable to be physically present to care for the children, because they have worked as migrant workers abroad. Of



course, this condition of lack of parental attention and affection affects the psychological life of children at home and at school. They do not have good psychological well-being at school (Zhang, & Carciofo, 2021).

The psychological well-being felt by an individual who is studying at school is called student well-being. Student well-being is a psychological state characterized by feelings of happiness, joy, enthusiasm, optimism and joy in facing future life (Wong, Liem, Chan et al, 2024). They have strong self-confidence that they are able to realize their dreams as best they can (Kaplan, & Maehr, 1999; Renshaw, & Bolognino, 2016; Zhang, & Carciofo, 2021). A student who has psychological well-being is characterized by a strong drive to be active in learning activities guided by teachers at school. He has a passion for learning and is motivated to learn every lesson taught by his teachers (Thomas, Ross, & Ruzek, 2025). If there are school lessons or homework given by his teachers, then he tries hard to complete them well, so that he gets the best learning achievement (Wong, Liem, Chan et al, 2024). Therefore, it is important for every student to develop student well-being so that they can continue their education and achieve good learning achievements at school (Wong, Liem, Chen et al, 2024; Fenech, 2024).

The problems experienced by partners can be expressed by the head of Primary School, Tegal Bedug Village, Indramayu, West Java who felt that the students felt less enthusiastic, optimistic and not confident in facing their future. They think in the short term that they only want to go to elementary school, and do not have much hope of being able to continue their education to junior high school or a higher level of education, because parents do not pay serious attention to their biological children. Parents do not demand much from their children. If children have only graduated from elementary school, that's okay; the important thing is that they have already attended school. They can read and write. After that, they work according to their wishes, and there is no need for them to pursue higher education.

The condition of students who do not have a better future orientation is a condition that should not be allowed to continue, but requires serious and professional intervention efforts to bring about changes in the lives of students. Intervention actions must be carried out immediately, professionally, and systematically by experts to make concrete changes in thinking, attitudes, and actions in children (Keane & Linnenbrink-Garcia, 2025). They need to obtain information, knowledge, and insight that can change the mindset from pessimistic to optimistic, feelings of inferiority change to self-confidence, passive attitudes become active attitudes, and change non-productive behavior into productive behavior. In this case, how to provide intervention so that positive changes occur in the lives of elementary school students. Intervention can be done by adjusting to the interests, pleasures, and needs of students. One of the characteristics of the interests, pleasures, and needs of elementary school students is singing activities (Gooding & Ferrer, 2024). So singing is one of the fun activities given to students. In this case, it is necessary to formulate whether singing activities can be used effectively to develop subjective well-being in elementary school students?

2. METHODS

Singing activities are carried out in the classroom. Singing activities are carried out individually and in groups. Every student gets the opportunity to learn, practice, and sing. They get the same opportunity to develop their singing skills. The students are trained seriously, professionally, and responsibly, so that they have confidence in their potential and competence in singing well.

There are 3 implementation steps, namely pre-activity, activity, and post-activity. Pre-activity means that students receive a pre-test in the form of filling out a student well-being questionnaire. The activity is a singing activity that involves all students who take part in this community service activity. Post-activity, students are given the opportunity to fill out a questionnaire. The number of research participants was 32 students, male (14 people) and female (18 people), aged 10-12 years, actively registered students at SD Negeri X, Tegal Bedug, Lelea, Indramayu, West Java.

Table 1. Design of Experiment

Respondent	Pre-activity	Activity	Post-activity
Primary School Students	Pre-test: Student Well-being Questionanry	Singing	Post-test: Student Well-being Questionanry

The data collection technique uses a student well-being questionnaire. The questionnaire consists of 10 items with options namely SA (strongly agree), A (agree), DA (Disagree), and SDA (Strongly Disagree). Favorable items with scores are SA = 4, A = 3, DA = 2 and SDA = 1. One example of a favorable item is: I am encouraged to study hard to achieve the best performance at school. while the unfavorable items have a score of SDA = 1, DA = 2, A = 3 and SA = 4. One example of an unfavorable item is: I feel bored following lessons at school. Meanwhile, data analysis uses different test techniques, namely differentiating the pre-test results from the post-test.

3. RESULTS AND DISCUSSION

3.1 Results

Table 2. Result of Experiment

Respondent	Pre-activity	Activity	Post-activity
Primary School Students	Pre-test: Student Well-being Questionanry M = 655/32 = 20,47 (N = 32)	Singing	Post-test: Student Well-being Questionanry M=899/32=28,1 (N =32)

3.2 Discussion

Obtained pre-test results of 20.47, while the post-test result was 28.1. This means that the pre-test results (M = 20, 47) are smaller than the post-test results (M = 28.1). There was an increase in the pre-test score to the post-test result of 7.63. The results of the activity showed that singing activities were considered capable of having an influence on increasing the value of student well-being for elementary school students. The pre-test score is smaller than the post-test score, meaning there is an increase in the pre-test score compared to the post-test score. The increasing value of singing activities is in line with the views of experts (Smith, Kleinerman &

Cohen, 2022; Davies, Bentham & Duah, 2023; Hilbers, 2023) who state that singing together is a pleasant experience that can build experiences of togetherness, cohesiveness, cooperation, friendship, and happiness. Singing is a sound art activity characterized by expressing thoughts, feelings, and experiences in the form of poetry, words, or sentences that are enjoyable for a person or group of singers.

Singing activities can also bring happiness to other people who hear the singing. Other people also feel the psychological atmosphere, thoughts, and feelings of the poetry being sung. Of course, it is hoped that the contents of the song's lyrics contain positive values, teachings, or statements, words, or sentences. If the content of the song's poetry is negative (for example, the content of the poetry is in the form of groans, sadness, or sorrow), then the listener of the song will feel a negative mental, emotional, or mental mood (Brodsky, 2021; Ramos & Mello, 2021). Therefore, someone who wants to sing a song must be able to be wise in choosing a song, meaning they must be able to pay attention to the content of the song's lyrics. If a singer wants to have a positive influence on listeners through the songs he sings, then he must choose songs whose poetry contains positive values (Chee, Leung, & de Vries, 2022).

Student Well-being is the psychological well-being felt by a student, so that the student is able to carry out their duties and responsibilities well (Zhang & Carciofo, 2021). Psychological well-being changes a person's form of happiness in life. A student feels happy as a student who seriously carries out his duties and responsibilities to improve his academic competence at school. A student realizes that he is a young individual by equipping himself with the knowledge and skills needed to face a better future. Student well-being is a eudemonic concept of happiness (Schutte, Wissing, & Khumalo, 2013; Cromhout et al, 2022).

Student well-being must be an important concern for every school principal and teacher. They, as teachers, are expected to be supportive and respectful and motivated to achieve the best academic achievements (Lee & Jang, 2025). The school principal develops policies so that students can feel happy at school. Teachers can build social support that makes students feel cared for and valued because they are an important part of contributing to the advancement of their school. Since the beginning as new students, they have been accepted, cared for, and appreciated by the principal, teachers, and education staff, so that students feel that they are an important part and have the right to receive satisfactory academic services. If they feel satisfied with the administrative services and academic services at their school (Maslihah & Rachmi, 2018).

Students' psychological well-being can be stimulated with fun activities, such as singing. Singing is one of the fun activities to build students' psychological well-being (Sari & Yeni, 2021; Miranda, 2021). They still need guidance from teachers to position themselves appropriately. They are taught, trained and guided to develop happiness while being school students. If they are still unable to feel happy, then the teachers will continue to help their students build their mindset. Singing activity becomes an ongoing activity to be sung continuously at every teaching and learning opportunity in class. Students can grasp the meaning and meaning of the lyrics of the songs they sing.

Happiness is subjective and can be felt individually. An individual has a positive perspective towards himself and towards others. A positive outlook is characterized by a positive self-concept which can be built through singing activities (Sari & Yeni, 2021; Garrido, du Toit, & Meade, 2022; Dariyo, 2023). If every individual in a group equally feels happiness, then happiness is felt collectively. They have the same experience of collective happiness. Collective happiness can be realized through pleasant collective experiences, such as the experience of singing together. Indeed, singing activities can be done individually, but they can also be done collectively. Together they are taught, trained, and guided to have the same collective experience, namely singing (Davies, Bentham & Duah, 2023; Hilbers, 2023).

If singing activities are carried out continuously, persistently and consistently by students with the guidance of teachers, they build an emotional bond between the students and teachers which allows them to unite as an academic family at school. Emotional attachment is a bond that is built through intensive social interaction between adults and children over a certain period of time, so that both need each other and work together to develop competence in the future (Goldberg, Muir & Kerr, 2009; Fearon, & Roisman, 2017; Miranda, 2021). A teacher who has an emotional bond with students will be serious, enthusiastic and committed to teaching, educating and developing students in order to prepare students for a better future. Students who have an emotional bond with their teachers will become students who carry out their duties and responsibilities as students who learn from their teachers as well as possible (Ruth & Müllensiefen, 2020).

Singing activities can be carried out by a teacher as a real effort to build subjective well-being for students (Han et al, 2025). Teachers can choose songs that have positive lyrics and are easy to sing together with students. If possible, a teacher can create songs and the contents of the lyrics are adjusted to the goals to be achieved to realize subjective well-being for students. Singing activities can be made a habit every day by a teacher. He can use the time in each lesson by inserting special time to sing a song to create a comfortable and pleasant classroom atmosphere. A positive and conducive classroom atmosphere will be able to raise the teacher's enthusiasm in teaching students. A positive and conducive classroom atmosphere can raise students' enthusiasm for learning, so that they are able to achieve the best learning achievements (Zyberg & Schwabsky, 2020; Lin, Jin, & Yang, 2024; Katsantonis, 2025).

4. CONCLUSION

The Elementary School Singing activities together can develop student well-being in elementary school students. The activity of singing together provides a fun experience that is shared by the students, so that they can build cohesiveness, cooperation, and commitment to carrying out positive activities in the future.

Teachers can design, create, and utilize moments of singing together to build cooperative unity for elementary school students.

They can choose songs that contain poetry that contains positive values that have a positive impact on their students.

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