



ENGLISH SONGS FOR SUSTAINABLE CHARACTER EDUCATION IN CLIL CLASSROOMS: INDONESIAN TEACHERS' PERCEPTIONS OF PEDAGOGICAL SUITABILITY AND EFFECTIVENESS

Danti Pudjiati

STKIP Kusumanegara

Email: dantipudjiati@stkipkusumanegara.ac.id

ABSTRACT

Music in Content and Language Integrated Learning (CLIL) effectively integrates English learning with character education. This study evaluated five original English songs Honesty, Trust, Responsibility, Patience, and Smile created to foster sustainable character values in Indonesian Social Science classrooms. The research assessed (1) the songs' suitability as teaching materials, (2) teachers' perceptions of embedded character values, and (3) the songs' effectiveness in promoting character education and language engagement. Using a quantitative descriptive method, 145 teachers from primary and secondary schools across Java completed questionnaires. Data analysis showed teachers found the songs highly suitable for combining English learning and character education. They agreed the songs promoted honesty, trust, responsibility, patience, and friendliness, while boosting students' moral awareness. The songs also improved classroom engagement, confidence in English, message retention, and positive social interaction. In conclusion, character-building English songs are valuable resources for enhancing language skills and sustainable character education in CLIL-based Social Science classes.

Keywords: *CLIL; Character Education; Educational Music; Teacher Perceptions; Social Science Instruction*

INTRODUCTION

The integration of English-language music as a pedagogical resource has gained global prevalence due to its multifaceted educational advantages. Empirical evidence suggests that utilizing songs facilitates a seamless instructional process, enhances learner motivation, and contributes significantly to academic achievement (Bsharat et al., 2021; Rorintulus & Wuntu, 2023). Furthermore, music serves as an effective pedagogical tool by fostering a low-anxiety classroom environment, which encourages learner engagement through a sense of relaxation and enjoyment. Consequently, the use of such auditory materials enables students to refine core linguistic competencies, with particular efficacy in the development of listening and speaking skills (Hamilton & Murphy, 2023; Kumar et al., 2022; Sinaga, 2026).

Within the framework of Indonesia's basic education curriculum for social sciences, the cultivation of sustainable character traits is a primary learning objective for students at this level (Nafisah & Rasyid, 2023; Jadidah et al, 2024; Erni et al., 2025). The internalization of such values during this developmental stage is critical for fostering positive personality growth. However, educators encounter significant pedagogical challenges in identifying

effective methodologies that deliver these concepts in a manner that is both engaging and accessible to young learners (Erni et al., 2025 Arif & Hikmah, 2026). To mitigate these difficulties, character education has increasingly been integrated into the curriculum through the use of simplified mnemonic songs which were created by the researchers.

The musical compositions of the song in this study were intentionally developed to introduce core dimensions of sustainable character, which recent scholarship conceptualizes as enduring moral dispositions that guide learners' behavior across personal, social, and civic domains (Sanderse, 2024). These dimensions were organized into three primary categories: personal integrity, social reliability, and civic duty, reflecting contemporary frameworks of holistic character education in language learning contexts (Joshi, 2026; Sutomo & Fitrawati, 2026). To operationalize these constructs, five English songs—Honesty, Trust, Responsibility, Patience, and Smile—were designed as pedagogical media to embed moral values within meaningful linguistic input. Such integration aligns with CLIL principles, which emphasize the simultaneous development of content knowledge, language competence, and values-based learning (Kim & Huh, 2025).

More specifically, the songs Honesty and Patience were designed to promote personal integrity and self-regulation, which are foundational to individual character development in early and primary education (Nucci, 2025). In contrast, Trust and Smile focused on cultivating social reliability by strengthening empathy, cooperation, and positive interpersonal communication—competencies increasingly emphasized in twenty-first-century education. The song Responsibility targeted the development of civic duty by encouraging learners' awareness of agency and accountability within broader social structures. By employing repetitive auditory pedagogy, this study responds to recent findings that music-based learning enhances value internalization more effectively than traditional rote memorization, particularly in integrated language learning environments (Aryanti et al., 2026). Consequently, the study offers novel insights into how English songs can function as sustainable tools for long-term character formation within CLIL classrooms from the perspectives of Indonesian teachers and pre-service teachers and the effectiveness and suitability of English songs for sustainable character and language engagement in CLIL classrooms

This study contributes to the expanding body of research on Content and Language Integrated Learning (CLIL) by highlighting the pedagogical potential of English-language songs as an instructional medium for Social Science (IPS) content, particularly in fostering sustainable character traits. It facilitates a critical examination of four central issues: the perceived suitability of English songs as instructional materials in CLIL-based IPS classrooms, teachers' perceptions of their effectiveness in supporting the internalization of sustainable character values, potential differences in perspectives between in-service teachers across educational levels and pre-service teachers and the pedagogical value of English songs for fostering sustainable character and language engagement in CLIL learning environments, and the effectiveness and pedagogical suitability of English songs in fostering sustainable character values while supporting language engagement in CLIL classrooms among Indonesian junior secondary school students. Investigating educator perceptions is essential, as recent studies underscore that teachers' beliefs significantly influence instructional choices and curriculum enactment in integrated learning contexts (Nikolaidis,



2026). By addressing these dimensions, the study bridges the gap between creative arts-based pedagogy and formal character education frameworks.

METHOD

This study adopted a quantitative descriptive design to examine the perspectives of Indonesian primary and secondary school teachers on the integration of English songs for sustainable character education within a CLIL framework. A quantitative descriptive approach was selected to systematically capture teachers' perceptions using structured questionnaire data, enabling the identification of trends and comparisons across educational levels (Creswell & Creswell, 2017). The study focused on teachers' pedagogical judgments rather than measuring students' learning outcomes directly, as educators' beliefs and perceptions play a critical role in shaping instructional practices and curriculum implementation (Borg, 2001).

Table 1. Demographic Profile of Teacher Participants

Teaching Level	Total Participants (n)	Male (n)	Female (n)	Age Range (Years)				Teaching Experience (Years)				School Type		School Location			
				20 – 30	31 – 40	41 – 50	51 – 60	< 1	1 – 10	11 – 20	21 – 30	Pb	Pri	Ja	Ba	WJ	CJ
Primary school	75	18	57	3	42	16	14	14	48	9	4	26	49	35	13	25	2
Secondary school	70	26	44	21	22	18	9	7	36	20	7	33	37	30	4	34	2
Total	145	44	101	24	64	34	23	21	84	29	11	59	86	65	17	59	4

Note: Pb = Public, Pr = Private, Ja = Jakarta, Ba = Banten, WJ = West Java, CJ = Central Java

Research Instrument

Data were collected using a self-administered questionnaire developed for this study. The questionnaire consisted of Likert-scale items designed to capture educators' perceptions across three main constructs aligned with the research questions, namely (1) Suitability of songs as pedagogical materials, (2) Effectiveness in internalizing sustainable character values and (3) Implementation perceptions and challenges. To ensure content validity, the questionnaire underwent an expert judgment process involving three experts with backgrounds in English Language Teaching (ELT), CLIL pedagogy and character education and curriculum studies. Experts evaluated each item based on relevance, clarity, and measurability using rating scale and structured multiple-choice. The validity of the instrument was quantified using Aiken's V coefficient, with items meeting acceptable thresholds retained for data collection (Aiken, 1985).

After obtaining expert validation, the questionnaire was distributed to participating teachers via an online survey platform. Participants received a brief explanation of the study

objectives and an overview of how the five songs could be implemented within CLIL-oriented lessons. The title of the songs are Honesty, Trust, Responsibility, Patient, and Smile. Teachers' participation was voluntary, and informed consent was obtained prior to data collection. All items of the surveys were rated on a five-point Likert scale ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree for answering the three research questions.

To address the first research question, the questionnaire comprised two dimensions: Social Studies Integration, which evaluated the extent to which the songs effectively conveyed social values, and Pedagogical Suitability and Sustainability, which assessed their appropriateness as instructional materials for fostering long-term character development. These two dimensions consisted of a total of ten evaluation indicators. To address the second research question, the questionnaire included ten indicators designed to evaluate each of the five songs from the perspective of instructional effectiveness. Similarly, the instrument for the third research question comprised ten indicators applied consistently across the same five songs to examine participants' overall perceptions and evaluations.

Data Analysis

Data were analysed using descriptive statistical techniques to summarize participants' responses across all questionnaire items. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were computed to examine the distribution and central tendency of the data. In addition, mean scores were compared between primary and secondary school educators to identify differences in their perceptions of the instructional suitability and effectiveness of the songs for character education. The findings were interpreted based on the descriptive statistical results to address the research questions.

RESULTS AND DISCUSSION

The objective of this study was to investigate teachers' perceptions of the implementation of English songs for promoting sustainable character values in Social Science classrooms. The findings were categorized into three major themes: (1) the suitability of English songs as pedagogical materials, (2) teachers' perceptions regarding the effectiveness of English songs in internalizing sustainable character values, and (3) teachers' perceptions regarding the classroom implementation of English songs. This section presents the findings obtained from 75 primary school teachers and 70 secondary school teachers.

Suitability of the English Songs as Pedagogical Materials

Table 2. English Songs as Pedagogical Materials

No	Statement	Primary Teacher					Secondary Teacher				
		S	A	N	D	S	S	A	N	D	S
1	The song " Honesty " is an effective instructional resource for teaching integrity norms in the Social Science curriculum.	4	3	1	0	0	4	43	7	1	0
		7	7	6	%	%	9	%	%	%	%
		%	%	%			%				



No	Statement	Primary Teacher					Secondary Teacher				
		S	A	N	D	S	S	A	N	D	S
		A				D	A				D
2	The song " Trust " helps students understand the importance of trustworthiness and keeping promises in social interactions.	4	4	1	0	0	5	43	4	1	0
		4	5	1	%	%	1	%	%	%	%
		%	%	%			%				
3	The song " Responsibility " clearly illustrates the relationship between individual actions and social responsibilities .	4	3	1	1	0	4	47	4	1	0
		9	6	3	%	%	7	%	%	%	%
		%	%	%			%				
4	The song " Patient " provides a practical way to teach students about conflict resolution and social order , such as waiting for their turn.	4	4	1	0	0	4	44	1	1	0
		0	5	5	%	%	4	%	0	%	%
		%	%	%			%		%		
		5	3	1	0	0	5	39	6	3	0
5	The song " Smile " is effective in promoting positive social interaction and friendliness in a diverse society.	5	5	1	%	%	3	%	%	%	%
		%	%	%			%				
		5	3	1	0	0	5	40	6	1	0
6	The simple and repetitive lyrics of these songs make sustainable character values easier for students to understand.	6	3	1	%	%	3	%	%	%	%
		%	%	%			%				
		4	3	1	0	0	4	43	9	3	0
7	Integrating these English songs into Social Science lessons promotes an interdisciplinary approach that enhances students' engagement in learning.	7	6	7	%	%	6	%	%	%	%
		%	%	%			%				
		4	4	1	0	0	5	36	7	1	0
8	The messages conveyed in these songs promote sustainable character values that remain relevant as students grow into responsible citizens.	5	4	1	%	%	6	%	%	%	%
		%	%	%			%				
		4	3	1	0	0	4	44	7	1	0
9	Based on my classroom observations, the English language level of these five songs is appropriate and non-intimidating for students' stage of learning.	4	7	9	%	%	7	%	%	%	%
		%	%	%			%				
10	I am willing to use these songs as either primary or supplementary instructional materials in my Social Science classes.	4	4	1	4	0	4	40	1	3	1
		1	0	5	%	%	3	%	3	%	%
		%	%	%			%		%		

The first thematic dimension examined teachers' perceptions of the suitability of the five English songs as pedagogical materials for integrating sustainable character education into Social Science instruction. This dimension comprised ten evaluation items completed by both primary and secondary school teachers.

The first five items focused on the pedagogical value of individual songs. Overall, teachers from both educational levels expressed consistently favorable evaluations. The "Honesty" song was widely perceived as an effective resource for introducing integrity and ethical behavior in Social Science lessons, with more than four-fifths of respondents in both groups selecting either Agree or Strongly Agree. Similarly, the "Trust" song was considered effective in promoting students' understanding of trustworthiness and the importance of keeping promises, while the "Responsibility" song was viewed as successfully illustrating the relationship between personal actions and social obligations. Positive perceptions were also evident for the "Patient" song, which teachers regarded as a practical medium for teaching conflict resolution, self-regulation, and appropriate social behavior, such as waiting

one's turn. Likewise, the "Smile" song received highly favorable evaluations for encouraging friendliness, empathy, and positive social interaction among learners.

The remaining five items examined broader pedagogical characteristics of the song package. Teachers overwhelmingly agreed that the simple and repetitive lyrics facilitated students' comprehension and retention of sustainable character values. They also perceived the integration of English songs into Social Science lessons as an effective interdisciplinary approach that simultaneously supports language development and character education. Furthermore, respondents considered the values embedded in the songs to be relevant for nurturing responsible citizenship beyond the classroom context. The linguistic complexity of the songs was also regarded as appropriate for school-aged learners, with teachers indicating that the language was sufficiently accessible without being intimidating. Finally, both primary and secondary school teachers expressed a strong willingness to adopt the songs as either core or supplementary instructional materials within Social Science classes.

Across all ten indicators, positive responses consistently predominated, with Agree and Strongly Agree accounting for the vast majority of responses, whereas neutral and negative responses were comparatively limited. Although secondary school teachers generally reported marginally stronger levels of endorsement than their primary school counterparts, the differences between the two groups were relatively small and reflected a common pattern of positive perceptions. Collectively, these findings demonstrate broad professional acceptance of the five English songs as appropriate, engaging, and pedagogically valuable resources for integrating English language learning with sustainable character education in Social Science classrooms.

Effectiveness of English songs in internalizing sustainable character values

Table 3. Teachers' Perceptions of the Effectiveness of English Songs in Promoting Sustainable Character Values

No	Statement	Primary Teacher					Secondary Teacher				
		S	A	N	D	S	S	A	N	D	S
		A				D	A				D
1	The message "never tell a lie" in the song serves as a fundamental pillar for fostering sustainable character development among primary school students.	4	4	9	0	0	5	41	6	1	0
		9	1	%	%	%	1	%	%	%	%
		%	%				%				
2	Encouraging students to believe that "it's nice to be honest" helps reduce their fear of telling the truth in both school and the wider community.	5	4	8	0	0	5	40	4	1	0
		1	1	%	%	%	4	%	%	%	%
		%	%				%				
3	The lyric "certainly likeable" accurately reflects how being trustworthy enhances students' social relationships and character development.	4	4	1	0	0	4	41	1	1	0
		4	4	2	%	%	7	%	0	%	%
		%	%	%			%		%		
4	Teaching students to "be trustworthy" through songs is an effective way to strengthen mutual trust among peers.	4	4	9	0	0	5	40	7	3	0
		8	3	%	%	%	0	%	%	%	%
		%	%				%				
5	The phrase "responsibility for the actions that we do" effectively teaches students the concept of cause and effect.	4	4	7	1	0	5	44	3	1	0
		9	3	%	%	%	1	%	%	%	%
		%	%				%				



No	Statement	Primary Teacher					Secondary Teacher				
		S	A	N	D	S	S	A	N	D	S
6	Emphasizing that responsibility is an "obligation" helps students internalize their duties as members of the school community.	4	4	1	0	0	5	41	6	1	0
7	The message "willing to wait for our turn" is highly relevant for promoting discipline and appropriate social behavior in classroom settings.	7	3	1	%	%	1	%	%	%	%
8	The expression "haste makes waste" encourages students to be more careful and thoughtful when completing school assignments and fulfilling their responsibilities in the community.	5	4	4	0	0	5	43	4	1	0
9	Encouraging students to give a "sincere smile" helps create a positive and sustainable social environment both at school and in the wider community.	1	5	%	%	%	1	%	%	%	%
10	I agree that promoting friendly behavior through smiling can help reduce bullying and social tension among students.	4	4	1	0	0	3	51	9	3	0
		5	3	2	%	%	7	%	%	%	%
		%	%	%			%				
		5	3	9	0	0	5	46	3	1	0
		3	7	%	%	%	0	%	%	%	%
		%	%				%				
		5	3	8	0	0	4	46	4	1	0
		5	7	%	%	%	9	%	%	%	%
		%	%				%				

The second thematic dimension examined teachers' perceptions of the effectiveness of the English songs in fostering sustainable character values. This dimension consisted of ten indicators that evaluated how the moral messages embedded in the songs contribute to students' character formation and social behaviour. The first two indicators focused on honesty. Teachers overwhelmingly agreed that the messages "never tell a lie" and "it's nice to be honest" effectively encourage truthfulness and help reduce students' reluctance to tell the truth in both school and community contexts. Positive responses were consistently observed among both primary and secondary school teachers, indicating broad consensus regarding the pedagogical value of these messages in promoting integrity.

The third and fourth indicators examined trustworthiness. Respondents perceived the lyrics emphasizing being "certainly likeable" and "trustworthy" as meaningful in strengthening interpersonal trust, maintaining positive peer relationships, and encouraging students to become reliable members of their communities. Across both educational levels, teachers expressed strong confidence in the ability of these songs to reinforce prosocial behaviour. The fifth and sixth indicators addressed responsibility. Teachers agreed that the songs effectively illustrate the relationship between individual actions and their consequences while encouraging students to recognize responsibility as a personal obligation. These findings suggest that the songs successfully communicate the importance of accountability and responsible participation within the school community.

The seventh and eighth indicators evaluated the value of patience. The lyrics encouraging students to "wait for our turn" and reminding them that "haste makes waste" were widely perceived as effective in promoting discipline, self-regulation, thoughtful decision-making, and appropriate classroom behaviour. Although secondary school teachers

demonstrated a slightly greater tendency to select Agree rather than Strongly Agree for one of these items, the overall pattern remained consistently positive across both groups. The final two indicators focused on friendliness and positive social interaction. Teachers regarded the messages encouraging students to offer a sincere smile and demonstrate friendly behaviour as valuable strategies for creating supportive classroom environments, strengthening peer relationships, and reducing bullying and social conflict. These items received some of the strongest levels of endorsement, highlighting the perceived importance of positive interpersonal behaviour within sustainable character education.

Overall, the findings reveal a high level of consensus among both primary and secondary school teachers regarding the effectiveness of the five English songs in promoting sustainable character values. Across all ten indicators, responses were predominantly concentrated in the Agree and Strongly Agree categories, whereas neutral and negative responses were comparatively limited. Although secondary school teachers generally expressed slightly stronger endorsement on several indicators, the differences between the two groups were minimal. Collectively, these findings suggest that teachers perceive the songs as effective pedagogical resources for nurturing honesty, trustworthiness, responsibility, patience, and friendliness—core values that underpin sustainable character education within Social Science classrooms.

The classroom implementation of English songs

Table 4. Teachers' Classroom Observations of Students' Responses to English Character-Building Songs

No	Statement	Primary Teacher					Secondary Teacher				
		S A	A	N	D	S D	S A	A	N	D	S D
1	Based on my classroom observations, students easily remember the moral message of the "Honesty" song because of its simple and repetitive English lyrics.	4 1 %	4 7 %	1 2 %	0 % %	0 % %	5 1 %	41 % %	6 % %	1 % %	0 % %
2	Based on my classroom observations, students show more positive attitudes toward the concept of "Trust" when it is presented through music rather than through textbooks.	4 0 %	4 9 %	8 % %	3 % %	0 % %	5 4 %	40 % %	4 % %	1 % %	0 % %
3	Based on my classroom observations, students are better able to relate the "Responsibility" song to their daily responsibilities at school and at home.	3 7 %	5 5 %	8 % %	0 % %	0 % %	4 7 %	41 % %	1 0 %	1 % %	0 % %
4	Based on my classroom observations, students demonstrate greater patience (e.g., waiting for their turn) after practicing the "Patient" song.	4 3 %	4 5 %	1 2 %	0 % %	0 % %	5 0 %	40 % %	7 % %	3 % %	0 % %
5	Based on my classroom observations, students demonstrate high levels of enthusiasm and enjoyment while singing the "Smile" song during Social Science lessons.	4 4 %	4 1 %	1 5 %	0 % %	0 % %	5 1 %	44 % %	3 % %	1 % %	0 % %
6	Based on my classroom observations, students exhibit an immediate positive change in classroom atmosphere when the "Smile" song is played.	3 9 %	4 4 %	1 7 %	0 % %	0 % %	5 1 %	41 % %	6 % %	1 % %	0 % %
7	Based on my classroom observations, students feel more confident speaking English when vocabulary is embedded in these character-building songs.	3 7 %	5 2 %	9 % %	1 % %	0 % %	5 1 %	43 % %	4 % %	1 % %	0 % %



8	Based on my classroom observations, students actively discuss the social meanings conveyed in the song lyrics (e.g., why "haste makes waste") with their peers.	3	4	1	1	0	3	51	9	3	0
		7	5	6	%	%	7	%	%	%	%
		%	%	%			%				
9	Based on my classroom observations, students find the English language level of these five songs appropriate and non-intimidating for their stage of learning.	3	4	1	0	0	5	46	3	1	0
		9	5	6	%	%	0	%	%	%	%
		%	%	%			%				
1	Based on my classroom observations, students demonstrate a long-term "echo effect" by humming or recalling the song lyrics, indicating that the character values have been internalized.	3	4	1	3	0	4	46	4	1	0
0		7	3	7	%	%	9	%	%	%	%
		%	%	%			%				

The third thematic dimension examined teachers' classroom observations of students' responses to the implementation of the English character-building songs. This dimension comprised ten indicators addressing students' cognitive, affective, behavioural, and language-learning responses during classroom activities. The first two indicators focused on students' engagement with the honesty and trust songs. Teachers consistently observed that the simple, repetitive lyrics enabled students to recall moral messages more easily while fostering more positive attitudes toward honesty and trustworthiness than those typically achieved through conventional textbook-based instruction. Across both primary and secondary school settings, respondents reported strong agreement that presenting character values through music increased students' attention and emotional engagement with the learning content.

The third and fourth indicators examined students' understanding of responsibility and patience. Teachers perceived that students were able to connect the messages conveyed in the Responsibility song with their daily responsibilities at school and at home, suggesting meaningful transfer of learning beyond the immediate instructional context. Similarly, the Patient song was considered effective in encouraging self-regulation and appropriate classroom behaviour, particularly in developing students' willingness to wait for their turn and interact respectfully with others.

The fifth and sixth indicators explored students' emotional responses to the Smile song. Teachers observed that students participated enthusiastically during singing activities and that the song contributed to a more positive, supportive, and enjoyable classroom atmosphere. These findings indicate that integrating music into Social Science instruction not only promotes active participation but also strengthens the socio-emotional climate of the classroom, creating conditions that are conducive to meaningful learning.

The remaining four indicators addressed broader educational outcomes associated with the use of the songs. Teachers reported that embedding English vocabulary within character-building songs increased students' confidence in using English and encouraged them to discuss the social meanings embedded in the lyrics with their peers. Respondents also considered the linguistic level of the songs to be appropriate for learners, enabling students to engage with the content without experiencing language-related anxiety. Furthermore, many teachers observed a sustained "echo effect," whereby students continued

to hum or recall the songs after classroom activities, suggesting that both the lyrics and the associated character values had been retained beyond the instructional session.

Overall, teachers from both primary and secondary schools reported highly positive classroom observations across all ten indicators. Responses were concentrated predominantly in the Agree and Strongly Agree categories, with only a small proportion of neutral or negative responses. Although secondary school teachers generally expressed slightly stronger endorsement on several indicators, the overall pattern of responses was remarkably consistent across educational levels. These findings suggest that the English character-building songs effectively enhance students' engagement, facilitate the internalization of moral values, promote positive classroom interactions, and support confidence in English language use. Collectively, the results reinforce the pedagogical potential of music as an interdisciplinary instructional resource that simultaneously advances language learning, sustainable character education, and students' social-emotional development within Social Science classrooms.

Thematic Dimension	Primary Teachers M ± SD	Secondary Teachers M ± SD	Interpretation
English Songs as Pedagogical Materials	4.30 ± 0.67	4.39 ± 0.63	Very High
Effectiveness of English Songs in Promoting Sustainable Character Values	4.40 ± 0.63	4.40 ± 0.64	Very High
Teachers' Classroom Observations of Students' Responses	4.20 ± 0.70	4.35 ± 0.67	Very High
Overall Mean	4.30 ± 0.67	4.38 ± 0.65	Very High

Note. Means were calculated using a five-point Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree). Interpretation: 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

Among the three dimensions, the effectiveness of the English songs in promoting sustainable character values received the highest evaluation from both respondent groups (Primary: M = 4.40, SD = 0.63; Secondary: M = 4.40, SD = 0.64), demonstrating a strong consensus that the songs effectively foster values such as honesty, trustworthiness, responsibility, patience, and friendliness. The dimension concerning the pedagogical suitability of the songs also obtained very high ratings (Primary: M = 4.30, SD = 0.67; Secondary: M = 4.39, SD = 0.63), indicating that teachers considered the songs appropriate instructional resources for integrating English language learning with Social Science content. Likewise, teachers' classroom observations of students' responses yielded highly positive evaluations (Primary: M = 4.20, SD = 0.70; Secondary: M = 4.35, SD = 0.67), suggesting that the songs enhanced students' engagement, participation, confidence in using English, and internalization of character values. Collectively, these findings provide strong evidence that English character-building songs are perceived as effective interdisciplinary



instructional resources capable of simultaneously supporting language learning and sustainable character education in Social Science classrooms.

This table summarizes the descriptive statistics for the three thematic dimensions examined in this study. Overall, both primary and secondary school teachers expressed very high levels of agreement regarding the pedagogical value of the five English character-building songs. The overall mean score for primary school teachers was 4.30 (SD = 0.67), while secondary school teachers reported a slightly higher overall mean of 4.38 (SD = 0.65). The relatively small standard deviations across all dimensions indicate a high degree of consistency in teachers' responses, suggesting broad professional consensus concerning the instructional quality and educational value of the songs. Although secondary school teachers consistently reported marginally higher mean scores than primary school teachers, the differences between the two groups were relatively small, indicating similar perceptions across educational levels.

CONCLUSION

The findings showed that English character-building songs were considered highly suitable for integrating English learning and sustainable character education in Social Science classrooms. Based on the responses of 145 primary and secondary school teachers, the songs were perceived as useful pedagogical materials because their simple and repetitive lyrics, accessible language, and clear character messages supported both language learning and character development. Teachers also reported positive perceptions of the songs in promoting honesty, trustworthiness, responsibility, patience, and friendliness. In classroom implementation, teachers observed that students could remember the moral messages, relate them to their daily responsibilities, participate actively, interact positively with their peers, and become more confident in using English. The overall mean scores were 4.30 (SD = 0.67) for primary teachers and 4.38 (SD = 0.65) for secondary teachers, both categorized as Very High. These findings indicate that English character-building songs can serve as interdisciplinary instructional resources that support English learning and sustainable character education in Social Science classrooms. However, the findings were based on teachers' perceptions and classroom observations and did not directly measure students' learning outcomes.

BIBLIOGRAPHY

- Aiken, L. R. (1985). Three coefficients for analyzing the reliability and validity of ratings. *Educational and psychological measurement*, 45(1), 131-142.
<https://journals.sagepub.com/doi/10.1177/0013164485451012>

- Arif, M., & Hikmah, D. D. (2026). Comparing Total Physical Response and Digital Storytelling in Teaching Vocabulary to Young Learners. *Scripta: English Department Journal*, 13(1), 98-106. DOI: <https://doi.org/10.37729/scripta.v13i1.7067>
- Aryanti, N., Ardiansyah, W., & Annisa Indina, V. (2026). Curriculum-Embedded Song-Based English Language Instruction: Effects on Vocabulary Acquisition and Humanistic Value Internalization in Early Childhood Education.
- Borg S. Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*. 2003;36(2):81-109. doi:10.1017/S0261444803001903
- Bsharat, T. R. K., Barahmeh, M. Y., & Turkman, J. M. H. (2021). The influence of music and educational songs on EFL students' achievement from their teachers' perspective in Jenin Region. *African Educational Research Journal*, 9(3), 728–738. <https://doi.org/10.30918/AERJ.93.21.106>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Erni, E., Yuanita, P., & Kurniaman, O. (2025, May). An Analysis of Teachers' Digital Literacy in English Language Teaching. In *6th Sriwijaya University Learning and Education International Conference 2024 (SULE-IC 2024)* (pp. 302-313). Atlantis Press. <https://www.atlantis-press.com/proceedings/sule-ic-24/126010821>
- Hamilton, C., & Murphy, V. A. (2024). Folk pedagogy? Investigating how and why UK early years and primary teachers use songs with young learners. *Education 3-13*, 52(8), 1488-1509. <https://doi.org/10.1080/03004279.2023.2168132>
- Jadidah, I. T., Rahmasari, F., Dewi, W. A., & Mutmainnah, A. (2024). Analisis Pendidikan Karakter Pada Kurikulum Merdeka Dalam Mata Pelajaran Ips Di Sekolah Dasar. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 5(1), 54-59. DOI:10.55943/jipmukjt.v5i1.70
- Joshi, P. L. (2026). Cultivating character: A holistic framework for value-based education in schools. *Asian Education and Learning Review*, 4(1), 3-3. DOI:10.14456/aclr.2026.3
- Kim, H. J., & Huh, K. (2025). Character-Integrated English Language Learning Through CLIL for Young EFL Learners. *English Teaching*, 80(1), 167-194. <https://doi.org/10.15858/engtea.80.1.202503.167>
- Kridalaksana, H. (1985). *Descriptive grammar of Indonesian: Synt[proceeding acronym]*. Jakarta: Center for Language Guidance and Development, Ministry of Education and Culture.
- Nafisah, S., & Rasyid, H. (2023). Analisis Peralihan Kurikulum K 13 Ke Merdeka Belajar Dalam Pembelajaran Ips Di Mts. Nur Ilahi. *Jurnal Inovasi Pendidikan dan Ilmu Sosial*, 1(1), 8-14. <https://ejournal.uniramalang.ac.id/jipsos/id/article/view/2744>
- Nikolaidis, D. (2026). Implementing the integrated foreign languages curriculum in Greek EFL education: Teachers' beliefs, practices and professional challenges. *International Journal of Instruction*, 19(4), 519-538. <https://doi.org/10.29333/iji.2026.19427a>
- Nucci, L. (2025). Moral Education with a Purpose. *Research in Human Development*, 22(2-3), 208-219. DOI:10.1080/15427609.2025.2594928



- Rorintulus, O. A., & Wuntu, C. N. (2023). Exploring the effectiveness of songs for learning improvement: A case of elementary level students' English skills. *Edumaspul: Jurnal Pendidikan*, 7(2), 3336-3349. DOI:10.33487/edumaspul.v7i2.6913
- Sanderse, W. (2024). Adolescents' moral self-cultivation through emulation: Implications for modelling in moral education. *Journal of Moral Education*, 53(1), 139-156. <https://doi.org/10.1080/03057240.2023.2236314>
- Sinaga, J. B., Saputro, I. E., Yulianingsih, L., Dewi, D. S., Subrata, D., & Ardhi, M. A. (2026). Developing Local Culture-Based Listening Materials through Digital Storytelling. *Journal of Innovation in Educational and Cultural Research*, 7(2), 423-421. DOI: 10.46843/jiecr.v7i2.2836
- Sutomo, T., & Fitrawati, F. (2026). The Contribution of Music Education to Character Development in Elementary Schools. *Edukasi Elita: Jurnal Inovasi Pendidikan*, 3(1), 263-271. DOI: 10.62383/edukasi.v3i1.2821