

# Music Intervention in Learning for Better Emotional Stimulation of Early Childhood Children in Islamic Schools

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## Abstract

This research aims to analyze how emotional changes in early childhood children after musical treatment and intervention. The author uses the 4D Research and Development method as a research approach to create music products as learning media. The music products produced in this research have been validated and assessed by four experts, related to the fields of educational technology, psychology, language and music. These expert assessments are carried out repeatedly to produce quality products. The product results were then tested in a learning process involving thirty students as research subjects. All data was analyzed using SPSS 21 software with correlation analysis techniques. The results of the analysis regarding the use of the resulting music products have run well by the design that has been determined. Furthermore, the results of statistical analysis show that music intervention is proven to stimulate children's emotions in early childhood in the learning process with a value of 0.041. These results show that music intervention in the learning process can be used as an alternative for teachers to stimulate students' emotions, besides that it is necessary to carry out other studies related to this context by future researchers.

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## INTRODUCTION

Early childhood is a crucial period for the development of later life because early childhood is a sensitive period which is called a period golden age (Sumiati & Tirtayani, 2021; Juariyah & Watini, 2022). At this time, the various potentials that exist within humans are developing rapidly. Where physical, motoric, intellectual, emotional, language, and social development takes place quickly (Hidayati, 2020; Putri, 2021). This early childhood period also demands extra attention (Nurdiantami et al., 2022; Rakhman et al., 2022). Early childhood is the most appropriate time to develop language because childhood is in the most rapid phase of growth and development (Vince & Muhtadi, 2019; Gusti & Rusmana, 2020; Zulianingsih et al., 2020; Anggraini, 2021).

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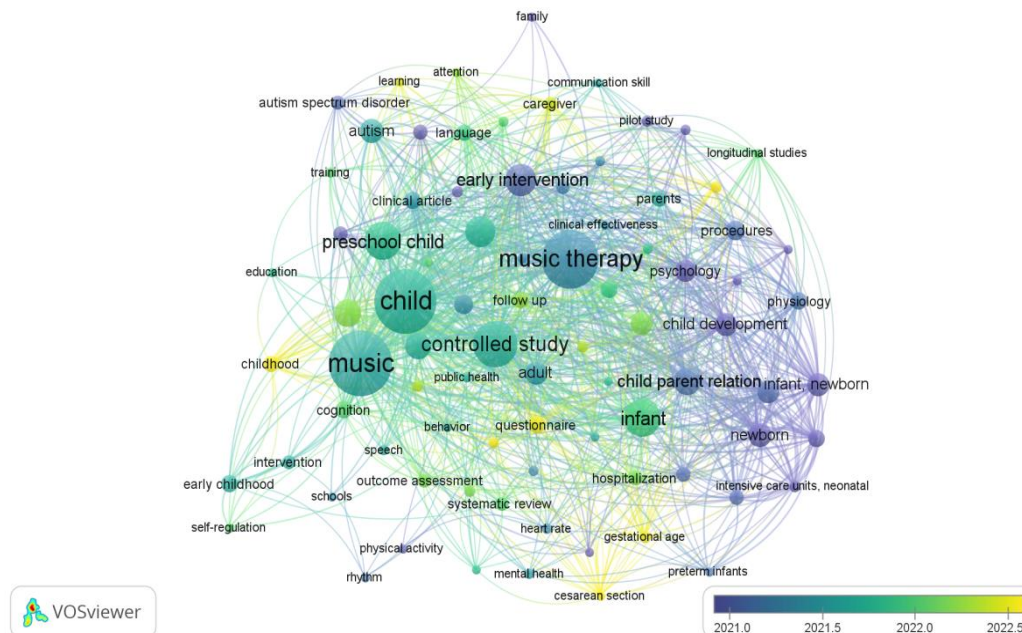
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According to Supriyanto, (2015); Ariyanto, (2016); Uce, (2018); Yenti & Mawal, (2021); Mutiah & Srikandi, (2021) the process of growth and development in various aspects is experiencing a rapid period in development span of human life. Children's emotions are very diverse and have not been focused on. This is the role of the teacher because common emotions in children occur in childhood, namely anger, fear, jealousy, curiosity, envy, joy, sadness, and affection, therefore a person should teachers can embrace them well so that children feel appreciated and understood (Sari, 2020; Ifitah, 2022; Khoirurroziq et al., 2023). In the golden age emotions in early childhood are one of the basic things to pay attention to so that they can be stimulated to stabilize the limbic brain in children, one of which can be stimulated through music (Utami, 2017; Ahmad et al., 2018; Davega, 2018; Marwah, 2022; Rosyanti et al., 2022; Sholihah et al., 2022).

Early brain development is all about building connections through input from the outside world, and music provides a rich and supplementary source of input as young brains develop (Fatahudin et al., 2019; Saputri, 2021; Khoiriyati et al., 2021; Wahid, 2022; Alias et al., 2024). Exposure to music allows young brains to soak in the range of notes, tones, and words they will later use, and in doing so, build neural pathways that can influence and enhance cognitive ability for a lifetime (Satrianingrum et al., 2020; Putri et al., 2021; Putri et al., 2022). Music builds neural pathways throughout the brain, but especially in the corpus callosum, a band of tissue that connects the two hemispheres of the brain. This, neurologists believe, conveys a whole range of benefits, including increased problem-solving ability and greater emotional resilience (Mongkek et al., 2019; Damayanti & Dewi, 2021; Nafsia & Ngura, 2022; Sada et al., 2022; Annisa et al., 2023).

Based on data from Scopus, previous research from 2019-2023 used several keywords that refer to research on interventions music, early children, and emotional stimulus seen in figure 1 below.



**Fig 1. Results of Scopus data analysis based on the keywords music interventions, early children, emotional stimulus**

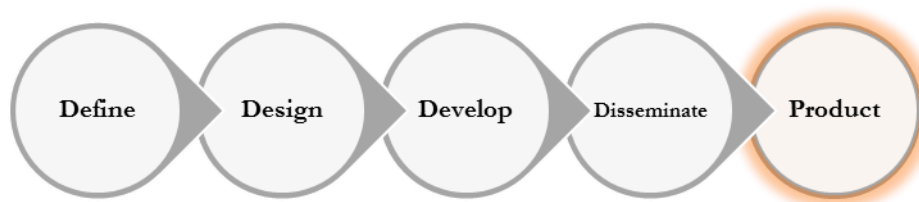
The author analyzed research on music intervention for emotional stimulation in early childhood at 00:58 on July 26 2024 with the help of Vosviewer software to see the novelty of the research that the researcher conducted. Based on the results of the analysis, it was found that previous research still focused on music therapy, such as music therapy to build emotional relationships between young children and their

parents, and music therapy for preschool education. Meanwhile, no research has been found on musical interventions for emotional stimulation in early childhood by researchers from various countries, so this research is worthy of being carried out as in-depth knowledge for parents to see emotional changes in early childhood after music intervention, as an alternative for teachers in stimulate students' emotions and serve as an initial reference for researchers who will research in the future.

## METHODS

This research uses the Research and Development method with the 4D type as a research approach. According to Munawaroh, (2017); Engkizar et al., (2021); Astuti, (2019); Amani et al., (2021); Rosalianisa, (2021); Efendi et al., (2023) this kind of approach can be used as a method for researchers who want research outputs in the form of products or prototypes. Furthermore, this research consists of four stages, namely definition (define), planning (design), development (develop), and spread (disseminate) so aiming to create a product is very appropriate to use this approach (Murniyetti et al., 2016; Engkizar et al., 2018). In the context of this research, the author has carried out research procedures and procedures according to the opinions of the experts above.

To create music products as learning media in this research, the author carried out four stages of research, starting from getting to know the product to be designed, planning the product to be developed, developing the product in a better direction, and ending with distribution to users, especially learning media for early childhood. To make it clearer, see figure 2 below:



**Fig 2. Stages in carrying out research**

As seen in Figure 2 above, the author can explain that, first of all, what is meant in the context of this research is that music is needed to stimulate children's emotional development, as previously known, music is only intended for adult humans, even though a person's emotional growth starts from an early age (Simatupang & Rosalianisa, 2021; Perdana, 2022). In fact, we need a music product that suits the interests and needs of young children.

The second is design. After the author analyzes the need for music for early childhood learning media, the next stage is for the author to design the lyrics and rhythm related to the desired music. After the music content has been designed, the writer designs the media used to convey the music, such as video clips, accessible YouTube links, and other media (Mutiah & Srikandi, 2021; Sutono & Rustandi, 2022).

Third, namely, development, to meet user needs for music products that have been designed, it is necessary to develop music products that have been made into better products, for example in the first stage music is only taught through the classical method where the teacher leads in front of the class and the students follow, however along with technological developments, music learning has become technology-based (Suprayitno et al., 2018; Purwanto et al., 2019; Hasim et al., 2022).

Fourth, namely dissemination, then the author tested music products that had been developed as learning materials for early childhood. Related to this research, the

music created was aimed at stimulating the emotions of early childhood (Leriyono et al., 2018; Valentina & Sujana, 2021; Nuryati et al., 2023).

All music products produced in this research have been validated and assessed by four experts, related to the fields of educational technology, psychology, language, and music. These expert assessments are carried out repeatedly to produce quality products. Music products that have been validated by these experts get very good scores as shown in table 1 below.

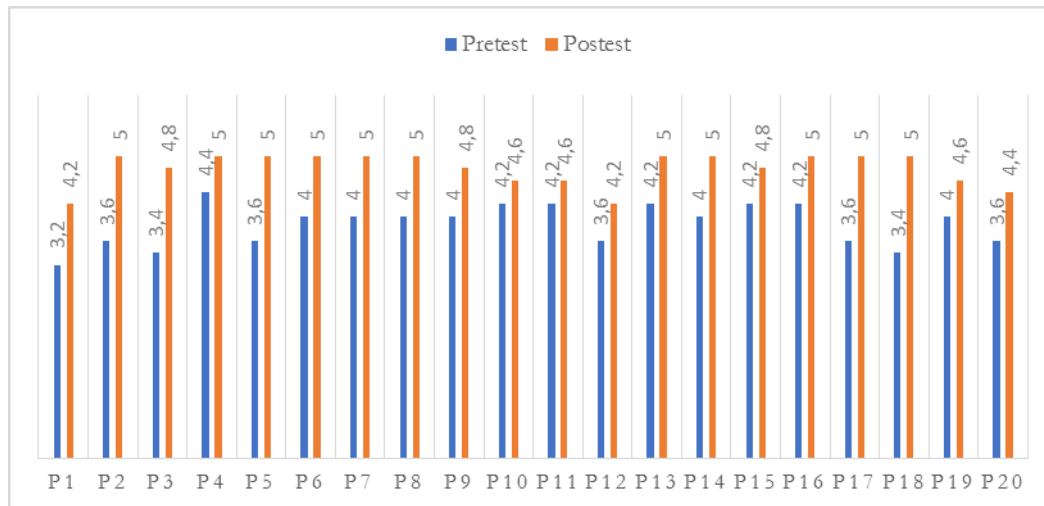
**Table 1. Results of expert assessment of the products made**

No	Assessment criteria	Validity (%)	Category
1	Material aspects	95,33 %	Very Valid
2	Language aspects	98,67 %	Very Valid
3	Media aspect	97,33 %	Very Valid
Total Average		97,31 %	Very Valid

The product results were then tested in a learning process involving thirty students as research subjects. All data was analyzed using SPSS 21 software with correlation analysis techniques.

### RESULT AND DISCUSSION

Based on the results of the author's analysis regarding differences in children's learning activities in groups before and after being given media compact disk through children's songs as seen in the following picture.



**Fig 3. Differences in children's learning activities in groups before and after being given media compact disk through songs**

Based on figure 3 above, the probability numbers are obtained from *Asymp. Sig. (2-tailed)* children's activity during the learning process is 0.041 or probability below alpha ( $0.041 < 0.05$ ). Based on these results,  $H_0$  was rejected and  $H_1$  was accepted. Thus, it can be interpreted that there are differences in children's learning activities in groups of children before and after being given media compact disks through children's songs that contain sentences. Then, based on the results of the author's observations made on teachers, it has a good influence on children's emotional development. This can be seen in table 2 below.

**Table 2. Results of observations of aspects of children's emotional development by teachers**

No.	Assessment Aspects	Percentage	Category
1	Child's expression	96,0 %	Very valid
2	Child's Attitude	95,2 %	Very valid
Average Percentage		95,6 %	Very valid

Based on the table above, it can be seen that the two indicators are expected. Effectiveness, as assessed by the teacher, shows the overall average results of the child's effectiveness assessment as assessed by the teacher after singing and listening to this song with the media compact disk is 95.6% in the very practical category. This means the media compact disk that has been developed has been effective both in terms of presentation and use. Thus it can be concluded that the effectiveness of the media compact disk through early childhood songs based on the results of children's observation sheets filled in by teachers, is categorized as very effective. Next, apart from observations made on teachers, the author also made observations on the children's parents. The results of the analysis also have a good impact on children's emotional development. As seen in the following table.

**Table 3. Results of observations of aspects of children's emotional development by parents**

No.	Assessment Aspects	Percentage	Category
1	Child's expression	93,13 %	Very valid
2	Child's Attitude	92,5 %	Very valid
Average Percentage		92,81 %	Very valid

Based on the table above, it can be seen that the two indicators of effectiveness assessed by parents show that the overall average result of assessing children's effectiveness as assessed by teachers after observing listening to songs and singing with children using language media is 92.81% in the very practical category. This means media compact disk which was developed and designed by the author has been effective in both presentation and use. Thus it can be concluded that the effectiveness of the media compact disk Based on the results of the observation sheet on aspects of children's positive emotional development filled in by parents, it was categorized as very effective.

Based on the results of validation carried out by six expert validators (lecturers) it was stated that the media compact disk is very valid with an average validity value of 93.8%. Thus it can be concluded that the media compact disk is very much so. Effectiveness can be interpreted as success in achieving previously set goals (Khulsum et al., 2018). To improve aspects of good emotional development for young children, this means that if teachers teach using innovative media, children's creativity will increase (Supriadi, 2018; Supriyono, 2018; Hidayat et al., 2021).

Emotions are generally defined as psychological states of a certain duration that involve behavioral expression, conscious experience, and physiological arousal. Early childhood emotions can change, such as a child who cries when sad, and a child who smiles when given a hug. The environment is a place that influences the emotions of early childhood where the environment plays an active role in providing. Therefore, teachers and parents must create a good atmosphere with good language as well.

Music can stimulate the right and left sides of the brain, and this music can help develop concentration. Music can contribute to building a specific atmosphere. With the help of opera and orchestra recordings, as a group, children can adapt their body movements to the music and imitate the singers and orchestra players they see on television. Playing and musical activities can help children shape their physique. Coordination abilities can be developed with games aimed at developing their muscles (Dewi & Handayani, 2021; Nailiah & Saputra, 2022).

Musical form and structure: Song form in music is divided into five, namely first, one-part song form is a song form that consists of just one sentence or period. Second, the form of a two-part song is that in one song there are two sentences or periods that are different from each other. Third, the three-part song form is that in one song there are three sentences or periods that are different from one another.

Fourth, the dual form is a two-part song form that has received a modification in a special form for instrumental music. Fifth, a complex or large three-part song form is a three-part song form that is doubled so that each part consists of three sentences (Lardiman, 2019; Adi et al., 2020; Azmi et al., 2020).

Based on the theoretical explanation above, it can be concluded that music has a great influence on the intelligence of early childhood in the development of the learning process and optimal absorption of intelligence. It is important to stimulate the development of children's emotional intelligence through music with simplified lyrics by the criteria for good music for young children. Based on tests on music products that have been designed and can be used through pre-test and post-test, they show very encouraging results. This evidence can be seen from the results of correlation statistical analysis which shows that there are differences in the scores obtained by students who are better off learning using music media that the author creates. The findings in this research are supported by expert opinion which states, that if teachers can find learning innovations such as creating music products as a medium and means of conveying lesson material, then the learning atmosphere will become more interesting, and the material will be easy for students to understand.

## CONCLUSION

This research has succeeded in revealing that based on data analysis and discussion of the research data that has been carried out, it can be concluded that the results of the validity test of the song compact disk media by media expert lecturers, material experts and language experts with an assessment in the very good category and the song compact disk media that was developed is valid. The results of the compact disk song media practicality test by five teachers at a kindergarten school showed a rating in the very good and very practical categories. Testing the effectiveness of song compact disk media shows that the media designed is quite effective in stimulating children's emotions.

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