

Development of Culture-Based Music Learning Methods in Stimulating Musical Intelligence in Children Aged 5-6 Years in Percut Sei Tuan District

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Abstract: The purpose of the study in general is to produce a Culture-Based Music Learning Method in Stimulating Musical Intelligence in Children Aged 5-6 Years. This type of research is development research (Research and Development). Music learning methods are expert tested to assess guides based on expert test instruments as well. The result of this study is that the guidelines for music learning methods can be clearly understood by teachers and children show a good improvement in the stimulation of musical intelligence using the learning model that has been developed. The novelty of this research is to produce and use music learning methods based on local culture. The conclusion of the study is that the Culture-based Music learning method in stimulating the musical intelligence of children aged 5-6 years is suitable for use. Research advice hopes that this music learning method can be used and used to stimulate early childhood musical intelligence.

Keyword: Music learning methods, Stimulation, Musical Intelligence.

1. Introduction

Early childhood education has a unique character. The learning carried out by the teacher must pay attention to the achievements of child development. The achievement of development and learning objectives takes the centre of attention from the teacher through learning activities by applying the principle of fun play for children.

Learning activities by early childhood through music can be provided by providing meaningful experiences. Music experience activities for children can be through listening to music, playing music, singing, reading music and children can move to follow the music given. Music activities and activities for children can give children the ability to apat reveal the meaning of a given song or music. Children who have understood musical elements or elements such as the presence of rhythms, harmonies, melodies, musical forms and styles can

give expression as part of giving meaning in children's music. Children's musical experiences can influence awareness and instil values in a child's life. In addition, music can develop musical harmony for children.

The child has musical ability, understanding and intelligence. Musical learning activities that are done well for children can be done with activities to understand tone, rhythm, and melody (Swamianathan, Schellenberg and Khalil: 2017). Teachers in providing music learning activities can be done by providing assistance to children to be able to express musically. Musical expression can be seen through rhythmic greetings, declamations, singing together, pitched clapping events, orchestras utilizing used cans, and listening and distinguishing exercises of various sounds and sounds.

A person who has musical intelligence can be seen from the ability to create and express a pattern of rhythm, a pattern of tone points and the colour of the tone. Children who have musical intelligence can express forms of musical expression (Al-Anani and Al Masri: 2020). Children who optimally have musical intelligence have a tendency to be able to compose a melodic essay and musical lyrics, can sing and can whistle. The child can get to know a certain rhythm of music, and has the ability to remember rhythms and lyrics. Children also tend to like to listen to be able to appreciate the music they hear. Children are able to play musical instruments, are easy to recognize the sounds or sounds of an instrument, read music, and have the ability to perform beats using hands and feet.

The learning activities given to early childhood must be in accordance with the characteristics of intelligence possessed by the child. Learning and playing activities that can stimulate musical intelligence in children. Fun learning and playing activities to develop musical intelligence require appropriate and applicable learning methods. Based on these problems, it is necessary to conduct research to develop musical learning methods by applying cultural elements to stimulate the musical intelligence of children aged 5-6 years.

2. Research Methods

This research uses a type of development research (Research and Development), which is research that is designed in a structured and systematic manner to develop a product. Product development is carried out by going through certain stages and evaluations as an effort to test the level of validity and effectiveness in using it. Thus, in the stages of its development is carried out using the development model. A sequential set of procedures is used in the development model with the aim of carrying out the design and development of learning that is poured into graphic (diagram) or narrative form. This study used a 4-D development model (four D models). Sugiyono (2009: 404) explained that the stages of the 4-D model include: define, design, develop, and disseminate.

The development research procedure that is carried out contains the stages that must be carried out as shown in Figure 1 below.

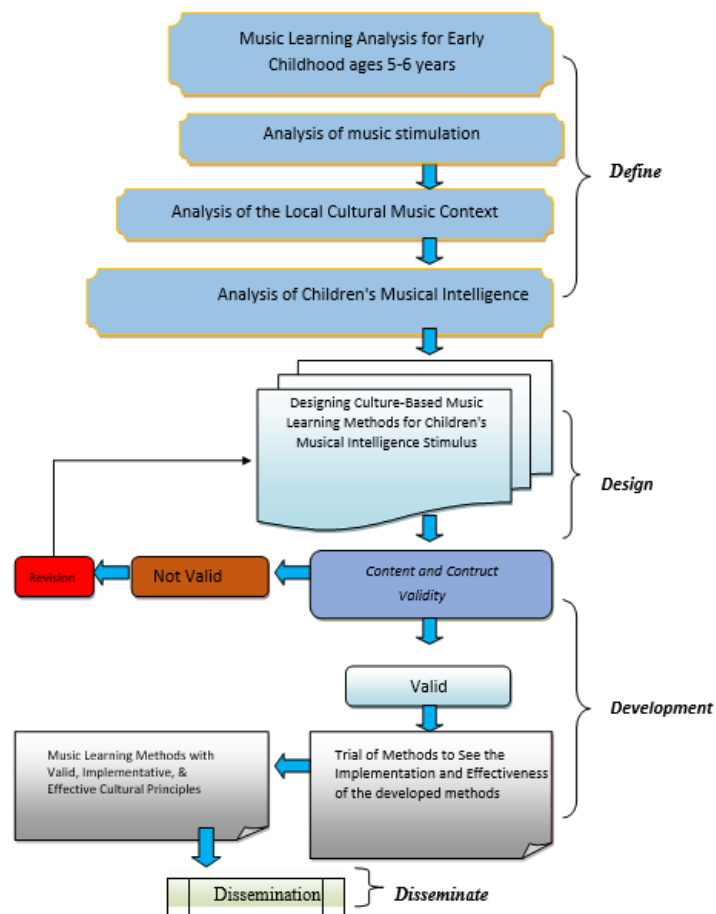


Fig. 1 Procedure for Developing Culture-Based Music Method

This development research goes through a procedure that contains the stages to be carried out with the following details:

1. The defining stage (define) aims to define and analyse the following: (1) analysis of Music learning needs for Early Childhood aged 5-6 years, (2) analysis of the use of music stimulation methods, (3) analysis of cultural-based musical contexts as a foundation of art practice material, and (4) analysis of children's Musical Intelligence.
2. The design stage is to design music learning methods in accordance with the definition: analysis of the needs of learning methods, analysis of the use of music learning methods, cultural-based music analysis, and analysis of children's musical intelligence.
3. The development stage in this study goes through the validity test, implementation test, and effectiveness test stages.

4. The disseminate stage is carried out on a wider scale, both in Deli Serdang Regency and in other regencies.
5. The population in this study used children aged 5-6 years in kindergartens in Percut Sei Tuan District. The sample used was a class B study group of 100 children and 10 teachers.

2.1 Data Collection Techniques and Research Instruments

Research data are collected in accordance with the object of study, namely: validity, implementation, and effectiveness using the following techniques:

- a. Validation of culture-based music learning methods is carried out in 2 aspects, namely: content validation and construct validity. The instrument used in this technique is a validation sheet.
- b. Observations were made to observe the implementation of the culture-based music learning methods developed. The instrument used in this technique is an observation sheet.
- c. Questionnaires are used to collect information on the implementation of cultural-based music learning methods (implementation tests) developed. The instrument used is the teacher's response questionnaire.
- d. Documenting is used to record the practice of using culture-based music learning methods in learning documented in the form of learning videos. The instrument used is a check mark for completeness of documentation.
- e. The type of data taken in this study is primary data, namely data taken from the results of validation tests by validators (content validation and construct validation) and practicality test data and effectiveness tests.

3. Results and Discussion

A culturally based music learning method that has been developed, then compiled each stage of its implementation into a guidebook so that it can be easily implemented by the teacher. The compiled handbook has gone through the validity test stage of experts. The validity test that has been assessed by experts is in the form of the validity of the contents and the validity of the structure.

In the next stage, researchers socialized cultural-based music learning methods to kindergarten teachers in Percut Sei Tuan sub-district. The socialization activity was attended by 10 teachers consisting of three kindergartens in Percut Sei Tuan sub-district. Socialization activities are carried out by first being given an explanation of musical intelligence in children, and an explanation of cultural-based music learning methods. Furthermore, in the final stage of the socialization activity is a simulation of culture-based music learning through music rhythmic playing activities demonstrated by researchers and after that demonstrated by teachers.

4. Conclusion

Development of learning methods to improve musical learning abilities by incorporating cultural elements according to school needs. The developed method can stimulate the musical intelligence of children aged 5-6 years. Children who have participated in learning activities using models that stimulate musical intelligence get more opportunities to understand and be sensitive to sounds and patterns of musical rhythms that are part of the child's musical intelligence element. The learning methods developed can stimulate the development of children's musical intelligence. The learning method still pays attention to the characteristics of children who like to play without providing a burdensome learning load for children. Children who feel happy in musical learning activities without realizing it can hone their musical intelligence. In addition to musical intelligence, children can also better understand the cultural elements included in music. Stimulation in the domination of musical intelligence but there are still things related to stimulation of other intelligences such as cognitive in interpreting movements and rhythmic patterns, kinaesthetic in following the movements that have been exemplified. Testing learning methods with methods to stimulate musical intelligence by incorporating cultural elements of children aged 5-6 years has proven effective and positive in achieving the achievement of children's musical intelligence. Based on the development tests carried out, children experienced an increase in achievement from each test meeting conducted.

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