

**Early Childhood Language Development Through Singing Method at RA
Ihya-Alum**

Sindi Nurul Mufliha Sangadji^{1*}, Nurhalifah²

¹²Universitas Islam Makassar, Indonesia.

Email: nurulsindi3@gmail.com, nurhalifahhhhh@gmail.com

Correspondensi Author

Email: nurulsindi3@gmail.com

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ABSTRACT

This study aims to examine the development of early childhood language skills through the application of singing methods in learning activities at RA Ihya Al-Ulum. The study uses a descriptive qualitative approach with a focus on the learning process and children's responses during the activities. The research subjects involved teachers and early childhood students at the PAUD institution. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis was carried out in stages through data reduction, data presentation, and conclusion drawing, while data validity was obtained through triangulation techniques. The results showed that the singing method contributed positively to children's language development, particularly in increasing their vocabulary, ability to pronounce words, and courage to communicate verbally. In addition, the enjoyable learning atmosphere created by singing encouraged children to actively participate in the learning process. Thus, the singing method can be used as an effective alternative learning strategy to support the language development of early childhood.

Keywords: Language Development; Singing Method; Early Childhood

ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengembangan kemampuan bahasa anak usia dini melalui penerapan metode bernyanyi dalam kegiatan pembelajaran di RA Ihya Al-Ulum. Penelitian menggunakan pendekatan kualitatif deskriptif dengan fokus pada proses pembelajaran dan respons anak selama kegiatan berlangsung. Subjek penelitian melibatkan guru dan anak usia dini di lembaga PAUD. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Sedangkan analisis data dilakukan secara bertahap melalui reduksi data, penyajian data, serta penarikan Kesimpulan,

sedangkan keabsahan data diperoleh melalui triangulasi teknik. Hasil penelitian menunjukkan bahwa metode bernyanyi memberikan kontribusi positif terhadap perkembangan bahasa anak, khususnya dalam peningkatan kosakata, kemampuan melafalkan kata, serta keberanian anak dalam berkomunikasi secara verbal. Selain itu, suasana belajar yang menyenangkan melalui kegiatan bernyanyi mendorong keterlibatan aktif anak dalam proses pembelajaran. Dengan demikian, metode bernyanyi dapat dijadikan sebagai salah satu alternatif strategi pembelajaran yang efektif dalam mendukung pengembangan bahasa anak usia dini.

Kata Kunci: Pengembangan Bahasa; Metode Bernyanyi; Anak Usia Dini

INTRODUCTION

Early Childhood Education (PAUD) is the initial foundation in the process of forming and developing children's potential. Early Childhood Education is a planned and systematic effort to provide stimulation to develop various children's potentials through structured learning activities (Mayangsari et al., 2022). One of the main focuses in early childhood education is the development of language skills, especially the mastery of Indonesian which is the language of instruction in daily communication.

Law Number 20 of 2003 concerning the National Education System emphasizes that early childhood education aims to provide educational stimulation to children from birth to the age of six so that children's physical and spiritual growth and development develop optimally as a provision to enter further education. At this stage, children are in the golden age, which is a period when brain development takes place very rapidly and is sensitive to various stimuli, including language stimulation (Widiawati et al., 2018).

Language is one of the aspects of development that has a fundamental role in children's lives. Through language, children can communicate, express ideas and feelings, and build social relationships with the surrounding environment. The language skills of children aged 4–5 years include several main components (Karim & Wifroh, 2014). First, children could listen, distinguish, and pronounce various language sounds. Second, children begin to be able to communicate and interact verbally with others. Third, there is an increase in vocabulary that supports speaking skills and verbal communication skills. These three components are an important basis for children's language development at this age stage.

Language skills are also the basis for children's cognitive, social-emotional, and academic readiness development (Noviana et al., 2019). Therefore, the development of early childhood language needs to receive serious attention in the learning process in early childhood education institutions. However, in learning practice in the field, especially at RA Ihya Al Ulum, the development of children's language skills is not optimal because learning is still monotonous and less varied. This condition makes children less active, quickly feel bored, and limited in expressing language skills (Mayangsari, 2018). Therefore, a more interesting learning method is needed and in accordance with the characteristics of early childhood, one of which is through the application of the singing method.

The singing method is one of the learning approaches that utilizes the use of aesthetically arranged word choices and conveyed through singing. Singing is one of the activities that is familiar and in accordance with the characteristics of early childhood

life (Suryaningsih, 2015). Singing is a fundamental musical activity for children, because through these activities' children use their sense of hearing to recognize and combine elements of tone and rhythm (Karim & Nisa, 2017). Children's involvement in singing together also provides a fun and meaningful learning experience for them.

The singing method allows children to recognize the sounds of language, enrich vocabulary, and practice listening and speaking skills through rhythmically repeated song lyrics (Cahyaninati & Prystiananta, 2019). This fun and repetitive learning process makes the singing method effective as a stimulation of early childhood language development. The singing method has been proven to stimulate children's language, cognitive, and social-emotional development through singing techniques together, singing songs with movements, and the use of songs as a learning medium (Fitria et al., 2024).

These findings are reinforced by several previous studies that show that the singing method makes a positive contribution to children's language development. Research shows that singing activities adapted to the learning theme can improve articulation, oral communication, and vocabulary enrichment of children aged 4–5 years (Luqman et al., 2021). Similar findings are also shown by studies that state that the singing method is effective in stimulating verbal responses and communication engagement in early childhood, including children with speech delays (Rakhmawati & Rakhmawati, 2025).

In addition, research reveals that the application of singing methods combined with supporting media can improve early childhood language literacy skills, such as letter recognition, word comprehension, and children's courage in verbal communication (Ariyanto et al., 2024). The implementation of the singing method in early childhood learning can also help develop early childhood speaking skills in a fun and efficient way through the involvement of the senses of hearing, mouth, and word memorization skills (Mardiah & Ismet, 2021). The results of the study confirm that the singing method does not only function as an entertainment activity, but also as an effective learning strategy in developing children's language skills.

Although various previous studies have shown that singing methods are effective in developing early childhood language skills, studies that describe the process of applying it in depth in the context of daily learning are still limited (Karim, 2021). In addition, each PAUD institution has different characteristics of students and learning environments, so contextual research is needed. Mayangsari et al. (2025) emphasized that the level of professionalism of early childhood education teachers as reviewed from academic qualifications greatly affects their ability to apply innovative learning methods and in accordance with children's needs.

Based on this, this study is focused on the development of early childhood language through the singing method at RA Ihyia Al Ulum using a descriptive qualitative approach. This study aims to describe the application of the singing method and analyze its contribution to the development of early childhood language skills. The results of this study are expected to make a practical contribution for PAUD teachers in implementing more effective and fun learning methods to optimize children's language development.

METHODS

This study uses a qualitative approach with a descriptive type of research. Descriptive research aims to describe systematically, factually, and accurately the facts, characteristics, and phenomena that occur in the object of research without providing treatment or manipulation of the variables being studied. The research was carried out at RA Ihya Al-Ulum. The research subjects were group B students at RA Ihya Al-Ulum, while the research informants were the principal and class teachers.

Data collection techniques include systematic observation of learning activities through the singing method, interviews with classroom teachers and principals, and documentation of learning activities. The observation instruments were prepared based on indicators of early childhood language development, including the ability to pronounce words clearly, follow song lyrics, use vocabulary appropriately in communication, and be able to actively participate in singing skills. Data analysis is carried out by reducing the data obtained from observations, interviews, and documentation to select information that is relevant to the focus of the research. Furthermore, the data is presented in the form of a descriptive description so that it is easy to understand. The final stage is to draw conclusions based on patterns and findings that appear systematically.

RESEARCH RESULTS

The results of this research were obtained through observation, interview, and documentation activities on the learning process at RA Ihya Al Ulum which applies the singing method in the development of early childhood language skills. The focus of observation is directed at the development of children's language skills which includes aspects of listening, vocabulary mastery, pronunciation, speaking ability, and the courage to communicate verbally.

Results of Observation of Children's Language Ability

Observations were made during the learning process using the singing method. The results of the observation showed that there was a development of children's language skills after the singing method was applied consistently in learning activities. A summary of the results of observation of children's language skills is presented in Table 1 below.

Table 1. Children's Observation Sheet

No	Assessment Indicators	Child's Name				
		Aqila	Aisyah	Khalisah	Irsyad	Steel
1.	Able to listen to and imitate songs	BHS	BSH	BSH	BSH	BSH
2.	Able to speak clearly and use complete sentences	BSH	BSH	MB	BSH	BSH
3.	Able to tell stories about everyday experiences	BSH	BSH	MB	BSH	BSH
4.	Use appropriate vocabulary in communication	BSH	BSH	BSH	BSH	BSH

5.	Able to actively participate in singing activities	BSH	BSH	MB	BSH	BSH
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BB = Not yet developed

MB = Start Growing

BSH = Grow Up To Expectations

BSB = Very Well Developed

The results of observation showed that all children were in the category of Developing Very Good (BSB) in the ability to listen and imitate songs. Children are able to follow the rhythm, repeat the lyrics of songs, and show good attention during singing activities. This shows that the singing method can attract children's attention and support the development of listening skills. In the indicator of the ability to speak clearly and use complete sentences, most children are in the category of Developing According to Expectations (BSH).

Children are able to express words and sentences clearly when singing and when interacting with teachers. However, there is one child who is still in the Starting Developing (MB) category, which shows that the child still needs guidance and further stimulation in developing his or her speaking skills. The ability to tell stories about everyday experiences also showed mixed results. Most children are in the Developing Expectations (BSH) category, where children can relate simple experiences in spoken language. Meanwhile, one child is in the Starting Developing (MB) category, which is characterized by limited storytelling skills and requires guiding questions from teachers. In the indicator of the appropriate use of vocabulary in communication, most children are in the category of Developing Very Well According to Expectations (BSH).

Children can use vocabulary obtained from song lyrics and learning activities in daily communication. However, there is one child who is still in the Starting Development (MB) category, which shows that the child's vocabulary mastery still needs to be improved through continuous stimulation. Furthermore, in the indicator of active participation in singing activities, almost all children are in the category of Developing According to Expectations (BSH). Children show high enthusiasm, dare to sing together, and are actively involved in learning activities. This active participation reflects that the singing method can create a pleasant learning atmosphere and encourage children's courage in expressing language orally.

Overall, the results of observations show that the application of the singing method at RA Ihya Al Ulum makes a positive contribution to the development of early childhood language skills. Although there are still differences in achievement between children, the singing method has been proven to be able to support children's language development gradually and contextually.

The results of interviews with teachers show that the application of the singing method helps increase children's interest and participation in language learning. The teacher said that children are more focused, enthusiastic, and easy to direct when learning is done through songs. In addition, the teacher also stated that children who previously tended to be passive began to show the courage to speak after being often involved in singing activities.

DISCUSSION

The results of the study show that the application of the singing method at RA Ihya Al Ulum makes a positive contribution to the development of early childhood language skills. This finding can be seen from the development of children in the aspects of listening, mastery of vocabulary, pronunciation, speaking ability, and the courage to communicate verbally. This discussion relates the results of the research to the theoretical study and findings of previous research.

In the listening aspect, children show the ability to listen and distinguish the sounds of language contained in the song lyrics. Singing involves the repetition of sounds and rhythms that help children concentrate and understand the sounds of language gradually. These findings are in line with the view that listening skills are an important foundation in early childhood language development and need to be stimulated through fun and meaningful activities.

Children's vocabulary mastery has undergone significant development. Children are able to mention new vocabulary obtained from song lyrics, especially vocabulary related to learning themes. The repetition of words in songs helps children remember and understand the meaning of words naturally. These results support the findings of Utami et al. (2025) who stated that singing activities adapted to the learning theme are effective in enriching early childhood vocabulary.

In the aspect of pronunciation, children show increased clarity in pronouncing words while singing. The rhythm and tone of the song help the child pronounce words more structured and repetitive, so that pronunciation becomes clearer. This finding is in line with the opinion of A.T. Mahmud who stated that singing is a fundamental musical activity because it involves children's hearing in recognizing and combining notes and rhythms, which indirectly supports language development.

Children's speaking skills also show positive development. Children begin to be able to answer simple questions orally and use the vocabulary obtained from songs in daily interactions. The singing method provides an opportunity for children to practice speaking in a non-stressful atmosphere, so that children feel more comfortable expressing language. This finding is in line with the results of Harefa et al.'s (2025) research which states that the singing method is effective in improving verbal response and early childhood communication engagement.

The aspect of language courage was the most prominent finding in this study. Children show higher confidence to sing and speak in front of their peers. The fun learning atmosphere through the singing method makes children feel safe and not afraid to make mistakes in speaking. This shows that the singing method not only has an impact on the linguistic aspect, but also on the social-emotional aspect of the child.

Overall, the results of this study show that the singing method is an effective learning strategy and in accordance with the characteristics of early childhood. This method is able to integrate elements of play, learning, and self-expression, thereby supporting children's language development holistically.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion, it can be concluded that the application of the singing method at RA Ihya Al Ulum makes a positive contribution to the development of early childhood language skills. The singing method is able to stimulate

listening skills, enrich vocabulary, improve pronunciation clarity, develop speaking skills, and foster children's courage in verbal communication. These findings are in line with the theory of early childhood language development and support the results of previous research that affirms the effectiveness of the singing method as a language learning strategy.

Based on these conclusions, suggestions that can be submitted are as follows:

1. For PAUD teachers, the singing method is recommended to be applied in a planned and sustainable manner as a language learning strategy that is in accordance with the characteristics of early childhood.
2. For PAUD institutions, it is necessary to provide support in the provision of song media and learning facilities that support children's language development.
3. For subsequent researchers, it is recommended to develop similar research by focusing on more specific aspects of language or using different methodological approaches to enrich scientific studies.

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