

The Use of Angklung As The Traditional Music Instrument to Stimulate The Artistic Skill of Preschoolers

Rahmawati Nur Alim

Universitas Negeri Yogyakarta, Indonesia
email: rahmawatinur.2023@student.uny.ac.id

Sri Rahayu

Universitas Negeri Yogyakarta, Indonesia
email: Ayyurahayu15@gmail.com

Abstract

Keywords:
Angklung;
Artistic;
Preschoolers;

Music can be one of the ways of children to express their feelings and show their emotions. Children are usually singing a song both loud and soft dynamics based on their situation. Therefore, asking children to sing become an essential method to use in kindergarten. Not only music itself, but also the use of music instrument. In most kindergarten, angklung has become part of learning in musical arts due to the important of music that plays a crucial role in child's development particularly in art. This study aims to figure out the important of Angklung to increase the artistic skill of preschoolers in TK Kanisius Demangan Baru. The present study used qualitative method with descriptive approach. All data were collected from observations, documentations, and interviews with the teacher and the school principal. Research findings indicate that playing angklung has a very good impact in improving children artistic. It was found that there are several artistic abilities that develop when learning angklung; being able to play the music instrument with good sound quality, suitability with the tempo, song pitch adjustment, mastery of the song rhythm, and being able to differentiate between good and bad musical tones. On top of that, the role of Angklung can enhance the sense of music to early childhood education.

Abstrak

Kata Kunci:
Angklung;
Keterampilan seni;
Anak usia dini;

Musik dapat menjadi salah satu cara anak untuk mengekspresikan perasaan dan menunjukkan emosinya. Anak-anak biasanya menyanyikan lagu dengan dinamika keras dan lembut sesuai dengan situasi mereka. Oleh karena itu, meminta anak untuk bernyanyi menjadi metode penting yang dapat digunakan di taman kanak-kanak. Tidak hanya musik itu sendiri, tetapi juga penggunaan alat musik. Di sebagian besar taman kanak-kanak, angklung telah menjadi bagian dari pembelajaran seni musik karena pentingnya musik yang memegang peranan penting dalam

perkembangan anak khususnya dalam bidang seni. Penelitian ini bertujuan untuk mengetahui pentingnya angklung untuk meningkatkan keterampilan seni anak prasekolah di TK Kanisius Demangan Baru. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Semua data dikumpulkan dari hasil observasi, dokumentasi, dan wawancara dengan guru dan kepala sekolah. Hasil penelitian menunjukkan bahwa bermain angklung memiliki dampak yang sangat baik dalam meningkatkan seni anak. Ditemukan bahwa ada beberapa kemampuan seni yang berkembang ketika belajar angklung, yaitu mampu memainkan alat musik dengan kualitas suara yang baik, kesesuaian dengan tempo, pengaturan nada lagu, penguasaan irama lagu, dan mampu membedakan nada musik yang baik dan yang buruk. Selain itu, peran Angklung dapat meningkatkan rasa musikal pada pendidikan anak usia dini.

Received : 4 Juni 2024; Revised: 8 Juli 2024; Accepted: 10 Agustus 2024

Copyright© Rahmawati Nur Alim, et.al
With the licenced under the CC-BY licence

<http://doi.org/10.19105/14131>



This is an open access article under the [CC-BY](#)

1. Introduction

Early childhood is a crisis time and all aspects of this age are developed perfectly. Munir and Warmansyah stated that early childhood is a time of fast growth and development, sometimes referred to as a "developmental leap" (Muhammad et al., 2023) thus, early childhood has been called the "golden age". There are six essential domains that adults must consider during the golden age of children, namely cognitive, motoric, language, social-emotional, moral, and art development. Early childhood education needs to be developed in those six areas and have purpose, as said in the preceding phrase. One of the crucial aspects is art development, which contains music, instruments, painting, dancing, etc. Music can be necessary to increase the artistic and other skills of preschoolers. Playing musical instruments allows children to express themselves confidently (Widjanarko & Andaryani, 2022). Early childhood music instruction can support young children's intellectual development, emotional cultivation, and artistic cultivation at a time when people are experiencing rapid mental and physical development (Lin et al., 2020). Neuroscientists confirm that songs, movements and playing with music in children are suitable neurological activities for introducing speech patterns, sensorimotor skills and vital movement abilities (Rosydiana, 2017). As an auditory art, music can help children develop in specific ways as they understand the meaning, lyrics, and rhythms that require young children to have good musical intelligence. Research indicates that exposure to music in early childhood can lead to improved memory capacity, sensory and motor functions, and cognitive development (Coppi, 2017). Through music,

children can quickly and easily to explore their imagination, including to increase their motor skills, and improve their musical intelligence.

Musical intelligence is children's ability from birth to use music and sound, facilitating entry into self-awareness and transformation at a deeper level. Musical intelligence is the ability of children to memorize the rhythm, remember the beat, and be emotionally affected by the music. It is because all the child as a listener and the user of music (Addessi et al., 2019). Children who have musical intelligence have the components (1) adjusting the pitch, (2) adjusting the rhythm to the tempo, and (3) simply playing musical instruments (Setyawati et al., 2017). Playing simple musical instruments can be one of the ways children can improve their artistic skills. When the children play the instrument, they must feel and follow the rhythm to adjust to their artistic skill. However, introducing music from an early age has been a low priority. Music education is still underestimated by some people, particularly in kindergarten, due to the parents' presumption that learning music cannot guarantee the future (Muyassaroh, 2019). Misunderstanding of the essence of learning music in kindergarten being considered unimportant by the parents (Yeni, 2013). For this reason, society or parents are more interested in directing their children to the fields of cognitive science, which are considered more straightforward to achieve success and a level of respect in society.

Meanwhile, some scientists have clarified that there are a lot of advantages to teach music from an early age. It is also supporting to develop any kind of children's potential in all aspects (Widhianawati, 2011). In addition, children are like to play, sing, dance, paint, and listen to stories, instinctively children do; thus, whoever enters the world of children's education is required to be skilled in using every branch of art as a medium or educational method, such as music (Rosydiana, 2017). Enhancing children's brains more successfully and efficiently from a young age, as the ability to play an instrument is a sign of developing musical intelligence between the ages of five to six. Musical intelligence in early childhood can be stimulated with the activities that probably love by the children. This can be realized by playing musical instruments that involve children's physical activity. Playing musical instruments allows children to express themselves confidently (Widjanarko & Andaryani, 2022). The musical instrument that is primarily taught in kindergarten, particularly in Indonesia, is the Angklung traditional music instrument.

The angklung musical instrument is one of the traditional Indonesian musical instrument from West Java. The angklung musical instrument is made from bamboo, which is sounded by shaking. Angklung is usually played in a group. One of the initiatives aimed at protecting indigenous Indonesian culture is the use of angklung as one of the subject in early childhood education, which also aims to teach Indonesian culture early on (Widorini et al., 2019). The children need to

shake the bamboo pipe between the right and left hands. While playing this, an Angklung musical instrument requires full of concentration due to the notation to make perfect instrument. Therefore, due to the fact that music may amuse, soothe, and increase a child's enthusiasm for learning, this traditional musical instrument can help teach children's cognitive and fine motor skills. The way to play Angklung is done by utilizing both left hand to hold the angklung and right hand to shake the angklung, in order to rehearse children's fine motor skills and cognitive in recognizing notes (Setyawati et al., 2017). Each angklung represents one note, which contributes to creating a melodic harmony when played collectively.

As stated above, Angklung is a traditional musical instrument that obliges students to play together. This becomes a good way for the children to communicate in a group with their friends. The musical objectives include developing artistic sensitivity to musical experiences that can be connected among the group members (Zalar et al., 2015). However, not all the children are interested to play Angklung and willing to work together in a group. One of the strategies the teacher can do to overcome this problem is to make Angklung as one of the subjects in school not only the extracurricular program. Mahmudah and Pamungkas (2023) found that Angklung are mostly in extracurricular program (Mahmudah & Pamungkas, 2023). The extracurricular angklung is an extracurricular activity that is rooted in world-renowned culture (Kusumawardani & Aulia, 2020). Therefore, in some school, angklung is only in the list of extracurricular not in the list of compulsory subjects.

Based on the observation in TK Kanisius Demangan Baru Yogyakarta, the researcher found that the school has implemented learning Angklung in the extracurricular program since in playgroup. However, children's music skills are less well stimulated because of the school's curriculum, which includes other activities, such as dancing and painting. The teacher ask the children to practice just once a week, compared with the others, such as dancing and painting which an practice twice in a week. Surprisingly, the students can play Angklung very well and disciplined.

Although playing angklung is not a compulsory subject but the researcher found that the students in TK Kanisius demangan baru can play Angklung in a good way. It is clearly seen how the teacher endeavors to provide a good strategy to get the students used to Angklung to improve their sensitivity in art focused on artistic skill. Artistic skill is a part of creativity to encourage the students having imaginative perception of reality, to develop imaginative thinking and improve their expressive performance (Of et al., 2021). Artistic skills in music are expected to hone the student's sensitivity of every instrument, particularly in the rhythm. In light of these factors, the researcher is eager to learn more about how angklung can improve young children's artistic abilities in TK Kanisius Demangan Baru.

Patrova & Nikolaeva (2021) conducted a comprehensive study on the development of creative of elder preschool children in artistic activities. The study aimed to develop the creative activity of older preschool children through artistic activities. The results were obtained through a series of diagnostics and the implementation of a system of classes. These results highlight the importance of structured artistic activities and imaginative tasks in fostering creativity among preschool children (Of et al., 2021). In a similar vein, Kusumawardani and Aulia (2020) examined the impact of playing angklung in elementary school. The study concluded that a structured approach involving preparation, implementation, and evaluation phases, along with practical training and performance opportunities, significantly contributed to the development of angklung playing skills in elementary school children. The study was conducted in Syafana Islamic School and utilized multiple data collection techniques, including interviews, observations, and documentation (Kusumawardani & Aulia, 2020).

These studies collectively highlight the positive impact of learning music and music instrument such angklung. Based on the previous research above, Kusumawardani and Aulia (2020) conducted research about playing Angklung in elementary school, which it might be so different in kindergarten. Moreover, Patrova & Nikolaeva (2021) explored about how do the preschoolers enhance their creativity and learn more about artistic activities. Building on these insights, the current research aims to describe the benefits of angklung in increasing the artistic skill of the preschoolers. The advantages of this study include strengthening educators' comprehension of the significance of encouraging children's artistic development from a young age.

The study also highlights how important it is to introduce the traditional musical instrument known as the Angklung, which can enhance children's creative abilities as well as all aspects of their development. Angklung, can be a powerful tool in stimulating children's artistic skills. Playing angklung can train children to manage emotions, focus, work together, respect each other and listen when other people play the angklung musical instrument. In addition, children can recognize the number of symbols on the angklung musical instrument.

2. Methods

This research used descriptive qualitative design to describe the facts in the field, namely TK Kanisius Demangan Baru Yogyakarta. The researcher did the observation start from 12 March until 12 April, 2 hours in each day. In this qualitative research, the researcher explained the data analysis accurately. The data sources included one school principal, one art teacher who teaches Angklung, and one homeroom teacher. The result of descriptive qualitative research does not show statistical procedures for analyzing the data, but the results present data as a description. Through observation, interview, and

documentation, narrative data were gathered. The researcher observed throughout class activities using photos and video recordings.

Meanwhile, the interviews used in this research were semi-structured, making the interview more enjoyable. The researcher also prepared the questionnaire and a list of questions as a guideline during the interview. The researcher used documentation during the learning process in TK Kanisius Demangan Baru to clarify the data. In addition, in order to assess the data, open-ended questions will be asked in order to gather information, and participants will then produce an analysis based on the data (Creswell, 2009). Finally, the last step will be drawing a conclusion based on the interpretation of the research findings.

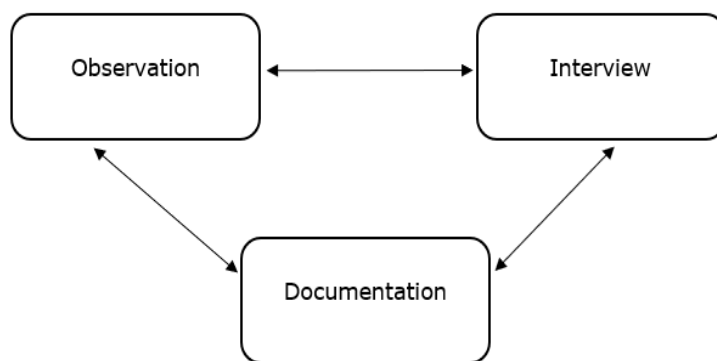


Fig. 1. Triangulasi Chart

3. Result and Discussion

Children at an early age are still focused on the potential of themselves; one of them is musical intelligence. Playing Angklung as a traditional musical instrument is one of the stimulations during this period directed towards supporting the freedom to carry out physical activity. Music has three primary elements for young children are vocals, movement stimulation, and the ability to get kids to pay attention or listen intently (Aprilian, 2014). Based on the research result, it is found that the teacher stimulates the children in a good way. The children can pay attention to what the teacher said, also they can memorize the movement of their hands. However, regarding the vocals, not every child wants to sing, some are just focused on seeing their angklung, and there are some also that want to sing as well as they play the angklung.

The researcher observed TK Kanisius Demangan Baru on Thursday, which is the schedule for the Angklung class, to see their performance in playing Angklung. The data were collected during the students' activity. The researcher observed the students inside the classroom and took a picture of the students' activity (Pink et al., 2016). The observation lasted two hours a week for four weeks. Here is the Angklung schedule in TK Kanisius Demangan Baru.

Table 1. Daily schedule for Angklung class on Thursday

Time	Session
7:30 – 8:00	Make a line
8:00 – 8:15	Warming up in the class
8:15 – 9:00	Studying with the classroom teacher
9:00 – 9:30	Break time
9:30 – 10:00	Playing Angklung
10:00 – 11:00	Comeback to the class
11:00 – 11:30	Tidy up, story, and song
11:30 – 12:00	Individual activity

The school only has an Angklung schedule once a week. Based on the table above, although it is the schedule for playing angklung, the students are also still studying with the classroom teacher inside the class. It happened because they only had one angklung teacher who could teach the students to play angklung. Therefore, each class has to wait its turn. Angklung class will start at 9:00, beginning with kindergarten A, continuing with kindergarten B, then playgroup B, and the last playgroup A. They must be separated because each class has a different level of music. Kindergarten B, who is a 5 to 6-year-old kid, dominates and will get the complex song.

Meanwhile, kindergarten A will get a medium level of song. Those classes differ from playgroups A and B, who mostly only play with the Angklung without any instrument. The teacher teaches them to hit the angklung and create a sound without any instrument. The playgroup students are just 3 to 4 years old and still in motor development. The above table also explains that each class only has 30 minutes to play Angklung. Therefore, while waiting for their turn to play Angklung, the students still learn with the teacher inside the class.

Two main findings emerged from the data: (1) Learning Angklung with keyboard music to make the students even more energetic and feel the beat of the instrument to play Angklung, and (2) the teacher divided the students to play angklung in groups based on the notes. Typically, for a simple song, the teacher divide 6-8 groups, each representing different notes in the scale Do, Re, Mi, Fa, Sol, La, Si, Do. *Excerpt 1. The teacher divided the students into groups and still listened to the instruction*

T: Come on everyone, sit in your respective groups. Hold your angklung and don't take your friend's.

S: (Silent)

T: Today we will learn to play the music "Naik Delman", let's try singing it together first, okay?

S: Singing the song without play Angklung

T: That's great, let's all practice, okay?



Fig. 2. Teacher divides the students in a group

Before playing Angklung, the teacher asks the students to sing the song first to make them can feel the beat and get use with the instrument in "*naik delman*" song. A child's method of receiving music involves listening to it, which is essential and fundamental (Blašković & Kuliš, 2017). When the students have been memorizing the song also the instrument, they will automatically can play Angklung which guided by the teacher. This is called artistic skill in early childhood by giving them enough training and familiarity with Angklung. It makes sense because learning music involves specific information that can only be obtained through medium-to long-term training, in addition to educational principles (Young, 2015). Apart from that, when playing the angklung musical instrument, there is a way to play it and sound it. The way to sound the angklung musical instrument is that the angklung is vibrated with the right hand, with the left-hand vibrating, holding the knot at the top, with the angklung position still moving (horizontal), not tilted so that the angklung sound is even and loud. Playing the angklung musical instrument repeatedly can develop and maintain certain habits so that skills in playing the musical instrument can be optimal and develop musical intelligence.



Fig. 3 The students begin to play Angklung

In this activity, the child learns to play Angklung based on their group. The teacher allows each group to practice their specific note separately provided guidance and encouragement as they practice. Then, gradually combine groups to play sequential notes. When the teacher is still talking with the other group, the children need to be silent and cannot play the Angklung until the teacher comes to their group. The picture shows the children listening carefully to the teacher's instructions and following what the teacher says. In doing so, the teacher has stimulated the children, therefore make them easy to practice. Children's learning of music activates every cognitive process that calls on them to perceive and interpret auditory cues (Bolduc & Evrard, 2016). In the first week, the students still learned how to hold an Angklung, how to sound the Angklung correctly, and how to read sheet music through numbers.

Excerpt 2. In the next week, the students need to play angklung with the whole group. The teacher uses music piano to make the students feel the rhythm and more energetic. In addition, the teacher also did not give many instructions to the children, however, the teacher used the hands to control the student's movement to play angklung.

T: Look carefully at the teacher's hand. Come on, focus, sweet child, good child.

S: Ready, teacher.

T: Are you ready?

S: Ready, ready.

It can be seen that the students can play the instrument quickly. The researcher found that although the teacher did not give many instructions, they could memorize the beat very fast. Children and their spontaneous singing are excellent, also they can imitative vocal play between adults and children quickly, how and when the child deals with the global properties of a song, pitch leading to mastery of a song (Andress, 1998). From this theory, it can be concluded that children have the potential to play music and sing a song spontaneously.



Fig. 4 The students start to play angklung with keyboard music instrument

It is crucial to ensure that playing Angklung activities in the classroom gives the children experiences and knowledge. The more they get used to the instrument, the more they can master it. Thus, children will participate in playing the angklung in their groups during this time, using the musical notes (do, re, mi, etc.). It is shown in the picture above that the students wait for their turn to raise their Angklung. As soon as after the teacher explains the following steps, rules, and the method to follow the rhyme from the music keyboard, the students directly can understand and play Angklung very well. Based on the research result, the data shows that the angklung, as a traditional musical instrument can have a big impact on the development of artistic skills in early childhood.

Table 2. Research finding of artistic skill

Result	Artistic Skill
Children have skills to play angklung musical instrument. This can be seen when the students can play angklung perfectly and correctly. Start from the way they hold the angklung, shake it and how they sound the angklung. Children are able to play the songs using the angklung musical instrument.	Be able to play music instrument and pay attention to the sound quality
Children have the ability to adjust the tempo with the song that being played. The children are able to adjust with the tempo, the speed of the beats in the song, thus, the children have produced good harmonization.	Suitability with the tempo of the song
Children have the ability to adapt from one note to the next. It is clearly seen when they playing the angklung musical instrument, children can adjust the pitch of the song that being played by music keyboard accompaniment. Children are already sensitive to the tone of songs and remember the notes of the songs being played.	Song pitch adjustment
Children have the ability to adjust the rhythm of the song that being played. When they performing the song, children can follow the rhythmic beat of the song accompanied by the music keyboard	Mastery of song rhythm
	Be able to differentiate

Children are capable to sing a simple song with the right rhythm. This can be seen when singing a short song, children can follow the rhythm of the song confidently with keyboard accompaniment. Apart from playing angklung, children get to know simple songs that are easy to remember and the children feel happy.

between music that is comfortable and uncomfortable to listen to

The table above demonstrates how early Angklung play can enhance a child's ability to understand everything by utilizing tones, rhythmic patterns, and other musical aspects. Based on the observation, the researcher can figure out that the students can learn the rhyme and the beat naturally. The teacher does not have to teach them and to explain deeply, but they can know it by themselves. It is clearly seen to the way they play Angklung and match it with the music keyboard that they hear is just so impressive. The students can feel the beat, even though still need the teacher hands to convince them. According to Gordon (2007), the early years are a time of informal learning and musical enculturation that get kids ready to study musical principles in kindergarten.

Early exposure to music stimulates a child's brain, enabling it to understand everything through tones, rhythms, and musical aspects. Not only does music encourage social engagement, but it also elicits possible responses and exchanges. Rhythm, melody, and harmony are examples of musical elements that are not only tangible but also aspects of life that are closely related to the material and spiritual of human existence (Paula et al., n.d.). Furthermore, it is common if the children can play music or sing unexpectedly. A child's musical experience gets more engaging when they play instruments (Ramdana & Sari, 2020). Classical angklung music games can promote early childhood development in a number of ways. Children can enjoyably acquire the competences and skills they require through play (Sudarto et al., 2023)

4. Conclusion

The present study has explored that angklung give the positive impact on the artistic development in early childhood. Although, Angklung is only part of extracurricular program, but the students can play Angklung in a good way. The students able to feel the song, note, melody, and more sensitive to the sound. It is proven that music also is a part of artistic particularly to early childhood. The teacher, and the school program which the organize the curriculum of learning Angklung is totally well prepare, including the facilities. However, the research was limited by the short duration of the study and the specific demographic of participants. Future research should explore the long-term effects of playing Angklung in early childhood. In addition, the future research also can conduct the same research about angklung but in the side of the students' psychology. It would be beneficial for

future studies to examine how these tools can be tailored to different learning styles and disciplines. Addressing these gaps would provide a more comprehensive understanding of the potential learning angklung in early childhood and help educators design more effective and inclusive educational strategies.

5. Acknowledgements

The researcher thank to Dr. Joko Pamungkas, M.Pd for being the advisor during the time of finishing the journal. The researcher also thanks to the principle of TK Kanisius Demangan Baru who allows the researcher to conduct the research. In addition, deepest gratitude to the teachers who are willing become the researcher's respondent. This journal was supported by department of early childhood education, Universitas Negeri Yogyakarta.

References

- Addressi, A. R., Felipe, J., Et, P., & Cardoso, R. (2019). (3) (1). 109–127.
- Blašković, J., & Kuliš, A. (2017). Preschool Children ' s Reactions to Active Music Listening through Movement , Visual Arts and Verbal Expression. *Croatian Journal of Education*, 19(3), 273–292.
- Bolduc, J., & Evrard, M. (2016). Music education from birth to five: An examination of early childhood educators' music teaching practices. *Research & Issues in Music Education*, 13(1), 1–20. <https://bit.ly/3GvRnIf>
- Coppi, A. (2017). *SEEING MUSIC, MUSIC TO SEE—Interdisciplinary Relations between Musical and Visual Art Education in Italian Pre-School and Primary School*. 1079. <https://doi.org/10.3390/proceedings1091079>
- Kusumawardani, S., & Aulia, N. N. (2020). Analisis Keterampilan Bermain Alat Musik Angklung Pada Siswa Sekolah Dasar. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 11(1), 116–120. <https://doi.org/10.24176/re.v11i1.4975>
- Mahmudah, S., & Pamungkas, J. (2023). Ketrampilan Seni Musik Anak Usia Dini melalui Ekstrakurikuler Angklung. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 2885–2894. <https://doi.org/10.31004/obsesi.v7i3.3746>
- Muhammad, A., Araminta, N., & Lubis, H. Z. (2023). *Enhancing Early Childhood Artistic Skills Through Angklung at Kindergarten*. 3, 184–194. <https://doi.org/10.31958/jies.v3i2.11574>
- Muyassaroh, N. F. (2019). Edutainment Karaoke dalam Pengembangan Kecerdasan pada Anak Usia Dini. *Aulad : Journal on Early Childhood*, 2(3), 98–104. <https://doi.org/10.31004/aulad.v2i3.42>
- Of, D., Activity, C., Elder, O. F., In, C., & Activities, A. (2021). *DEVELOPMENT OF CREATIVE ACTIVITY OF ELDER PRESCHOOL*. 32–

36.

- Paula, A., Luz, M., & Almeida, I. P. De. (n.d.). *Educador. Educação musical. Educador Multidisciplinar*. 1748.
- Ramdana, H. N., & Sari, N. P. (2020). *Develop Aspect of the in Playing Traditional Angklung using a Combination Learning Models of Direct Instruction and Talking Sticks*. 3(3), 303–314. <https://doi.org/10.11594/jk6em.03.03.03>
- Rosydiana, E. (2017). Meningkatkan Kecerdasan Musik Melalui Permainan Angklung Di Paud Aulia. *Yaa Bunayya : Jurnal Pendidikan Anak Usia Dini*, 1(2), 53–64.
- Setyawati, T., Permanasari, A. T., & Yuniarti, T. C. E. (2017). MENINGKATKAN KECERDASAN MUSIKAL MELALUI BERMAIN ALAT MUSIK ANGKLUNG (Penelitian Tindakan Pada Anak Kelompok B Usia 5-6 Tahun di TK Negeri Pembina Kota Serang-Banten). *Jurnal Pendidikan Dan Kajian Seni*, 2(1), 63–77. <https://doi.org/10.30870/jpks.v2i1.2503>
- Sudarto, S., Rahmawati, S., & Watini, S. (2023). *Implementasi model ASYIK dalam mengembangkan kecerdasan musikal melalui kegiatan bermain angklung pada anak TK*. 12(2), 206–216. <https://doi.org/10.21831/jpa.v12i2.57754>
- Widhianawati, N. (2011). Pengaruh Pembelajaran Gerak Dan Lagu Dalam Meningkatkan Kecerdasan Musikal Dan Kecerdasan Kinestetik Anak Usia Dini. *Jurnal Penelitian Pendidikan, Edisi Khusus*(2), 154–163. https://etheses.uinsgd.ac.id/19192/5/4_bab1.pdf
- Widorini, L. I. S., Hasibuan, R., & Trihariastuti, R. (2019). The Effect of Angklung Musical Instrument on the Ability to Recognize Number Symbols and Fine Motorik of Children Aged 5-6 Years. *International Journal of Trends in Mathematics Education Research*, 2(1), 40–42. <https://doi.org/10.33122/ijtmer.v2i1.122>
- Yeni, I. (2013). Kesulitan yang Ditemui Pendidik dalam Pembelajaran Musik Melalui Kegiatan Menyanyi. *Jurnal Pendidikan Dan Pengajaran*, 46(1), 1–8. <https://ejournal.undiksha.ac.id/index.php/JPP/article/view/1687>
- Young, S. (2015). Early childhood music education research: An overview. *Research Studies in Music Education*, 38(1), 9–21. <https://doi.org/10.1177/1321103X16640106>
- Zalar, K., Kordes, U., & Kafol, B. S. (2015). The Role of Children's Musical Instruments in Communication with Musical Language. *Procedia - Social and Behavioral Sciences*, 197(February), 1326–1334. <https://doi.org/10.1016/j.sbspro.2015.07.407>